VARIATIONS IN THE USE OF VERB AT HSSC LEVEL BY PAKISTANI STUDENTS

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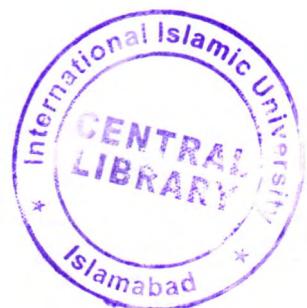
FORWARDING SHEET

This thesis is entitled as "Variation in the use of verb at HSSC Level by Pakistani Students" submitted by Mrs.Mussarat Ara in partial fulfillment of MS. Degree in Philosophy has been completed under my guidance and supervision. I an satisfied with the quality of student's research work and allow her to submit this thesis for further process, as per IIUI rules and regulations.

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Dedication:

To my loving husband and beloved family whose co-operation, inspiration and encouragement made me able to achieve one of the milestones of my life.

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It is certified that thesis submitted by Mrs.Mussarat Ara Reg: No.06,FLL/Phd(English)F05 titled "Variations in the use of verb at HSSC Level by Pakistani Student" has been evaluated by the following viva voce committee and found that thesis has sufficient material and meets the prescribed standard for the award of Degree of MS in discipline Philosophy in the discipline of English language & Literature.

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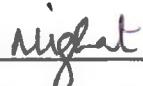
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ABSTRACT

Variations in the use of verb have been a crucial issue for the students who learn English as second language in Pakistan. Use of non-standard verb forms is generally stigmatized in all varieties of English by Pakistani students. But although we all know, for example, that some learners use *done* for the past tense of *do,* teached for the past tens of teach, or *went* for the past participle of *go,* we have little systematic knowledge regarding the nature or extent of these variations. Thus, the term 'variation', in this study has been taken as the production of non-standard use of verb form in English language. Linguist, since the last decade, have studied the issue of non-standard variations by second language learners and tried to form hypothesis to find the real causes of the problem and the same issue has been investigated in this study.

The purpose of the study was to find out the factors that pose adverse effects on the performance of students and whether the problem could be solved by overcoming the influences of these factors.

This study focused on whether the distinction in tense form of verb in two types of languages, that is Urdu as first language (L1) and English as second language (L2), was systematic or not. The focus of this paper was on interlanguage variation in tense form of verbs and use of participles. Two issues, cognitive and social influences, were taken into account. The criteria set by linguists were taken as a model. It was investigated whether these variations were due to Cognitive impairment such as: influence / interference of first language (L1-Urdu), ignorance of rules, over-generalization of rules or deviations from rules of the target language (English) as categorized by Littlewood (1984) or, whether these errors were due to social factors such as: age, need, socio-economic status, learning strategies and motivational level of learners as enlisted by Baumgardner's (1993), Littlewood's (1984) and P.H.Mathews'(1980). These Socio-linguistic aspects of L2 learning, as highlighted by these linguists, provided a guide line to

quantify the occurrence of non-standard tense form in English verb and to explore systematically the linguistic and non-linguistic (cognitive & social) factors which influenced these variations. Jhon Norish (1982) provided a guideline in investigating the variation in using verb tenses in writing English.

To explore Cognitive variations/errors in the lexical verb apparent in the written essays a Grammatical Judgment Task (GJT) was adopted. The errors in the essays of thirty Intermediate, Urdu speaking students, were enumerated and analyzed to find out which category determined by linguists was more dominant in creating errors in the writing of students.

The social influences were explored through a questionnaire indicating the socio-economic status, needs and level of motivation of the students.

Two main questions were addressed in order to identify the factors that influenced the performance of students.   The questions were:

i.   What kinds of variation occur by Pakistani students in using tense in English verb?
ii.   What linguistic/non-linguistic (cognitive/social) factors influence this variation?

Data of cognitive factors was enumerated under each category (ignorance of rules, over-generalization of rules, exemption of rules, and influence of L1) and presented through assessment chart and graph chart. A second chart indicated the number of errors committed in each category. The percentage of errors in each category was analyzed to discover which factor was more dominant and posing adverse effect on the performance of the students. It was discovered that 40 % errors were due to ignorance of rules. 25% verb uses were due to wrong application of rules.27% errors indicated the influence of L1 and 32% errors were due to overgeneralization of rules.

Suggestions and recommendations were made in the last chapter in the light of data analysis.

Declaration

I hereby certify that all the material and its composition in this dissertation, researched from authentic sources, have been identified; and that no material is included by which a degree has previously been conferred upon anybody, anywhere.

Signed

Acknowledgement

'Praise be to Allah, the most Merciful, the most Beneficent; He who has created man and teachth him what he knew not'. (The Holy Quran) Thanks be to Allah, Who gave me life, health and opportunities to reach at this level.

My gratitude will remain infinite to those who helped me during this arduous task, in one way or the other.

My special gratitude to my husband, Shaheen Perveze, who has always remained a source of inspiration for me, and without his love and cooperation, I could never have even initiated this task. His constant help, encouragement, moral support and practical assistance enabled me to accomplish this task. I pray for his health and long life, to satiate from the fruit of this labour.

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CHAPTER I

INTRODUCTION:

1.1 Variations in the Use of Verb at Intermediate Level

Second Language (L2) development is a process of change, shift and variety from the structural system of first language (L1) to second language (L2). This change is a complex phenomenon that has been studied and investigated by linguists for the last two decades. Some theories describe the factors that contribute to variations (e.g. Usage-based grammar), others focus on the process of how mind of a learner manipulates certain items of the grammar of second language, particularly the verb form of it. Some concentrate on the overall language changes based on Dynamic Systems Theory and so on. Whatever the approach of these theories may be but the ultimate result is that all learners, while learning English as L2, use verb form in various different (correct or incorrect) ways. While studying such areas of verb variations and errors committed by L2 learners, scholars usually undertake case study methodology meaning, they do not search for the ultimate correct answer to a question; rather they explore the issues and details that surround them. In this regard mostly social, historical, cultural, and ethnic and, the most important of all, the linguistic background of the learner is explored.

The word 'Variations' is a wide term that generally means different styles of using language. It includes all varieties of language usage such as standard language, dialect, idiolect, pidgin, Creole, isogloss and even tone, pronunciation and accent in using a language. But, the term variation, the pivotal issue of this study, has been delimited to the non-standard variations that the Pakistani students make in using the variables in verb form of English language. Verb form is selected as the focal point of study because it changes its tense forms according to various different rules and these variables in making tenses of weak and strong verbs and use of participles mostly create problems for the students and they use these variables differently causing incorrect production of language. For instance, they learn that a weak verb forms past tense by adding d-ed with the verb so they apply the same rule with strong verbs thus creating

odd expressions such as: buyed, catched growed etc. These variations generally lead to inappropriate syntactic sequence that affects cohesion and coherence as well as semantic discrepancies in the production of language. In simple words, it can be said that students make errors in using verb form in English because they can not grasp the real structure of this element. Students, while learning English as a second language, usually exhibit various incorrect uses of verbs that hamper both competency and fluency. Such uses are considered as errors by linguists and these variations/errors need to be checked and investigated to make students good English user.

The main focus of the study is how and why the variables of verb in English language affect the performance of students. Verb form in English grammar has been chosen for study because verb tends to represent a greater cognitive load on processing than other items in grammar. In fact, verb is the most important and intricate element, which acts as structure word as well as content word and helps us roam about in various dimensions in time and place. It undergoes various semantic, structural and morphological changes under specific rules. In English language verb has a variety of forms and transforms into many other shapes, (while being converted to different tenses), as compared to other parts of speech. These are inflectional and morphological changes in tenses, role of auxiliaries and appropriate use of present and past participles. Such variables are quite intriguing for the L2 learners. Therefore, sentences such as *She not go to school, why she is broken the glass, she has buyed a new dress, he has choosen a book and She playing with a doll,* are common experiences of an English teacher. The teacher realizes that the students find verb area most difficult even when they have reached HSSC class after being in contact (studying) with English for six / ten years. They can not manipulate this item tactfully resulting in producing non-standard varieties of verb.

There are many reasons for these non-standard productions of verb. It can be due to the complexities and intricacies in tenses, morphological and inflectional changes in strong and weak verbs and the use of participles confuse the students as many of them do not match with L1 system. The other causes can be the L1 (Urdu) prevalent in the vicinity, teaching / learning style being practiced in academic environment, cognitive and motivational level of the learner and, social environment.

While studying the causes of variations/errors and the process of change, from Urdu as L1 to English as L2, by Pakistani students at Intermediate level Part one, it is noted that interlanguage

influences play vital role in making students use correct or incorrect form of English verbs. The theories of *interlanguage* variations, introduced by Littlewood(1984) and Baumgardner (1985) help to explore language system in the mind of an L2 learner. The study of these theories proves that learners' mind first thinks in L1 and then translates it in L2. In present study Urdu language (L1) and English language (L2) is taken as a model to find the interlanguage influences and their effects in the mind of learner. For instance, Wo *shbha se kam kar rahi hai* is usually translated as *she is working since morning* instead of *she has been working since morning,* is the result of interlanguage differences. English teachers are always annoyed of these errors and consider them inefficiency on the part of students. The question arises whether these errors should be regarded as a threat to the learning process or taken as a process of linguistic development. Linguists believe that such kind of cognitive process of interlanguage, that tends to produce variations, is not a deficient version of the language being learned nor is it a language purely based on errors introduced from the learner's first language rather, this standard or non-standard version of verb is a production in its own right, with its own systematic rules. Much research in second language acquisition is concerned with the internal representations of L1 in the mind of the learner, and in how those representations change, over time, to L2 (cognitive level). So, if we view interlanguage aspects of English and Urdu languages analytically, we will be able to discover why verb form in English is not used accurately by students who learn English as Second language.

Besides cognitive working, environment, social setup attitude and personality of a learner also play vital role in creating varieties in the use of verb as such factors have direct impact over the motivational level of a learner. Highly motivated students try to use appropriate forms of verb to seek proficiency and competency as, they have strong urge to use English language correctly either to fit in the native community or to reach higher studies and get good jobs.

Littlewood (1984) observes that these non-standard occurrences may result from linguistic predicament such as slow cognitive level that is delayed or deviant syntactic development in L2 or, lack of motivation and stimulation or non-linguistic influences such as lack of exposure to the English language, inappropriate learning strategies or, less encouraging learning environment.

Littlewood (1984) squeezes these causes into three different mental processes that influence the creation of interlanguage differences. These are:

*1) Language transfer-*Learners fall back on their mother tongue to help create their language system. This is now recognized not as a mistake, but as a process that all learners go through. The theory of *Language transfer* explains that students have already acquired the system of L1 and then quite late in life they have to adopt another system of language. As both the systems are different from each other syntactically and semantically, therefore the system of first language always influences and interferes in the process of transferring to L2. Since verb is the most crucial point so the learners get confused in the chasm of tenses, auxiliaries, participles and verb classes and make mistakes in the production of the new language.

2) Overgeneralization. There are many reasons for using rules of English verb rigidly. Learners use rules of the second language in a way that native speakers would not. For example, when a learner says I *goed home* or *They tells the truth,* he is over generalizing the English rule of adding *-ed* to create past tense and using 's' with the verb in present tense when it is used with third person singular.

3) Simplification / ignoring the rules. Learners try to use a highly simplified form of language and in this attempt they ignore the rules as- *She go to school, I Killing a snake.*

4) These three reasons encompass the entire cognitive system of the learner in adopting second language. All these theories of Littlewood (1984), Baumgardner (1990) and Matthews explain the cognitive process of learners whereas; John Norrish (1983) expands these causes to other dimensions. He believes that these causes are based on motivational, cognitional and social status of the learners. He classifies these causes as:

- Influence of the first language   (social effect)
- Over-generalization of rules of the second language   (cognitive factor)
- Incomplete application of rules   (cognitive factor)
- Omission and deviation   (cognitive factor)
- Difference in Pronunciation   (social/Individual differences)
- Motivational state   (social effect)
- Learning strategies   (Individual differences)
- To understand the problems of students it is imperative to study cognitive, social and motivational factors, as enlisted by John Norish (1983). It is observed that some students are cognitively slow to grasp the varieties in the verb form. Their minds get entangled to match the

rules of changing tenses from one language to the other and in this attempt they either forget the rules of L2 or they strictly follow these rules ignoring the leniency these tenses carry with them. Sentences such as *The old man was walk slowly slowly, mother has wash dishes* or *she has reading since morning* illustrate slow or faulty cognitive process.

Social factors also affect the production of verb form. Students' age, need, and linguistic environment makes him use the language differently. That is why a group of individuals working in the same environment, studying the same syllabus, perform differently. For instance young students grasp the rules of English verb more efficiently than older ones because their cognitive process is, generally more active than the older ones. On the other hand many old students perform better because they are highly motivated and realize the need to learn L2 to pass the exams or to socialize with the native community. These social and cognitive needs give rise to motivational level of the students. Less motivated students usually depend upon L1 and feel that competency in English writing is not much important for them. They have no incentive or future utility to use English so; they make less or no efforts to learn it. Whereas, highly motivated students, even in adverse circumstances, try to utilize all their cognitive potential to comprehend the new system and thus produce positive results.

These hypotheses of Littlewood, John Norish and Matthew prove the fact that students use verbs differently due to various inner and outer factors influencing their learning process. In this paper the variations are discussed by comparing weak and strong verbs, verb tenses and use of participles in both Urdu and English languages. Students' cognitive, social and motivational state is also considered as these factors also play important role in helping or hampering the standard production of verb. The discussion is supported by the outcomes of an essay writing task (creative writing), conducted upon the students of Intermediate class part I that examines how differently L1 Urdu- L2 English learners use tenses across different active and stative verbs.

Variation, as mentioned earlier, is the term used for various incorrect or non-standard uses of verb form in English by Pakistani students. In other words, this term can be taken as the errors that occur due to the variety of variables in the verb form and students' incapability to grasp their appropriate setting.. Such approach to verb form is a new dimension to find the problems of students. Verb has been, specifically, selected for this research because no Pakistani writer has attempted to explore this area of English syntax. Professor Bashir (1995) and Saif-ul-Haq

(1995) have worked on error analyses by Pakistani students but they have studied the over all cognitive process and syntactic variations whereas, in this study exclusively verb form, with all its intricacies and complexities shall be explored and all cognitive, social and motivational factors shall be taken into account. Thus, the study shall view the variations as an overall-changing process rather than a fixed set of steps. The purpose of research is not simply to assign a numerical value to the differences in the use of verb but we also want to know how significant the differences are, and also to be able to identify the sources of the difference. It is noted that English teachers, usually take these errors as students' cognitive impairment and feel agitated about them. Modern linguistic approach towards errors proves that these variations should not be taken as a drawback rather, they should be considered as indications of learner's ability to exploit the new system in his own way. Linguists believe that these variations should not be considered as learners' cognitive inability rather, as Chomsky referred by Jack Richard (1974) defines; 'variations and errors should be taken as the symptoms of development on the part of the learner'. He calls second language learning a mental "Flux and agitation", and the juxtaposition of two language systems lead to develop a new system of investigating the intricacies of the second language. So, a teacher should be vigilant in detecting the causes and making the concept of the students clear to help them get over the problem. Raimes Ann (1986) and Julian Edge's (1989) study of errors also helps the teachers to comprehend the problems of the students and guide them to form learning strategies according to that. Students may be able to understand which areas of verb form are more problematic for them and thus guide them accordingly to seek competency / proficiency in writing skill.

1.2 Statement of the problem

The general problem being faced by students is not *what to write* but *how to write*. Variation in the verb form is the most problematic area for them because verb segment acts as structure word as well as content word. They find Inflectional and morphological changes in English verb tense quite intriguing. Influence / interference of L1 also affect their performance because the rules of verb tense in both L1 and L2 are different from each other. So students can not cope with the interlanguage system of verb use and need guidance to seek competency in their writing skill.

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1.3 Purpose / Objectives of the Research

a) To find out the types of variations that students commit in using verb form in English language

    a) To understand and analyze causes/factors that affect their learning process and pose adverse effect on their performance.

1.4 Research Question

1) What kind of variations/errors occur in using English verbs (weak and strong verbs, tenses, use of participles) in essay writing by the sample population?

2) What linguistic/non-linguistic (cognitive/social) factors influence this variation?

3) How, considering these causes, the learning conditions can be improved to make students good users of English language?

1.5 Significance of the Study

It is generally observed that students who study same English syllabus in same academic environment use verb form in English language differently. They learn the rules of using verb but most of the time the application of these rules create problem for them and verb variations pose negative effect on their writing skill. This study about variations in the use of verb form by L2 learners will enable students understand their weaknesses and find solution to the problem.
Teachers in English can assess the performance of their students and treat them accordingly. Teachers can understand the cognitive, social and motivational level of their students and design their teaching strategies accordingly to help students overcome their linguistic deficiency. Thus, the study will be beneficial for the English teachers.

The analysis of variations in the use of verbs will also provide feedback to the course designers and syllabus designers. They will know about the problems of the learners and thus alter, amend or re-structure the content of the course as well as the teaching techniques and methodologies can also be re-framed.

So, overall this study will help the college administration to form strategies /rules for teachers and make a teaching plan to find out the problems and then solve them within the available time period.

1.6 Population

A group of thirty students from Intermediate class (part one) are chosen for the study. The survey is conducted upon the students from Islamabad Commerce College for Women F-10/3 Islamabad a college in Federal Capital of Pakistan

1.7 Delimitation

1) The study will be limited to the Islamabad Commerce College F-10/3, Islamabad. Syllabus recommended by Federal Board of Education is being studied in this institution.

2) Students of Higher Secondary School (part I) level will be tested

3) Use of tenses and participles in English verb is chosen for study.

4) Essay writing samples will be collected for the purpose of this study. The topic of essay will be 'Why I study Commerce subjects'.

1.8   Research Design

The present study is basic research, as defined by Herbert W. Sellinger and Elana Shohamy (1989- 1990), to find out the variations/errors that the students commit in using verbs and the factors that enhance or hamper proficiency. This type of study helps to explore and seek knowledge of various aspects of second language phenomena. For this purpose a practical framework has to be designed. This research is a controlled and systematic survey to investigate variations (correct or incorrect) in using verb tense and use of participles. The causes and effects of these errors will be explored as to whether these are due to cognitive impairment or social influences.. The study is quantitative in nature. Data is collected through assessing the use of verb in essays written by the sample population. A group comprising thirty students from a Government college (Islamabad Commerce College F-10/3, Islamabad) is given a topic of

their interest to write essays. The topic is 'Why I study Commerce subjects'. Only use of tenses of weak and strong verbs is the focus of study.

1.9 Data Analysis

Data collected through essay writing, conducted upon the sample population, will be analyzed. A schematic structure will be followed to distinguish the variations / errors in the use of verb being committed by the sample population. The total sum of errors will be divided into five categories as:

- Influence of L1

- Ignorance of rules

- over-generalization of rules

- Wrong application of tense rules

- Exemption of rules

The number of errors under each category will be calculated and the percentage of errors in each category will be presented in a graph chart. The quantity and quality of errors will be statistically analyzed through assessment tables as designed in "Error Analysis, Perspectives of Second Language Acquisition" by Jack C. Richard (1974). This chart will indicate which category of error is dominant in the production of verb. A separate table will show the frequency of the number of errors committed in each category. Conclusion and suggestions will be formed on the basis of the frequency in the occurrence of errors in each category.

1.10 Research Tools

- Essay writing is the instrument to know about the variations in verb use by the target population. The topic of essay is 'Why I study Commerce'
- Questionnaire

Chapter II

LITERATURE REVIEW

2.1. Variations

'Variation' is a vast term that covers all cognitive and social aspects of second language learning. It is observed that second Language learning is a complex phenomenon that every individual undergoes in various different ways. In this process learners' strategies, cognitive and motivational level (mentalist approach) as well as social context (behaviorist approach) enable them adopt correct or incorrect syntax of L2. These factors have been analyzed by linguists for the last two decades. Such as, Chomsky's cognitive theory throws light on how the mind of learner manipulates the data of first language and which factors influence and affect the cognition while learning second language. Chomsky, as referred by Matthews (1984), believes that there is a universal grammar in the mind of every individual that enables him to acquire his first language and he can learn second language by matching or contrasting the constituents of both the languages. This effort of assimilation works differently on different individuals depending upon their cognitive level. So the study of both cognitive and mentalist approaches guides us to find out why students acquire the syntax of second language differently and why they make errors in using the verb form of second language that is English in this study.

The term 'Variations', in the present study, has been taken as the incorrect variety or errors that students commit while using verb form of English language. There are various factors causing errors while using grammar of second language. These causes need to be investigated to find a remedy to the problem. The general attitude of English teachers and administration of an institution is that errors are a severe threat to the teaching/learning process. They usually blame the students for /careless cognitive attitude and mostly focus on making them memorize the rules of syntax. But linguist have a lenient view about errors as, Corder (1971) observes that 'errors are indicative both of the state of the learners' slow knowledge and, of the ways in which a second language is learned'. He believes that errors indicate transitional competency on the part of the learner. The same approach has been adopted by mentalist school of thought that variations / errors indicate learner's ability to exploit the new system in his own way. These

variations should not be considered as learners' cognitive inability rather, as Chomsky referred by Jack Richard (1974) defines; 'variations and errors should be taken as the symptoms of development on the part of the learner'. He calls second language learning a mental "Flux and agitation", and the juxtaposition of two language systems lead to develop a new system of investigating the intricacies of the second language. McLaughlin (1988) presents his own theory of errors that transfer errors can occur because: 'Learners lack the necessary information in the second language or the attention capacity to activate the appropriate second-language routine". All these theories prove the fact that students always commit errors while using verb in second language and these errors indicate the cognitive process of students. Linguists such as Raimes Ann (1986) and Julian Edge (1989) are sympathetic about the errors and their suggestions to find solution to the problem can be a good guidance to the English teachers.

To understand the types of errors and their causes it is imperative to know about the factors that affect the leaning process. In this regard Littlewood's (1984) theory of interlanguage process helps to recognize the factors that help or hamper the L2 learning process. He focuses on why learners make errors in the process of transition from the first language to the second language. The reasons for these errors can be varied. The variety can be, not only within the syntactic formulation of verb form itself such as the rules of tenses, weak and strong verbs and use of participles but, the variety in teaching/learning style, culture, socio-economic environment, learning strategies, motivational level and the personality of learner also makes a learner good or bad user.

In Pakistan another factor worth noticing is that our students are adult learners. They start learning English as second language at the age of six and when they reach HSSC level, they are usually sixteen or seventeen years old. As they learn the system of second language long after acquiring the system of first language therefore their minds cannot manipulate the two systems easily. Jack C Richards and Gloria P. Sampson's (reprinted in 1984) proposed *approximative system in the mind of learner* can be beneficial to diagnose the problems of our students. The theory views the learning process as a juxtaposition of two language systems. They believe that, usually, adult learners use contrastive analysis approach to grasp the grammar of second language but they use different strategies to learn the new system. So, due to varied strategies the performance of learners, in the same situation, varies from person to person. This hypothesis suggests that errors should not be viewed as problem to be overcome, but rather as normal and

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inevitable feature indicating the strategies that learners' use. Thus, if a regular pattern of errors is observed in the performance of all learners in a given situation and if learners are seen to progress through this pattern, their errors should be taken as evidence not of failure but of success and achievement in learning.

Richard and Gloria propose seven factors that affect the learners' ability. Such as;

(1) Language transfers

(2) Intralingual interference

(3) Socio-linguistic situations

(4) Modality

(5) Age

(6) Succession of approximative system

(7) Universal hierarchy of difficulty.

These factors can be encompassed into four major headings that are cognitive, social and motivational factors, along with learning strategies.

The focus of this study is to discern whether Pakistani students at HSSC level, while learning English as second language, are confronted with same issues and whether these theories can be applied to recognize the causes of errors and the factors that influence the learning process, that Pakistani students face in an Urdu community at HSSC level while using Verb form of English language and, whether in the light of these theories any solution can be found to the problem.

2.2 Factors Affecting English Language Learning

The foremost factors, that affect the performance of the students, are biological + cognitive + social. It means that an individual acquires the first language biologically and his mind starts producing the language automatically within a set period of life. A child does not learn the tenses of verb of L1 in a formal academic setting but, he has to learn and practice the rules of verb in second language under the guidance of experts. The reason is that he can acquire the first language naturally and automatically in a natural environment but the need and training to become adaptable to the system of English language comes quite late in life when one has sought command on the system of the first language. So he has to learn the second language in an unnatural/academic environment where his performance is checked and errors are corrected strictly. Therefore, while learning the second language, these biological habits of first language

production influence the learners' second language ability. Since, there are semantic and syntactic differences between both languages therefore the two systems clash with each other. In this complex transition process, a learner not only needs great cognitive potential but also social encouragement and motivation. These three factors (cognitive, social, and motivational) have direct relation with the performance of students in L2. Varied degree of influence of these three factors indicates that second language learners acquire the target language in different ways varying from person to person and community to community.

2.3 Social Factors

Study of social behavior gives us some idea of why learners vary in rate of L2 learning, in proficiency type (conversational ability versus writing ability), and in ultimate competency (production of grammatically and semantically correct language). Jean Aitchon (2003) believes that 'language of a community varies according to many social factors including 'geographical location, age, occupation, socio-economic status, ethnic group and sex'. These factors are similar to Richardson and Gloria's (1984) seven factors mentioned earlier. Among these, it is observed that learner belonging to different geographical locations use verb form differently. No matter how much conscious effort is made to adapt to the new language but his grammatical patterns reflect that he is not a native user. For instance, the students who belong to Pashto speaking areas in Pakistan and they use Urdu verb in Pashto style will use English verb differently from the students who speak Punjabi at home and Urdu in school because their social experiences are different from each other; as

- Agha sarte zama kor ke razi   (Pushto)

- Wo admi mere ghar aati hai   (Urdu)

- That man coming my house.   (English)

- Bacha baghe the wich khelda ai   (Punjabi)

- Bacha bagh me khelta hai   (Urdu)

- Child in garden play   (English)

In geographical context some experiences of learners are different therefore they can not exactly comprehend their value, For instance action verbs such as hiking, tracking skipping etc. are not exactly used by the people living in planes so they can not comprehend their semantic value. The placing and formation of tense form varies from place to place and language so, we can

find errors such as: *The woman vegetable buy* or *The old man had fall in the ditch*, are common production of a Pashto speaker whereas, *I am belonging to Gujrat* and *Seema resemble her mother* are typical styles of a Punjabi learner.

The other feature mentioned by Aitchon (2003) is the age of the learner. It is experienced that age also affects the capacity for learning second language. Linguists believe that human mind is adaptable to language development up to the age of twelve therefore; young people can learn L2 more quickly than grown up people. This is, may be, that grown up people have the habit of using their own language for so long that the structure and sounds of L1 get engrossed in their minds and their minds process the new young learners. Young learners are generally more enthusiastic to experiment with language. Since, Pakistani students start learning English at the age of six and when they reach HSSC level their ages are approximately fifteen or sixteen years therefore, being quite mature in age they fall in the category of slow language language slowly and carefully. They are also conscious of making errors. Thus, their cognitive level for L2 is usually slower than acquisition of L2. But this criterion can not be a fixed rule because the theory can be reversed in case of high motivation and need. In many cases, adults acquire L2 more rapidly and accurately than young ones depending upon their social needs and motivation. Thus, it is observed that Pakistani adult students acquire verb differently according to their age, need and level of motivation.

Occupation, according to Aitchon (2003), linguistically termed as register, also poses variations in the use of verb. There are certain expressions peculiar to certain professions! When these expressions are frequently prevalent in the vicinity then learners adopt them automatically without knowing the appropriate usage of them. For instance verb phrases such as *over ruled, adjourn, soliciting, allegations* are typical to the language of a court of law. When such expressions are frequently used in domestic life then children automatically adopt them as part of language and try to use them in their writing or conversation and thus produce odd rather sometimes funny expressions such as: '*my school will adjourn at 2 O Clock*' and '*Yesterday my teacher sentenced me to stand on the chair because I was making noise in the class*'.

Socio-economic factor, as Aitchison (2003) addresses, also produces a variety of English language users. Economically sound students who study in expensive private schools where English language is the sole medium of instruction and out side school also English is frequently used parallel to mother tongue, there; children do not have to make conscious efforts

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to apply the rules of L2 consciously. On the other hand, the students who belong to lower social class, that is economically weak and parents cannot-afford their children to study in English medium schools, there a diverse picture can be seen. In such environment English is less frequently used or does not exist at all and learners have less or no opportunities to use the language. They learn the exact rules of verb in an academic environment and try to use them rigidly, which some times lead to idiosyncratic expressions, such as:

- *The rock deliberately rolled down the hill.*

- *John deliberately rolled down the hill.*

Thus, social class plays vital role in creating variations in second language learning and language usage. Methuen in his essay 'An Introduction to Language and Society' refers to Basil Bernstein's classification of language production into two main headings 'Restricted Code' and 'Elaborated Code'. He believes that language learning/acquisition usually varies in social classes. Some classes use restricted code to learn English and in some classes elaborated code is prevalent thus producing a variety of users. Bernstein observes that members of middle class are more exposed to L2 and have more access to ways of organizing their language patterns. This class exhibits 'elaborated code' that is the second language with much wider range of vocabulary and syntax. So their L2 patterns are fundamentally different and better than the language of lower class. Their verb variants are less of rules based and more of use based. On the other hand, lower class exhibits the; restricted code' that is the language with more restricted vocabulary and syntactic patterns. The reason may be that these students are less exposed to the target language and they are not properly guided how to organize the language input. So, these elaborated and restricted codes affect the students in an academic environment where mixed ability and multi-social class students study together. That is why in the same environment some students show higher level of understanding than the others.

Another strong stimulus that prompts a learner to learn and produce correct forms of verbs is the need of the learner. Foreign Language Situation (FSL) model introduced by Littlewood, (1984) highlights the dimensions that a learner may adopt for the purpose of learning another language. This model emphasizes on the needs such as- personal, spoken and functional language needs. Learners may have one or the other need but it is imperative that he should be aware of the situations in which the target language can be practiced. This awareness reflects learners'

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attitude towards the target language.

Self-esteem is another social factor involved in the performance of the students. In a classroom environment it is usually observed that many a students want to use the target language but do not try with the fear of making errors. They feel that others will ridicule them at the wrong production of language so they shirk back and avoid using it. Thus the classroom society also greatly affects the learning ability of a student.

In this respect students' attitude plays great part in adjusting with crucial situations. Gardner (1985) finds a direct relationship between learner attitudes and learners' motivation. His Socio-educational Model is designed to account for the role of social factors in second language acquisition. It interrelates four aspects of L2 learning: (a) the social and cultural milieu (which determines beliefs about language and culture), (b) individual learner differences (related to motivation and language aptitude), (c) the setting (formal and/or informal learning contexts), and (d) learning outcomes. This model covers both individual and social aspects of an L2 learner. It also encompasses both integral and instrumental motivation that prompts a person to learn the language. According to this model, in the first place, setting and cultural milieu provides a platform for learning a language other than their mother tongue. The second stage in the model refers to learner's inner cognitive working (need or urge to learn). The third stage is the situation in which the learner can get an opportunity to use the language. The last one is the out come of all the efforts that are involved in making the learner a good user of the target language. These theories suggest that social factors play vital role in producing a good or a bad English user.

2.4 Cognitive Factors

Cognition refers to the mental process in exploiting various factors in language forms. It deals with the inner working of mind and overall personality of a learner. Diane Larsen et all (1999) suggests that 'age', of learner, his language input, his neurological system, his aptitude and stimulation play vital role in acquiring second language proficiency'. H. Douglas Brown (1962) believes that 'all human beings with normal and healthy body and mind "*approach any new problem with an existing set of cognitive structure and, through insight, logical thinking, and various forms of hypothesis testing, call upon whatever prior experience they have had and*

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whatever cognitive structures they possess to attempt a solution". Larry Selinker (1972) seconds the same hypothesis that *"there exists a latent psychological structure, i.e. an already formulated arrangement in the brain, which is activated whenever an adult attempts to produce meanings, which he may have, in a second language which he is learning"*. It means that while attempting to learn the structure of a new language system the already acquired system helps the learner to form hypothesis for the other one. His hypothesis is close to Jackendoff's 'Semantic Interpretation in Generative Grammar' referred by Matthews (1984) that there is a Universal Grammar (UG) that already exists in every human mind. This UG takes shape of a particular language when mind processes the external sound with the existing grammar. In case of L1 acquisition the process is natural but in case of L2, a learner has to battle in two fields that are the Universal Grammar that he tries to match with the L2 system and the grammar of first (native) language already established in his mind. In case of acquiring L2 through environment is a natural phenomenon and develops the characteristics of bilingualism but academic learning is believed to be cognitively complex because learner has already the system of first language engraved in his personality and he has to make conscious efforts to adopt another system quite different from the first one.

Thus, cognition is in fact, a strange mental phenomenon. According to cognitive theory, communicating, orally or in writing, is an active mental process of skill development. Learner internalizes the new system of language gradually by accepting and rejecting certain elements and, by forming hypothesis. In this process Douglas Brown (1962) suggests three terms such as: transfer, interference, and generalization. These terms, though behave separately are manifestation of the same principle of learning, that is the interaction of previously learnt/acquired language material with the new language events.

The first two terms 'transfer' and 'interference' mean the carryover of previous performance of knowledge (L1) to the subsequent learning (L2) or, the adverse influence of L1 rules like, *meri kitab both dichesip ha* into *my book very interesting is* or *my book is very interesting*. The learner attempts to shift the rules of the first language to the second language as *wo kitab parti hai* into *She book read.* Correct matching of previous knowledge to the new one is considered positive transfer and if the previous performance disrupts the present task then it is negative transfer or adverse interference of L1. In the first case language rules are transferred from L1 to the L2 through positive cognitive hypothesis such as *'mein saib khati ho' 'I eat apple'* Though

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verb placing in both sentences is different yet (similarity of rule helps to produce correct L2 sentence) but in the second case the rules of the first experience interfere with the learning process and cause problem for the learner. For instance, 'Khana khate hua batein nahi karne chahia', will be transferred as *'eating food While talking we should not'* (word placement and sentence formation is different in both language patterns).

Thus, cognitive process of learner, the working of UG and the theory of transfer and interference enables a learner to develop logical or illogical patterns for the new system of language and helps him distinguish between relevant and logical utterances and in-cohesive and illogical utterances. For instance, 'she is sleeping' is a perfectly logical transfer from Urdu sentence 'Wo so rahi hai'. But, 'Wo subha se hokey khail rahe hain' seems to be present progressive tense in Urdu and while transferring it to English a learner is generally influenced by L1 rules. So a sentence such as *'They are playing hockey since morning'* instead of *'they have been playing since morning'* is produced on the pattern of Urdu sentence *Wo subh se khail raha hai.* Learner assumes it to be quite a logical transfer from L1 to L2 but it exhibits ignorance of the new system to translate such sentence. In such complex cases learner makes errors but gradually eliminates them as he internalizes more and more data. Thus, L2 acquisition is a product of the complex interaction of the linguistic environment and the learner's internal mechanisms. In a congenial linguistic environment and with practice, there is continual restructuring as a learner shifts these internal representations from one system to another in order to achieve increasing degrees of mastery in L2. So, transfer or shifting to another system while retaining the already acquired system can be defined as the influence resulting from similarities and differences between L1 and L2. Ellis, (1994) believes that 'The study of transfer, avoidance of target language forms, and their over-use involves the study of errors or negative transfer and, facilitation or exact matching is positive transfer, Behaviorists claim that transfer, generally, is the cause of wrong application of the new system, and such representations should be considered errors that need to be corrected immediately,, whereas from a cognitive perspective, *'transfer is seen as a resource that the learner actively draws upon in interlanguage development'* (Selinker, 1972). The wrong application of rules is particularly seen in case of idiomatic phrases and proverbs. 'Mera dil bagh bagh ho gaia'. Present indefinite tense is apparently used in this sentence but while transferring to English an absolutely strange sentence is formed such as 'My heart became garden garden'. Such transfer

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from one system to another creates confusion in the mind of the learner and he shirks back from attempting to use it. Only positive reinforcement and motivation can prompt the learner to diagnose the problem and form effective strategies to overcome it.

In the third place, the learner attempts to ignore the rules of both the languages. He generalizes the system of the target language and forms his own hypothesis to communicate, such as: *me going to school,* and *the birds flown away.*

Besides Douglas' transfer/interference/ ignoring of rules theory, another element that plays a strong cognitive role in the learning process is Input and Interaction especially, in classroom settings. Studies on cognitive ability have indicated that input, along with L1 transfer and communicative need may work together to shape interlanguage process. In this regard Dennis R . (1989) focuses the study on four broad areas that are obvious in the performance of Pakistani students as well. These are:

1) Input frequency- indicates that learners need to receive adequate L2 input in order to form new hypotheses about syntactic and rhetorical forms in the target language. If students are not exposed to native-like models of a text they will not have a chance to distinguish between L1 and L2 systems and their errors are more likely to persist. Errors abound in peer review classes or in computer-mediated exchanges where learners read and respond to each other. This phenomenon is generally observed in our students who are more exposed to the target language store more patterns of language than those who are less in contact with the required language.

2) The nature of comprehensible input- when learner is provided with sufficient amount of roughly tuned input then second area enables learner to sift the data and separate the finely tuned input out of the bulk of language he has received. This mental exercise helps learner to comprehend the new system logically and form positive hypothesis. This mental activity varies from person to person according to their cognitive potential.

3) Learner output in interaction- when learner has cultivated the habit of positive sifting of input then he commits errors but by the time he seeks fluency and competency by eliminating the errors and gets confidence to apply his newly acquired knowledge to the outer world. He attempts to test his efforts by interacting with the English users. In this attempt, it is observed, that if students are encouraged and their wrong production is not taken as a threat then they get confidence and try to correct themselves through self-assessment but, if they are not given

positive feedback they will be disheartened and their errors will persist.

4) The processes of collaborative discourse construction- finally the learner gets enough confidence to experiment with the new data and constructs new and more complex utterances which show high level of success.

These four stages are inevitable to develop a cognitive platform to exploit the data of second language and success or failure of learners is determined during this cognitive process. It is observed that students, who have passed these four stages, still vary in the use of tense form in L2 because, a confident learner can exploit the data efficiently even in adverse circumstances but a student with slow cognition gets scared at certain stressful situations. His mind gets blocked and his cognition does not function as effectively as in any unstressed situation; For example, learner is confident to interact in the target language with his friends or writing E-mails to his relatives but if an environment is perceived to be stressful or threatening, like writing as part of a job interview process, or performing under timed test conditions, then learners' affective states can influence cognition and he may not be able to perform well. It is because emotional stress along with cognitive factors can account for achievement and performance in L2, to a certain extent.

Schumann (1998) argument makes the point clear that "When faced with a situation about which we have to make a judgment we often ask ourselves how we feel about it . . . we may also employ feelings when time constraints and competing tasks limit our cognitive capacities'. It is quite true in a classroom situation when teacher or fellow students show harsh or coercive tone then his transfer capacity gets stuck and he makes errors. In such situations, the L1 can have a direct effect on interlanguage development by influencing the hypotheses that learners construct. In adverse circumstances, they take refuge in L1. This hypothesis confirms that second language learning is an arduous mental exercise where, a learner has to make conscious efforts to imply a set of rules and expressions other than his already acquired system. This learning / acquisition vary from person to person because learning takes place inside the mind of the learner. Every learner, in the privacy of his mind, attempts some thing queerer than the others. He may be utilizing powerful learning process invisible to others or, forming his own learning strategies more suitable to his cognitive level. Difference in the cognitive level tends to make difference in the learning process and therefore a large variety of English users are found using the language differently.

2.5 Motivation

Learner's urge to learn and use second language is termed as motivation. To master a new set of language system is a challenging task, which a learner opts willingly or unwillingly, depending upon the level of need, motivation and stimulation. Willingness enhances the urge and heightens the level of motivation whereas unwillingness hampers the desire to learn and causes slow or no learning process. Littlwood (1984) observes that *"progress in second language learning only occurs when people make conscious efforts to learn. Progress also occurs as a result of spontaneous, subconscious mechanism, which is activated when learners are involved in communication with the second language"*. It means that proficiency in using L2 can be enhanced by inner urge, a desire to be a part of that community and a feeling to be a person different from the L1 community. Thus, motivation generally means interest that is generated in a learner to get or do something. H. Douglas Brown (1980) defines motivation as "the most often used catch-all term for explaining the success or failure of virtually any complex task…….. It is an inner drive, impulse, emotion, or desire that moves some one to a particular action". It explains that all human beings possess innate motivational tendency but its intensity is environmentally conditioned. Littlewood (1984) also agrees that *"motivation is the vital force which determines whether a learner embarks on a task at all, how much energy he devotes to it, and how long he preserves it"* The comment proves that learning and motivation are interdependent. It is a complex phenomenon and includes many elements. Littlewood (1984) describes the components as: individual's drive, need for achievement and success, curiosity, desire for stimulation and new experience and so on. In case of second language, particularly English language learning in a classroom, some students have more of these traits than the others.

Attitude plays vital role in assessing the motivational level of motivation of students. It refers to the behaviour of the students towards the new language as to whether they are serious to learn the new language or they take it for granted and deem that little efforts will be sufficient to master the new rules; they form their own strategies as to whether L2 in a light and lenient mood will be more helpful to them or following the new system rigidly is more appropriate. These attitudes, motivations, and goals can explain why some L2 learners perform better than others. But, the fact remains that the desire or urge to use English enhances the process of

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learning and the lack of urge, many a times, curbs the learning ability. On the other hand, Cook (2001) believes that 'however advanced they are, students will find that their memory works less well in the new language, whether they are trying to remember a phone number or the content of an article'.

Cook (2001) divides motivation into two categories:

- Integrative motivation

- Instrumental motivation

a) Integrative Motivation

Integrative motivation generates within the personality of an individual. It involves various aspects such as: a need to learn L2, individual desire to learn the target language to integrate into the target community, social influence related to the quality of contact that learner might experience or the people or, the culture represented by the other language group may inspire them. The integrative motivation and the learning strategies reflect the personality of the learner; whether he identifies the target culture and people in some sense and accepts or rejects them. The more a student admires the target culture, reads its literature, visits it on holidays, and looks for opportunities to practice the language and so on, the more he gets interested to learn it. It means integrative motivation is the desire or need to be part of native speaker community for one reason or the other. Cook (2001) refers to Coleman(1996) s' ten most popular motivations such as: (1) For my future career (2) Because I like the language (3) To travel in different countries (4) To have a better understanding of the way of life in the country or countries where it is it is an international language (5) Because I would like to live in the country where it is spoken (6) Because I am good at it (7) Because it is an international language (8) To become better-educated person (9) To meet a greater variety of people (10) To get to know/make friends among the people who speak it

The study of these motivational traits indicates that people learn L2 not only for academic purpose but also to satisfy the human trait to interact with the members of other communities as freely as with their own people. In this respect Little wood (2001) defines integrative need as communicative need. Many a times, this communicative motivation is given vent by instrumental need. It means, it not only satisfies the urge to be part of the target community but

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also helps them seek proficiency for academic success such as: passing examination, going through job interviews and attending seminars and conferences

b) Instrumental Motivation

Instrumental motivation can be defined as external need. It means the language for an ulterior motive unrelated to its use in the native community but for the needs such as to pass an examination, to get a certain kind of job, and so on. It acknowledges that external influences and incentives play major role in strengthening the learners' desire to achieve his targets. Learners who are instrumentally motivated are interested in learning the language for a particular purpose, such as writing a dissertation or getting a job.

In Pakistani social and academic system the prime need of students is to master themselves in writing skills and this target can be achieved only when they have proficiency in its structure. They can use the verb appropriately and produce correct meaningful sentences only when they are keen to lean it. It is observed that our lack both types of motivations because they have no chances in life to communicate with native speakers and they feel that passing the examination would not open doors for future career.

2.6 Learning Strategies

Every individual forms certain strategies and styles in order to get acquainted with the system of the new language. The different ways in which a learner tackles with his learning determine his success or failure. These efforts are linguistically termed as 'learning strategies'.

2nd language system is acquired and used in various forms according to the social and cognitive status of learners. That is why, a group of learners in a classroom study same syllabus in the same environment but they exhibit different degrees of understanding. Some students prove to be good learners and some are bad. It is because they tackle learning in different ways. They use certain approaches, techniques and devices to acquire knowledge of the new system. Good learners are aware of the type of learning that suits their cognitive capacity and form their habits according to that. They know that L2 has its own peculiar rules other than their mother tongue and these should be known appropriately to master the target language. The others realize that language is concept learning and rigid application of rules may not help them all the time or,

many others stick to the rules rigidly. Some learners try to find similarities and the others find differences in the two language systems. So, "it is a conditioning process and individual differences cause learners to progress along different paths of development as they acquire the language" (Douglas Brown 1980). This approach fits into Gagne 's (1959) eight types of learning as enlisted by Douglas Brown (1980) H. such as (1) Signal learning (2) Stimulus-response learning (3) Chaining (4) Verbal association- learning of chains (5) Multiple discrimination (6) Concept learning (7) Principle learning- chain of two or more concepts and (8) Problem solving. These strategies depict various stages of learning both in LI and L2. If teachers know these stages of learning they can design their teaching methodology in a more effective way.

This sequence exhibits how the learner operates upon the problem of language and how he exploits the material at the end. This model represents some learning theories such as the first five types seem to fit into behaviorist framework and represent how a child seeks knowledge of the world and its relation with language and, how first language is acquired by a child whereas, the last three are close to Roger's theories of learning (Mentalist). These explain more complex and abstract working of mind how it exploit and assimilate the data and produce more complex forms of language. With these strategies human beings make a general response of some kind (emotional, cognitive, verbal and non-verbal) to language and become good or bad learners of a new language system. While working with our adult students, it is experienced that the same model can be applied with them such as, signal learning helps to make them familiar with the world in the target language, Stimulus- response learning encourages them to relate data with the outer world, Chaining enables them to link the new data with the already acquired information, Verbal association- helps them make a learning chain that is to relate the phonetic symbols with the objects around them, Multiple discrimination is heading towards a more complex phenomenon that is to one type of sounds with the other and relationship of words distinguishing between different physical or abstract ideas, Concept learning is the next phase When the mind is equipped with enough data of second language then it is able to conceive more complex ideas and form hypothesis to find the exact facts and figures, Principle learning- when the concept is clear the learner is able to make a chain of two or more concepts and, the last process is problem solving- the mind is now fully equipped with new data and can analyze

and find solution to any problem that occurs in the production of second language. If this model is used in a classroom then positive results can be achieved.

There are some other dimensions of learning strategies that enable a learner cope with the new material. Some focus on social aspect of leaning and some talk about the cognitive domain, but Cook (2001) introduces communication strategies, particularly social interaction that enables individual learners form their habits of acquiring L2. Approximation, word coinage and circumlocution are the rudiments that help a learner get familiar with the new language system. To achieve proficiency in the target language the learner relies upon the traits such as, *'translation from L1, language switch, appeal for assistance and, mime of what is needed'* Cook (2001). Such traits are quite natural and obvious in the community where English is learnt as L2 in an academic setting. Learners conceive the idea in L1 and form the habit of translating it to L2. While translating, some times, he gets stuck with the intricacies of verb tense and tends to switch back to L1 for assistance. In such situations expressions such as *'the beggar gir gia on the road'*), are common experience of an English teacher.

Good learners not only seek help from the external world, they also form certain personal strategies to achieve the target so they turn to 'code switching, foreignerization, substitution, generalization, description, exemplification, word coining and restructuring' (Cook 2001). These elements strengthen his cognitive level and enable him to utilize all internal and external available sources. When the learner feels confident in the production of language then he adopts conceptual strategies such as analytical and holistic strategies. He is then able to experiment with language in various dimensions.

Besides these strategies Diane Larson ET all believe that Meta-cognitive strategies such as advance organizing, directed attention, selective attention, self-management and advance preparation and planning for rehearsing also help a lot in seeking mastery over the system of a new language. Such learners attempt to produce correct language by using these inbuilt tactics. They investigate the areas of language they find confusing and try to find solution to that problem. For instance if they find problem in using past participle in a passive sentence they will prepare their minds to collect the available data and then they will focus all their mental faculties to organize it through planning and rehearsing. If they find the inflectional or morphological changes in verb form more taxing they will focus on this area and try to explore whether the verb falls into the category of weak verbs or strong verb. So managing the available

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linguistic components, according to the set norms and system help the learner solve the problem. Learner cultivates habits like self-monitoring, delayed production, self-evaluation and self-reinforcement to practice new material. Cognitive strategies such as repetition, resorting,, translation, note-taking, deducting, recombination and imagery related to new information to visual concepts also contribute a lot to effective learning. These strategies make a learner better equipped with tools to grasp the new system more conveniently.

All the above cited strategies are helpful to solve problems in acquiring second language but, we still find our students producing wrong form of language, particularly verb form. The reason can be that these learners do not organize the data of second language appropriately and thus they are unable to tackle with the changing situations and are usually overpowered by the rules and system of their mother tongue. They switch to mother tongue more frequently and thus lack confidence to apply the tense rules correctly.

H. Douglas Brown (2000) is of the view that the strategies of students may vary from each other and thus may give varying effects of proficiency therefore; in an academic set up, it is duty of the teacher to be aware of their style and their mode of learning and guide them accordingly.

2.7 Importance of Verb

The main issue in the topic is the use of verb in English language by Pakistani students at HSSC level. Verb has been selected for study because among all the elements of syntax, verb is the most important and intricate element, which acts as structure word as well as content word and helps us roam about in various dimensions in time and place. It is the life of language. *"Without verbs, speech and writing would be reduced to trivial naming and static description"* (Michael Strumpf 1933). It is an inevitable element of a sentence. (Langan, J. 1994) very aptly says, *"In verbs we trust, after all we all do at least one verb in every sentence. We also use a verb in every thought as verbs describe all of our actions"*. So, verb is a significant tool that makes other words function properly and enables the user express who he is and how he feels about the world. In fact the function of all the other elements revolves around verb in a sentence. Thus, verb plays pivotal role in the construction of a sentence and without it speech and writing would be reduced to just trivial naming and in-cohesive wording, such as:

- We till three in the morning.   (Danced)
- The children hokey.   (are playing)
- Some of the buried workers still alive.   (are)

It is obvious through the examples, that a sentence void of verb gives no sense of action and time. Thus, verb is the basic requirement of a sentence to make it semantically comprehensible. In a nutshell, verb is defined as *'a segment in a sentence that expresses action or a state of being and is necessary to make a statement'*. (William Strong 1991)

English verbs have different forms, depending upon the subject of the verb, and depending on when (tense) and how (state) the action expressed by the verb takes place. These tense forms are categorized in various types that make the use of verb easier if the student comprehends its intricacies but they can also confuse the learner if he does not understand to apply the rules logically. So, appropriate application of the rules of verb is the major issue in learning English language. Verb changes its forms according to the change of tense therefore it is imperative to know about different types of verb and what inflectional and morphological changes take place when they shift from one to the other time/tense.

This variation analysis examines what morphological and syntactical changes take place in English verb and how an L2 learner manipulates these changes. Verbs intrinsically convey the occurrence of an event or state of being, however, as it is commonly observed and supported quantitatively in the present analysis that in English grammar verbs are classified in different forms as weak / strong verbs, present / past participles and tense forms that are many a times supported with 'be' form or auxiliaries. For instance:

- She <u>walks</u> home   (weak verb)
- He <u>sings</u> a song.   (strong verb)
- I shall <u>be</u> singing a song.   (use of 'be' form)
- I <u>do</u> not like sweets.   (use of auxiliary)
- The girl is <u>ringing</u> the bell.   (use of be form + present participle)
- He has <u>finished</u> his homework.   (use of auxiliary +past participle)

These examples support the fact that verb is the basic constituent that has to mastered to seek proficiency in English language.

2.8 Various Types / Dimensions of English Verb

English verb has various dimensions not only in tense type but also in behavior type that an L2 learner finds quite confusing. Stephan Gramley Kurt- Michael Patzold (2002) divides verb form into two main classes

1) Lexical verbs are an open class. These verbs follow NPs such as

- The little baby sleeps well.
- The government issued a statement.
- My left foot hurts.
- That symphony is a masterpiece.

2) Prototypical verbs cover all those verbs, which reflect action (issued) state (sleeps, hurts) and relation (is). They inflect (addition of S) for person (third person singular present tense) like 'gives, 'sleeps', 'd /ed for past tense such as 'hoped', 'worked', and 'ing'- as present participle that is 'working', 'sleeping', 'writing' etc.

These two above mentioned classes can further be classified into three main categories:

a) Some verbs express action:

- We played till three in the evening.
- The boys kicked the ball and broke the windowpane.

b) Some verbs indicate a condition:

- This new car looks beautiful.
- The baby is sleeping comfortably in the lap of her mother.

c) Some verbs express the existence of some person or thing.

- Some of the buried workers are still alive.
- The baby is in the cot.

➤ Tenses

Every action takes place in certain time that is grammatically termed as tenses in the verb. In every language there are, basically three tenses such as present tense- now, the time at hand,

past tense- the time that has passed away and, future tense- the time to come. So, tense means time in a verb, as:

- I sing a song.   (present tense)
- She sang a song.   (past tense)
- They will sing a song.   (Future tense)

These tenses are further subdivided into four classes in which verb undertake various inflectional and morphological changes.

- Present tense

Present tense refers to the action being committed in present time. It has four classes. The base word 'be' transforms to indicate the required variety as shown in table 2|

Table 1

Present tense				
Base word	Present indefinite	Present progressive	Present perfect	Present perfect progressive
See	See/sees	Is/are seeing	Has/had seen	Has/have been seeing
Try	Try/tries	Is/are trying	Has/have tried	Has/have been trying
Invite	Invite/invites	Is/ are inviting	Has/have invited	Has/have been inviting

Among these four classes the simple present tense or present indefinite performs different moods and aspects that some time can not be grasped by the students. For instance, Simple Present can be used to refer to actions which occur at regular intervals. For instance

- We visit our friends every Sunday.

- They take a holiday once a year.

- Geese fly south every fall.

The Simple Present is also used in stating general truths, as:

Gas expands when heated.

The Pacific Ocean is the largest ocean in the world.

Canada lies north of the United States.

In addition, it is used in the simple printed material, and when describing events portrayed in a book, film, or other work of art.

- The report presents the information clearly.

- At the end of the film, the hero finds the hidden treasure.

Occasionally, the Simple Present is used to express actions occurring in the future or the past.

- Our plane leaves at eight o'clock tomorrow night.

- Burglar steals valuable paintings

In the first example, the Simple Present tense is used when referring to something which will happen in the future. In the second example, which is written in the style of a newspaper headline, the Simple Present is used to refer to something, which happened in the past.

Present continuous tense also behaves differently in certain situations as:

- I <u>am writing</u> a letter.

- I <u>am going to write</u> a letter.

In the first sentence '*am writing*' shows the continuous process of writing whereas in the second sentence '*am going to write*' refers to future time.

Thus, all these varieties of use of present tense are quite intriguing and complex for the students and some times they can not grasp its exact setting.

➢ Past

Past tense indicates the action that has taken place in the past time and now it is referred to. It is formed by adding d-ed with the base word or by changing the morphemes within the base word such as kill- killed, go- went or sing- sang.

Like present tense the past tense is also subdivided into four classes as shown in table 3

Table 2

Past tense				
Base word	Past indefinite	Past progressive	Past perfect	Past perfect progressive
Walk	walked	Was/were walking	Had walked	Had been walking
Choose	chose	Was/were choosing	Had chosen	Had been choosing
Buy	bought	Was/were buying	Had bought	Had been buying

Some expressions indicating past time follow different style that can be puzzling for the learners such as: the verb *'used'* is some times not used in its dictionary meaning rather it, followed by preposition 'to', usually occurs in past form and refers to past time habits, as *'We used to go to the beach every day when I was young',* and it is formed negative by adding *'did not'* with the base form, as *we did not use to go to the beach every day.*

This *used* verb indicates habitual action or states in the past and should not be confused with the other verb *use,* which is a regular verb.

➤ Future

Future tense tells about the action that is going to happen in the coming time. It is usually formed by using shall /will with the base word. As a rule shall is used with *I* and *we* (first persons) and will is used with *you, he, she, it* and *they* (second and third persons) however the rules may change depending upon the situation and mood of the user.

There are also four subclasses of future tense:

Table 3

Future				
Base word	Future indefinite	Future progressive	Future perfect	Future perfect progressive
Throw	Will/shall throw	Will/shall be throwing	Will/ shall have thrown	Will/shall have been throwing
Give	Will/shall give	Will/shall be giving	Will/shall have given	Will/shall have been giving
Read	Will/shall read	Will/shall be reading	Will/shall have read	Will/shall have been reading

These rules of future tense also vary according to the mood of the user such as, the rule of using 'will' or 'shall' changes if the verb carries determination, promise or strong decision.

- I will pass the examination.
- We will win the match.

In the same way the expression 'will be going' can be replaced by 'going to' to indicate further action.

- Children will be playing hockey.
- We are going to play hockey.

These subdivisions in the three tenses show the varieties and complexities in changing verb tense from one to the other kind. Some verbs take inflections like s-es, d-ed whereas others undergo morphological changes within the word. In progressive types 'be' form with present participle is used whereas in future tense dummy auxiliaries will & shall are used. In perfect tenses auxiliaries has and have with past participles are used.

These changes take place according to the nature or characteristics of verb. In English language there are two kinds of verb that cause variations due to their transformation into other tenses differently. These kinds are named as strong verb and weak verb. Such variety is not found in Urdu verbs therefore it is better to discuss these aspects to know about the causes of variations by the L2 learners.

- Strong and Weak Verbs

Verbs in English language are also classified as strong / regular or weak / irregular verbs that also create trouble for a learner because they change their tenses in different manner.

- **Strong verbs-** A verb which forms its past tense and past participles by morphological change in the main vowel of the base word without the addition of any ending/inflection is called strong verb. For instance: buy, bought- bought – read-read-read, tell-told-told etc.

In some strong verbs the past and past participle form is same while in some inflection 'en' is added thus, we have two kinds of strong verbs:

a) Those that form their past participles by the addition of n-en-ne such as grown, flown, seen, written etc.

b) Those that form the past participle without any such addition such as bought, rung, told etc.

- Weak verbs- Weak verbs are those verbs in which the vowel sound remains unchanged in the past and past participle forms and the inflections 'd-ed' is added to the base verb. So the verbs that form their past and past participles by these inflections are called weak verbs. Most verbs in the language belong to this category. For example: walked, helped, washed, loved, liked etc.

- Strong + weak verbs - Some verbs form their past and past participles by using the rules of both weak and strong verbs

a) Verbs which add -d or -t and also change the vowel sound:

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- Creep, crept, crept
- Tell, told, told
- Say, said, said
- Keep, kept, kept

b) Verbs which end in -d or -t and simply shorten their vowel sound in the past tense:

- Feed, fed, fed
- Breed, bred, bred
- Meet, met, met
- Shoot, shot, shot

c) Verbs which have all the three forms alike:

- Bet, bet, bet

- Hit, hit, hit

- Set, set, set

● Principal or main verbs - An important characteristic of the verb lexicon is that in all languages, a small number of verbs appear to be dominant in terms of frequency. The most frequent verbs in an individual language are referred to as *basic verbs*. The verb that acts as action word and plays primary role in a verb phrase is the main or principal verb. It is "the meat of the phrase" (Michael Strumpf 1933). It expresses complete action, existence, or condition independently.

Example:

- They <u>play</u> football.
- The naughty boy <u>broke</u> the window.
- The boy <u>ran</u> home from school.

The words <u>play</u>, <u>broke</u> and <u>ran</u> express an action independently, without the help of any other word or verb phrase. Even when there an auxiliary/helping verb exists in a verb phrase the status of principal verb remains intact such as:

- The birds have <u>flown</u> away.
- I do not <u>like</u> sweets.

- We shall <u>win</u> the match.

- Auxiliary or helping verbs- Auxiliary verbs usually act as helping verbs in a verb phrase. They precede the principal or main verb. These helping verbs can be one or more than one in a verb phrase and specify the characteristics of the main verb. Auxiliary verbs have strange characteristics such as,

a) They occupy a place before the main verb

b) The first auxiliary verb in a verb phrase tells the tense and the main verb is always in the first form.

Modal auxiliaries are called 'peculiars' because they behave in a strange way. They not only form verb phrase and extend support to the principal verb, their placing in the beginning of a sentence transforms the sentence into interrogative form. Several auxiliary verbs such as can, could, may, might, must, will, shall, would, should, must, ought etc, act purely as helping verbs and can not exist on their own. These are called Modal auxiliaries. They are placed before the main verb, simple statements, and interrogative sentences and in tag questions / short answers, such as:

- Children <u>should</u> not be beaten, should they?

- She <u>can</u> sing a song can't she?

- <u>Will</u> you play with me?

- Yes, I <u>will</u> play.

- <u>May</u> you live long.

- She <u>will</u> help me. Won't she?

- I <u>was</u> shopping for a pair of shoes.

- Mother <u>has been</u> washing dishes for an hour.

- I <u>have</u> finished my homework.

- The workers <u>will have been</u> on strike by now.

- They <u>must</u> work hard.

- <u>Can</u> you give me your book?

The auxiliaries 'do' and 'have' have strange characteristics. Some times they act as main verb and some times as helping verb.

- I <u>do</u> my work regularly.   (main verb)

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- I <u>do not</u> like sweets.   (auxiliary/helping verb)
- She <u>has</u> a pet dog.   (main verb)
- I <u>have</u> bought a new dress.   (Auxiliary/helping verb)

Besides structural significance they also express meanings and mood of the writer and speaker, for instance

- She <u>can</u> read and write,   Ability
- You <u>must</u> work hard.   Insisting
- You <u>should</u> work hard   Advice, suggestion
- You <u>may</u> go home.   Possibility
- I <u>might</u> go to the market.   Weaker possibility
1. You <u>must</u> stop smoking or you'll die.   Order, strong suggestion, advice,   opinion
- I <u>have to</u> buy a gift for her.   Obligation
- <u>Can</u> I come in?   Seeking permission
- <u>May</u> I go home   Permission
- I really <u>will</u> give up smoking.   Willingness
- I <u>will</u> hit you if you do that again.   Threat
- I <u>will</u> buy you a new dress.   promise

- **Dummy Auxiliaries-** Auxiliary verbs generally, do not stand on their own. They shift their place according to the nature of the sentence. Only auxiliaries can be inverted to form questions and only auxiliaries can take negative directly, so a dummy auxiliary 'do/ does/ did' is used for questions and negatives when only a full verb exists in the positive statement since there are no auxiliaries in the positive, non-interrogative form. The same dummy *'do'* is used for emphasis in the positive statement form. This is known as 'do-insertion'.

For example

➢ I know the way.   (simple positive statement)
➢ Do I know the way?   (Interrogative)
➢ I do not know the way.   (negative)
➢ I do know the way.   (assertive)

- **Transitive verbs-** The verbs that take an object or the action is transitory from a subject to an object in a sentence are transitive verbs. For instance:

- She eats an apple.
- They play football.
- They walked into the room.

In such cases an object is must to make a sentence meaningful and without a subject the sentence is incomplete as:

- She eats.................?
- Mother washes........?
- I help...................?

- **Intransitive verbs**- These verbs do not require an object in a sentence. They are generally called complements because they do not generate action rather they express a state of being, such as:

- I am hungry.
- She is sick.
- My brother is an intelligent boy.

- **Participles**

Participles of verbs are of two kinds

1. Present participles   ing form
2. Past participles   ed form

a) The present participle is formed by using ing with the base verb. It behaves differently in different situations.

- At some places it is used with' be' form to make progressive verb, e.g. (She <u>is going</u> home).
- At some places it acts as gerund (<u>Writing</u> a letter is a good habit)
- Some other places it behaves as an adjective. It acts as an attribute (his tattered coat needs <u>mending</u>).
- Using it with noun or pronoun some times forms a phrase (the boy <u>playing</u> in the street is very dirty)
- Some times they are used as adverbs (She ran <u>screaming</u> out of doors.)
- Present participles can be combined with other words into clause in structures like. (<u>Having</u> lost all my money, I went home.) (Michael Swan 1996)

b) The Past Participle changes its shape according to its verb type (weak/strong). It also acts differently in different situations such as,

- It is used with auxiliary verbs 'have, has and had' to form a perfect tense. (I have <u>finished</u> my work), They had <u>lost</u> the match)
- Some times it acts as adjective (the <u>broken</u> glass)
- Some times it is making passive voice. (The glass is <u>broken</u> by the boy)
- It also acts as a predicate (the man seems <u>worried</u>)

Irregular verb morphology

Linguists believe that there are approximately between 250 and 300 irregular verbs in Modern English. Irregular verbs as mentioned above change their tenses by bringing about morphological transformation within the word. They have a complex phenomenon that some times confuses the students. Many of the verbs may have the same syncretism as regular verbs like *catch*, catching, caught, or may show less syncretism with five distinct forms like *take*, takes, took, taken, taking or more syncretism with only three distinct forms like *hit*, hit, hit. Examples of the three types differ in the number of distinct inflectional forms:

a) irregular verbs with 5 forms:

- Take, takes, took, taking, taken
- Break, breaks, breaking, broke, breaking
- Swim, swims, swimming, swam, swum
- Grow, grows, grew, growing, grown
- Drive, drives, driving, drove, driven

b) irregular verbs with 4 forms: *say*

- Catch, catches, caught, catching
- Build, builds, built, building
- Fell, feels, felt, feeling
- Say, says, said, saying
- Tell, tells, told, telling

c) irregular verbs with 3 forms:

- Hit, hits, hitting

- Put, puts, putting

- Hurt, hurts, hurting

- Bet, bets, betting

- Cut, cuts, cutting

To comprehend such type of irregular changes is quite a challenging task for the L2 students.

• Formation of Passive voice

Verb behaves differently in the type of sentence it is used. In an active sentence verb is the dominant character and retains its basic tense form but in a passive sentence it undergoes some segmental changes that an L2 learner finds quite baffling. In active sentence the basic segment sequence is S+V+O+ but in a passive sentence the sequence is O+V+S +past participle supported with 'by'.

Table 4

Present tense	
Active sentences	Passive sentences
She rings the bell.	The bell is rung by her.
She is singing a song,	A song is being sung by her.
She has sung a song.	A song has been sung by her.
She will have sung a song.	A song will have been being sung by her.

Table 5

Past tense	
Active sentences	Passive sentences
They played hockey.	Hockey was played by them.
They were playing hockey	Hockey was being played by them.
They had played hockey.	Hockey had been played by them
They had been playing hockey.	Hockey had been being played by them

Table 6

Future tense	
Active sentences	Passive sentences
Hira will write a letter.	A letter will be written by Hira.
Hira will be writing a letter.	A letter will be being written by Hira
Hira will have written a letter	A letter will have been written by Hira.
Hira will have been writing a letter	A letter will have been being written by Hira.

In the above tables changes from active to passive voice in the tense form have been mentioned but the problem does not end here. The formation of passive voice of negative, interrogative, exclamatory and imperative sentences is equally complicated task for the students. Change of auxiliaries is quite confusing for them such as:

- She does not sing a song   (Active)
- A song is not sung by her   (correct passive
- A song not sung by her   (incorrect passive)
- Does she sing a song?   (Active interrogative)
- Is a song sung by her?   (Correct passive)
- Does a song sung by her?   (Incorrect passive)
- Open the door.   (active)
- Let the door be opened.   (Correct passive)
- The door is opened.   (Incorrect passive)

These details of verb formation indicate that these entire changes take place according to certain specific rules but at some places the rules are lenient, depending upon the situation or mood of the user.   These rules and moods are challenging and many a times create baffling situations for the students.

• Variations in British English and American English

While investigating the problems of students and causes of variations in the use of verb, it is also important to discuss the difference between British English and American English. In Pakistan students usually ask question as to which form is correct, which spelling is correct and which inflection or morphological change in the verb is in force.

In the use of verb form, several differences can be found in British English and American English. In this respect, the areas such as, the use of inflections, derivations, auxiliaries, modal auxiliaries, semi-auxiliaries, verb phrases, passive voice, prepositional verb phrases make one type different from the other.

British English and American English are generally two homogeneous yet separate varieties. For instance, in the use of inflections both varieties take d-ed with strong verbs, but in some cases the inflection differs such as;

Table 7

	EngEng	American English
Present	(past &past participle)	(past& past participle)
Burn	Burnt	Burned
Learn	Learnt	Learned
Spill	Spilt	Spilled
Smell	Smelt	Smelled

Some times vowel change in the formation of past tense also differs as some American forms are more irregular than British English, Such as,

Table 8

	EngEng	American English
Present	(past &past participle)	past participle)
Dream	Dreamt/dremt	dreamed/dremd
Dive	dived	dove /dived
Sneak	Sneaked	Snuck /snuck
Get	got	got/ gotten

2.9 Interlanguage Differences

• The above mentioned formations and variations in tenses and participles are based on certain rules that need to be discussed in view of interlanguage rules introduces by Littlewood(1984) and Baumgardner (1985). The theory observes that rules of one language are mostly different from the other one and while adopting L2 the rules of already acquired

language (L1) interfere and influence the learning process. For instance, in English language simple present is formed by adding 's'-'es' with the base verb when it is used with third person singular, as: *She writes a letter, he sings a song* and the word order is s (subject) + v (verb) + o (object, but in Urdu the formation of simple present tense is absolutely different such as *Wok khat likhti hai, Wo gana gata hai* and the word order is s + o +v. It shows that in English inflection is added to verb forming single segment whereas in Urdu inflection is not added to the base word rather, a separate segment *hai* is added to the main verb which also under goes morphological change that specifies gender such as base verb is likhna (write) changes to likhti hai (feminine gender) and likhta hai (masculine gender). Same is the case with other tenses. These clashes are the main issue of the present study as they usually affect the correct production of language.

- While studying the interlanguage influences over the learning process of students another issue also comes to surface that affects the performance of students, that is the variation of segmental placing between two languages. In essay writing, we come across discrepancies such as: In English language the segmental sequence is subject (s)- verb (v) – object (o), whereas, in Urdu language the sequence is s-o-v. So, while converting a sentence from one language to the other the students can not cope with the verb phrases. In this respect, Matthews (1984) argument about Bloomfieldian notion of generative grammar that emerged in the middle 60s is valid in the sense that in both the languages, three basic segments, subject- verb- object exist but they are concerned with distributional analysis of grammar items termed as segmental constituent. The theory of syntax and his observations of Generative Grammar + Universal Grammar, introduced by Chomsky helps to understand the interlanguage clashes faced by students and how the knowledge of the grammar of one language supports or hamper the understanding of the other language. In the present study, these segmental differences need to be discussed because while placing the segments of verb phrases, the students get confused due to the influence of L1 that already exists in their mind. The theory focuses on the changes that take place within a segment (inflectional/ morphological changes) and placing of segments in a sentence. Thus, *Kill, kills, killed, killing* are inflectional changes whereas, *froze, went, gone does, grew, flew* are morphological changes. In term of inflectional and morphological variations as well as difference in segmental placing of verb phrases is the phenomena that creates challenges for the students. In interlanguage comparison we find that the verb in Urdu

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language changes its forms differently therefore, many a times students can not cope with the new system, for instance in English s-es is added to the verb when it occurs with third person singular in simple present tense or d-ed is added to the weak verbs to form past tense and morphological changes take place in strong verbs but, such formations are not found in Urdu language. In Urdu a complete word like *hai, tha* and *ga* are added to show the tense.

- In terms of segmental placing every element has specific place in a sentence. Since both English and Urdu languages have different placing of these segments therefore students can not cope with the change effectively. As, s - v - o are the basic constituents of an English sentence such as she (s) writes (v) a letter (o). This segmental placing can vary according to the nature and demand of the verb. For examples eat it, they eat it, it is eaten prove the different constituents of the same segments. On the other hand, in Urdu language the verb is clear in the tables 9-10 segment has different order that is s + o +v. The difference of segmental placing

Table 9

English		
Subject	verb	Object
She	Washes	dishes
He	Killed	A snake
Glass	is	On the table
She	Writes	An essay

Table 10

Urdu		
subject	object	verb
Wo	khana	Khati hai
Larka	pani	Peta hai
mein	letter	Likhti hon

- There is another difference in the two languages that is the use of participles. In English third form of verb, that is past participle, is used to form perfect tense and same is used to form passive voice but, in Urdu the case is absolutely different. Instead of using past participle complete words chukka hai, chukka tha and chuke ga are used with the base verb. The case of

passive voice is even more complicated. The sentence like 'the pot is broken by the girl' can not be converted to Urdu as '*berten tora gaia lartki ke zaria.*

These segmental constituents presented in Transformational Grammar Theory support the fact that both the languages are constituted by same grammatical segments but, while shifting from deep to surface structure "mind of learner undergoes the processes of addition, simplification and reordering" (Theodora Bynom 1990) to arrange the segments accurately. But, it is observed that this process varies from person to person therefore the learners of L2 can not cope with the new system efficiently. They find the segmental placing of second language difficult due to the difference in the two language systems. Since the learner already has segmental placing of L1 in his mind (deep structure) therefore, while tranferring it into L2 (surface structure) he applies the rules of L1. Such as, *wo kal bazaar gai thi,* is translated as *She yesterday bazaar went.*

Thus, it is concluded that all te changes in verb are rule based and the formation and se of verb of L2 clash with L1 due to the difference in rules. So, to seek compeency a learner needs to know these ules to use the verb correctly and to produce a correct/meaningful sentence becaus the appropriate use of these rules guarantee success or failure of the user.

2.10 Causes of Variations by L2 learners

Recent research on the nature of verb form has focused on the issue of variability in the production of tenses in English verb by L2 learners, considering the fact that main verb transforms into various shapes and sizes with set grammatical rules and standards and an L2 learner applies these rules in various standard / non-standard ways he over generalizes the rules, deviates or exempts the rules or he is ignorant of the rules of the target language or, the L1 is influencing/interfering in the standard production of the target language, such as

- The teacher teached a lesson   (over generalization of rules)
- She ring the bell   (exemption of rules)
- Children are playing since morning   (ignorance of rules)
- The postman will bringing the letters   (ignorance of rules)
- The old man give advice to children   (influence of mother tongue)

The question is whether this variability reflects some kind of grammatical deficit in underlying grammars, or indicates learners' some kind of cognitive development.

The theories of Littlewood (1985), Baumgardner (1989), Matthews (1984), Richard and Gloria (1974) as explained earlier, indicate the causes of errors depending upon the cognitive process of learners. They take errors as symptoms of development whereas; John Norrish, believing in the same notion of development, expands these causes to other dimensions. He believes that these causes are based on motivational, cognitional and social status of the learners. He classifies these causes a

- Influence of the first language
- Over-generalization of rules of
- the second language
- Incomplete application of rules
- Omission and deviation
- Difference in Pronunciation
- Motivational state
- Learning strategies

These causes, as categorized by linguists are taken as criteria to assess the errors of the sample population. These criteria are discussed in detail in this chapter so that while analyzing the errors of the sample population in their essays, a set framework may be followed.

The foremost cause of errors by Pakistani students is the **intervening of L1**. Saif-ul-Haq (1995) postulates that:

"Inter-lingual errors crop up when the first language acts upon the second, imposing its own structure and modes of expression upon it. A rough estimate shows that sixty seven percent of the errors observed in Pakistan are the result of first-language interference, bad teaching, the encouragement of grammatical rule-learning by heart, the pre-requisite use of translation method".

Saiful-ul-Haq, being a Pakistani scholar, has very aptly gone into the bones of the matter. It is already discussed that students are confronted with interlanguage clashes. The rules of L1 interfere/influence the L2 learning but he believes that the problem aggravates due to bad teaching style and lack of motivation. In government schools, mostly Grammar Translation Method (GTM) is used. Students are made to memorize the rules of L2 but, in the practical

world, they use them rigidly or forget the appropriate use of them as a result the expressions like *she eated apple, I going to school, my hand is freezed by cold,* are common expressions experienced by English teachers. On the other hand the students who study English through Direct or Communicative approach do not focus on the rules of verb. They are more concerned with the fluency than the competency of language therefore, they commit errors in writing.

The other interference of L1 that causes error is due to morphological/inflectional formations in both the languages. Prévost and White (on website 2006, Laval and Universitat Pompeu Fabra) talking about French vs. English verb morphology introduce the Impairment Representation Hypothesis (IRH) that tells that L1 verb phrase formation, many a times, impairs appropriate production of L2 verb phrase and. it is indeed the case with Urdu vs. English verb variability. His research, that Universal Grammar (UG) is not available to all L2 learners, holds ground because the problems with tense / VP are persistent in L2 acquisition even in advanced stages. In contrast to L1 acquisition, it is taken as an indication that L2 acquisition is fundamentally different from L1 acquisition. Inflectional and morphological changes as well as verb placement in the two languages is fundamentally different from each other that impair the standard production of L2. Learners may have problems accessing the relevant morphology or mapping morphology and syntax. According to this view, the intera-language difference of morphological and inflectional changes as well as, kinds of tense forms and verb phrase (VP) length, according to tenses in the two languages, clash with each other. Thus, a Pakistani Urdu speaking student mostly makes errors in using tense of verb. Teached, teachen, buyed, freezen are the common uses by an Urdu speaker. There are many reasons for this variability.

a) One reason is that tense formation of VP in Urdu is, qualitatively and quantitatively, different from that of English. Length of VP as well as verb placement varies in both the languages. For instance

- Present Tense verb phrase variation- in English vs. Urdu is quite different as:
- He eats apple. (simple present tense)   English   (one word VP)
- Wo apple /khata hai.   Urdu   (two words VP)
- She is eating apple.(present progressive) English   (two words VP)
- Wo apple kha raha hai.   Urdu   (three words VP))
- He has eaten apple. (present perfect)   English   (two words VP)
- Wo apple kha chukka hai   Urdu   (3 words VP)

- He has been eating apple.(present perfect progressive) English   (3 words VP)
- Wo khana kha chukka raha hai.   Urdu   (4 words VP.

This is just an attempt that students may try to translate present perfect progressive tense otherwise such sort of tense formation is rarely used in Urdu.)

- Past tense verb phrase variations

In making past tense both the languages have variations in number of words in VP as:

- He _ate_ apple.   (simple past tense)   English   (one word verb)

- Wo apple /khata tha.   Urdu   (two words VP)
- She _was eating_ apple.   (present progressive) English   (two words verb
- Wo apple kha raha tha   Urdu   (three words verb)
- He _had eaten_ apple.   (present perfect)   English   (two words VP)
- Wo apple kha chukka tha   Urdu   (3 words VP)
- He has been eating apple.(present perfect progressive) English (3 words VP)
- Wo khana kha chukka raha tha.   Urdu   (4 words VP)

- Future tense Verb Phrase Variations

Like present and past tense variation in VP, future tense also has variety in number and placing of main verb and auxiliaries.

- He _will eat_ apple. (simple future tense)   English   (two words VP)
- Wo apple /khai ga   Urdu   (two words VP)
- She _will be eating_ apple.(future progressive)   English   (three words VP)
- Wo apple kha raha ho ga   Urdu   (four words VP))
- He _will have eaten_ apple. (future perfect)   English   (three words VP)
- Wo apple kha chukka ho ga   Urdu   (four words VP)
- He has been eating apple.(future perfect progressive) English(3 words VP)
- Wo khana kha chukka raha ho ga   Urdu   (five words VP)

These quantitative differences between the numbers of words in verb phrases in the two languages impair the correct production of English verb form.

b) The other difference that affects the correct production of English verb is the shape of verb in the two languages. English verb is divided into weak and strong verbs that change their tense shape differently as discussed before that weak verbs take inflections while strong verbs undergo morphological changes. Such changes do not occur in Urdu language. In Urdu complete word/words are added with the base verb to form tense. It means the Urdu tense formation is stereotype whereas English verb tense formation has variability.

Table 12

Urdu vs. English present tense				
Base word	Present indefinite	Present progressive	Present perfect	Present perfect progressive
Chalna (walk)	Chalti hai/ chalta hai (walk/wal ks)	Chal rahi hai/raha hai (is/are walking)	Chal chuki hai/chukka hai (has/have walked)	Chal chuki rahi hai/chukka raha hai(has/have been walking)
Sona (Sleep)	Soti/sota hai (sleep/slee ps)	So rahi/raha hai (is/ are sleeping)	So chuki/chukka hai (has/had slept)	So chuke rahi/raha hai (have/has been sleeping
Likhna (Write)	Likhti/likh ta hai (write/writ es)	Likh rahi/raha hai (is/are writing	Likh chukki/chukka hai (has/have written	Likh chuki/chukka rahi/raha hai
Ugana (grow)	Ugati/ugat a hai (grow/gro ws)	Uga rahi/raha hai (is/are growing)	Uga chuki/chukka hai (has/have grown)	Uga chuki/chukka rahi/raha hain (has/have been growing)

The table no.12 illustrates that English simple present tense is basically the main word with one inflection s-es with verb in case of third person singular. In Urdu not only the base verb changes according to gender but one auxiliary *hai* is also added to show that it is present form. In English present progressive two separate auxiliaries *is & are* indicate the singular/ plural status of noun. Gender of the noun is also not made clear in the verb formation, whereas in Urdu this status is made clear in the auxiliaries *rahi hai & rahe hain. It* not only indicates the singular/plural status of noun but also tells its gender. In perfect tense the modal auxiliaries *has* with third person singular and *have* with the other persons is used with past participle that either takes inflections or undergo morphological changes. In Urdu there is no past participle rather auxiliary *chukka hai and chuki hai* is used with the base word. Same is the case with present perfect progressive.

In past tense also we find same kinds of variations.

Table 13

Urdu vs. English past tense				
Base word	Past indefinite	Past progressive	Past perfect	Past perfect progressive
Chalna (walk)	Chalti thi/chalta tha (walked)	Chal rahi thi/raha tha (was/were walking)	Chal chuki thi/chukka tha (had walked)	Chal chuki rahi thi/chukka raha tha (Had been walking)
Sona (sleep)	Soti/sota tha (slept)	So rahi thi /raha tha (was/were sleeping)	So chuki thi /chukka tha (had slept	Sochuki rahi thi/chukka raha tha (had been sleeping
Likhna (write)	Likhti thi /likhta tha (wrote)	Likh rahithi/raha tha (was/were writing)	Likh chuki thi/chukka tha (had written)	Likh chuki rahi thi/chukka raha tha (had been sleeping)
Ugana (grow)	Ugati/ugata/tha (grew)	Uga rahi thi/raha tha	Uga chuki thi/chukka tha	Uga chuki rahi thi/chukka raha tha (had been

		(was/were growing	(had grown) ·	growing)

In simple past tense in English there are inflectional /morphological changes such as inflection d-ed with weak verbs as walked, washed, talked and morphological changes in strong verbs as *rang, wrote* and *bought.* In past progressive the auxiliary *was/ were* is used with present participle whereas there is no present participle in Urdu. Progressive form is made by using auxiliaries *raha tha/rahi thi* and *rahe thein.* Past perfect tense is more complicated in Urdu than in English. In English auxiliary *had* is used with past participle *'she had sung a song, mother had washed dishes* while. In Urdu there is no past participle and this tense is formed by adding *chukka hai / chuki hai / chuke hain,* as *wo khana kha chuki hai.*

In future form also there are various differences.

Table 14

Urdu vs. English Future tense				
Base word	futureindefinite	Future progressive	Future perfect	Future perfect progressive
Chalna Walk	Chale gi/ga (shall/will walk)	Chal rahi ho gi/raha ho ga (shall/will be walking)	Chal chuki ho gi/chukka ho ga (shall/will have walked)	Chal chuki rahi ho gi/chukka raha ho ga (shall/will have been walking)
Sona (Sleep)	Soti ho gi/sota ho ga · (shall/will sleep)	So rahi ho gi/raha ho ga (shall/will be sleeping)	So chuki ho gi /chukka ho ga (shall/will have slept)	So chuke rahi ho gi/raha ho ga (shall/will have been sleeping
Likhna (Write)	Likhti ho gi/likhta ho ga (shall/will write)	Likh rahi ho gi/raha ho ga (shall/will be writing)	Likh chukki ho gi/chukka ho ga (shall/will be writing)	Likh chuki rahi ho gi/chuka raha ho ga (shall/have been writing)
Ugana (g	Ugati ho gi/ugata ho ga (shall/will grow)	Uga rahi ho gi /raha ho ga (shall/wil be	Uga chuki ho gi /chukka ho ga (shall/will have grown)	Uga chuki rahi ho gi/chukka raha ho ga (shall/will have been

		growing)		growing)

Future indefinite in English is formed by using auxiliary will/shall with the present participle whereas there is no present participle in Urdu and auxiliary ga / gi and gain is used with the base verb as *mein khana kha rahi hon gi, wo khana kha rah ho ga* and *ham khana kha rahe hon gai.* Future perfect tense in both the languages is absolutely different. In English two auxiliaries will/shall + has/have + past participle is used as *she will have spoken the truth,* whereas in Urdu three auxiliaries *chukka ho ga / chuki ho gi / chuke hon gai* are used while the base word remains intact as *wo sach bol chuki ho gi/ wo sach bol chukka ho ga/ wo sach bol chuke hon gai.*

The Tables 12, 13, 14 Illustrate that use of auxiliary and inflections and morphology in English is absolutely different from Urdu verbs. In Urdu these grammatical changes are a sort of monotype changes when they shift from one to the other tense whereas, English verb takes a variety of changes some times simple and some times complex. So, the L1 rules affect the learner's ability of transfer from one to the other language smoothly.

c) Here another difference is very obvious that in English language single verb formation is used for both genders but in Urdu two separate verbs are used for masculine and feminine genders: e.g

He/She is reading a book.

- Wo kitab parht raha hai(masculine gender)

- Wo kitab parht rahi hai. (feminine gender)

They are reading a book.

Wo (plural) parht rahe hain

- He/she was reading a book.

- They were reading a book.

- Wo kitab parth raha tha.

- Wo kitab parth rahi thi.

- Wo (plural) kitab parth rahe thein

- He/she will be reading a book.

- They will be reading a book.

- Wo kitab parh raha ho ga.

- Wo kitab parh rahi ho gi.

- Wo (plural) kitab parth rahe hon gai.

d) In case of active and passive voice and use of participles the matter is even more taxing. The formation of present participle in English is the addition of *ing* with base word and past participle is formed either by adding d-ed with base verb or morphological changes in the base verb but in Urdu such additions and transformations do not exist. So, while translating a passive sentence, the learner gets confused when he tries to convert all the words in the passive sentence into Urdu. In Urdu passive sentence the word '*by*' does not exist. So the user does not realize the place of this word so we can see sentences such as: *Dishes are washed she*. Past participle particularly confuses him as he, most of the times, takes it as past tense. So we find such formations as: *Saib us se khaya gaya- Apple ate by her*. Us se saib khay gaya tha- *apple was eat by he/she*. Thus formation of passive voice is the most problematic area for students.

The discussion proves that since the rules of forming tense of verb in the two languages are different so, students commit errors while transferring them from one to the other language.

- **Simplification / ignoring** the rules is another reason for producing non-standard form of verb. Students learn the rules in the class but while using them in their writing they either try to be lenient in using them or they forget the rules therefore they commit errors in writing. I am going to bazaar instead of I will go to bazaar is simplification or leniency in using rules whereas, He broken the glass or, the glass has broken by him indicate that the user is ignorant of rules or he has forgotten them.

• Lack of knowledge / ignorance of rules of English verb tense

Many students at intermediate level produce non-standard tense forms because they do not know the exact rules of tense formation. These are mostly the students who study English through Direct Method or Communicative approach. In this style of

teaching deductive method is applied. It means students are put into a situation in which they use language by using their knowledge of the language without given rules of verb tense. Since, such methods focus on speaking/ communicative skill therefore competency in written language is neglected. The difference between the features of speaking and writing skills can also be the cause of the problem. In speaking skill there are many omissions, deviations, false starts; incomplete sentences and faulty grammar that is acceptable to the listener whereas in writing skill exact rules of grammar must be followed to produce complete sentences that are free from grammatical errors to enable the reader understand the message. These students generally miss the auxiliary verbs and focus on the principal verb. So the students who are ignorant of the rules of English verbs in their writing usually produce sentences such as:

- *I going to school*

- *The farmer grown crop*

- *They will going home.*

- *The old woman has crying for help.*

- *The letter written by her*

The students, who study With Grammar Translation Method, are also ignorant of the rules because those rules do not exist in L1. For instance in Urdu use of auxiliary is different from English auxiliary. In English present perfect tense one auxiliary has/have is used with past participle as, she has broken the glass. In Urdu present perfect form takes two auxiliaries with the main verb that is *wo kitab patre chukka hai.* If we follow the pattern of L1 then the present perfect formation will be *He book has read is* that is just a jumble of words with out giving exact meanings.

There are many other rules that have been talk about while comparing the rules of two languages. It is noted that most of the students, even at intermediate and advanced stage can not produce standard variety of verb because they have lack of knowledge of their rules.

• Over generalization / ignorance of rules

A common problem witnessed by English teachers is the appropriate application of rules of the target language. While trying to produce correct language, free from the influence of their mother tongue, the students stick rigidly to the rules of the L2, which some times leads to the wrong production of verb. These errors occur due to their inability to grasp its minutiae. They try to apply them unaware of the fact that rules do not play the same role at every place rather; they vary from situation to situation and time to time. There can be deviation or variations in their application. For instance, they learn that future tense is formed by using auxiliary *will /shall* with the principal verb and as a rule shall is used when the subject in the sentence is first person (singular/plural), as *I shall go to school*, and *they will sing a song*. But if they come across sentences such as *I am going to give you a pen* or *they are going to sing a song*, then they get confused. They usually take it as present progressive tense. They do not realize the fact that the rule of using will and *shall* changes when the mood in the sentence is that of promise or determination. They also do not follow the other aspect of future tense that for near future present tense or the phrase *going to* can also be used. For example:

- *I shall eat apple.*

- *I will eat apple.*

- *I am going to eat apple.*

- *I will sing a song.*

- *I am singing a song tomorrow.*

Another problem, the students face, is use of verb phrases in sentences. They learn the rule that a verb phrase contains two or more than two words. They assume that all the words of a verb phrase should be placed together so we generally find such expressions in negative and interrogative sentences as:

- The poor man not will have been taking breakfast.

- The man in the street was walking not briskly.

- Had been writing she a letter?

- Has been lecturing the teacher in the classroom?

- Does eating he apple?

The other challenging issue in active to passive sentences is that they learn the rule that in passive voice the places of subject and object are replaced that is, subject is placed at the end of the sentence and object comes in the beginning. This rule many a times creates problem with the sentence where there are two objects such as:

- The principal gave him a gold medal.   (Active voice)

- A gold medal was given he by the principal.   (Passive voice)

- Mother is washing clothes with soap.   (Active voice)

- With soap clothes are being washed by mother.   (Passive voice)

Another rule that affects the performance of students is the use of *be form* in passive voice. Be is used simple future tense passive form, as:

- I shall write a letter.   (Active sentence)

- A letter will *be* written by me.   (Passive sentence)

- He will win the match.   (Active sentence)

- Match will *be* won by him.   (Passive sentence)

Been form is used with *has/have/had* in perfect (present/past/future) tense passive sentences as:

- *He has sent a gift.*

- *A gift has been sent by him.*

- *I have finished my homework.*

- *My homework has been finished by me.*

- *They had irrigated the fields..*

- *The filds had been irrigated by them.*

- *She will have chosen the dress.*

- *The dess will have been chosen by them.*

Another confusing point in using *be* form is when present participle is separated in

passive sentence. Here *be* form takes *ing* with it as *being* and the base verb changes to past participle. As:

- *Father is taking breakfast.*

- *Breakfast is being taken by father.*

- *She was ringing the bell.*

- *The bell was being rung by her.*

- *The police will be catching the thief.*

- *The thef will be being caught by the police.*

These rules are quite confusing for the students and they either trictly follow the rules or forget them so passive sentences such as:

- *Apple eaten by her.*

- *The bell being rung by her.*

- *Work has finished by him.*

- *The child will rescued by the superman.*

- *The glass will have be broken by him.*

- *Hockey will being played by them.*

The examples illustrate heavy cognitive load on the mind of L2 learner. He learns one rule and over-generalizes it forgetting the other rules that are attached to it. Thus, this juxtaposition of rule application creates variety in the use of verb.

Wh- questions always create some problems for the L2 learners. The rule for the structure of these sentences is wh -auxiliary -verb- subject- main verb. On the other hand in Urdu rule the subject comes first followed by wh word- main verb- auxiliary at the end. When students are required to make a question sentence they usually apply the rules of L1 structure:

Example-

• When will John come?	(Correct form)
• When John will come?	(incorrect form)
• John kab aai ga?	(Urdu form)

- Who did Mary see?   (correct form)
- To whom Mary saw?   (incorrect form)
- Mary ne kis ko dekha?   (Urdu form)
- Why has she broken the pen?   (correct form)
- Why she has broken the pen?   (incorrect form)
- Usne pen kun tora?

Use of auxiliary verb in interrogative form also varies from person to person, such as: Jack C Richard (1984) explains that such sentences are a 'string of symbols derived by phrase structure rules'. The leftmost symbol is an abstract interrogative morpheme (Q) followed by subject noun phrase (NP) and the verb phrase (VP). This is the major constituent dominating a hierarchy of minor constituents. But many a times we come across question sentences deviating from this rule, such as-

- Why she opened the door?
- Did she broke the glass?
- What John will read?
- When she will come home?
- Mummy is saying what?
- omission and deviation from the rules
- variations in the cognitive level

The analysis proves that students learn the rules of tense in verbs but can not use those rules appropriately. They either over use the rules or forget them thus creating idiosyncratic expressions.

• Omission and deviation from the rules is another concern of an English teacher.

When students learn the rules of English structure they can not cope with its complexity so while using them in text they miss some rules and make errors. For instance they learn the rule that progressive tense is formed by be + ing added to the verb, but most of the time they miss the 'be' form and sentences such as: 'I going to school' and 'she ringing the bell' are produced. In the same way in perfect tense *have, has, had +past participle* is used but sentences like *I has rung the bell, She eaten apple, Mother shall has washed clothes, The bird has fly in the air* are common experiences of an English teacher.

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The areas of verb tenses, discussed so far, indicate that Pakistani students find problems in using Verb form correctly and produce non- standard varieties of verbs in their writing. The hypothesis will be investigated by assessing the essay writing of the sample population.

CHAPTER III

RESEARCH METHODOLOGY

3.1 Nature of the Research

This research has been conducted on the pattern of applied research. The focal point of study was the use of verb in English language by Pakistani students at intermediate level. Causes of variations /errors, committed by the sample population, were explored. Such type of research is a form of systematic inquiry involving the practical application of science / humanities.. It accesses and uses some parts of the research communities considering some theories, knowledge, methods and techniques for a specific purpose. Sellinger and Shohamy (1990) define applied research as one of the three forms of research techniques such as Basic research leading to applied and Experimental development.

Figure 1 Second Language Research Methods by Selinger and Shohamy (1990)

Basic research

Applied research ←——————————————→ Practical research
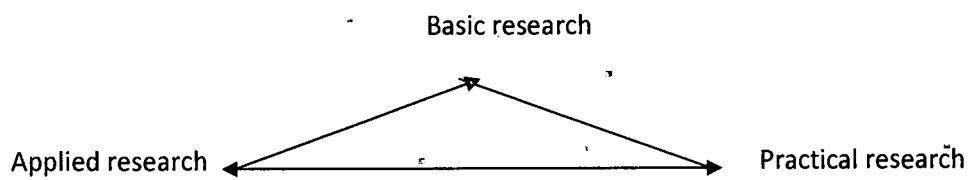
These three forms of research can be 'undertaken for increase in knowledge'. Applied

research is conducted to satisfy any curiosity such as: (a) what makes things happen, (b) why society changes and (c) why students commit errors in a certain way. They also believe that applied research is the best approach to investigate the issues of second language learning. They are of the opinion that 'this research contributes to our further understanding and knowledge of second language phenomena'. The main motivation is to expand man's knowledge and to apply this knowledge to the practical experiences of the learners.

The purpose of this study was to know about various factors influencing the learning process of students and the causes of variations in using the verb form ineffectively

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and, how this problem could be solved.

Verb tenses and participles were chosen as the focal point for study because it is the most important element in English grammar without which a sentence does not give exact meanings. Verb plays pivotal role in making a sentence coherent and meaningful. It is observed that this is the point where students find more problems. They change the tenses wrongly and use the participles inappropriately that affects their competency in writing.

In this regard social and cognitive factors, influencing the performance of learners, had been explored. It was observed that, the students, who already had command on their first language, felt at sea while catering with a different syntactic system of second language. Thus, the clash of two language systems confused the students and they could not perform well.

While studying the Social factors affecting the performance of students, it was checked whether those errors were due to the influence of age, needs, level of motivation, socio-economic conditions and academic environment or, the problems were occurring due to cognitive impairment such as lack of knowledge of the rules of this item or slow adaptability to the new system of language.

To explore social factors a questionnaire was used to collect personal and academic data of the sample population and, to find out linguistic/cognitive issues essays written by the sample population were checked.

3.2 Research Methodology

This research has probed into various forms and dimensions of English verb and the way these variables pose several problems to the students even though they study English for at least six or ten years in an academic environment. They use verb form differently due to various linguistic (cognitive) and non-linguistic (social) factors. These differences lead to errors in using verb form in English language.

Variation, the main issue in this research, is a vast term that encompasses all aspects of human language that tend to change with time and space, but in the present study, this term is used to

explore the nonstandard/incorrect uses of verb that lead to errors and thus affect competency and fluency of students. To find the causes of these variations essays, written by the sample population, and questionnaires filled by the students, were used as tools. Data collected through these tools was divided into two categories (a) cognitive (b) social.

(a)Data for cognitive factor was collected through examining the essays written by the sample population. The topic of the essay was 'Why I study Commerce subjects'. The topic was close to their personal experience. It enabled them to express their opinions, feelings and knowledge about the common issue they were confronted with. The errors were classified according to the criteria set by John Norish (1983) that investigated whether these errors were due to cognitive impairments or social influences.

Cognitive influences were sub-divided into categories such as, influence / interference of first language (L1-Urdu), ignorance of rules, over-generalization of rules, deviations / exemption of rules or, wrong application of rules.

These issues as well as the prior knowledge of the students were explored through the system of study being practiced in the schools from where they had received their Secondary School Certificate. The teaching methodology such as, GTM, Direct approach, Communicative approach or audio-lingual method that had been practiced in their previous school provided information about the skills the students had mastered in their previous class. This information provided a platform to decide whether the incorrect production -of verb was a mistake due to carelessness or it was an error where students needed guidance. Motivational level of students was also visible through their essay writing and questionnaire responses.

To discern the cognitive level of the students it was imperative to know the students' prior knowledge of the language and this was done by knowing the schools from where they had passed their SSC class. It was observed that students who came from government schools, where medium of instruction was Urdu and Grammar Translation method was in force, lagged behind in competency and fluency in English language because, their social class as well as their academic practice in school did not help them much to improve their skills in English. These children had learnt the

rules but could not apply them appropriately in practical life. They either got stuck to the rules rigidly or forgot them or applied the rules of their mother tongue. On the other hand, the students who came from schools where medium of instruction was English and Direct Method or Communicative method of teaching was practiced, had better understanding of English and they committed fewer errors. They had learnt the rules in a practical environment so they did not have many problems in applying them appropriately.

(b) Social factors involved issues such as age, needs of learners, geographical conditions, social class and learning style of students at HSSC level. Motivational level and learning strategies of students were also considered and studied as these personal traits also play important role in the process of learning.

These social influences were explored through a questionnaire in which the sample population provided information about their socio-economic status, exposure to the target language and prior knowledge of the language. It was observed that socio-economic stability gave confidence to learners. In this regard, the occupation of parents indicated the financial environment of students. It helped to see whether they could afford facilities such as Television, Computer, Internet, cell-phone messaging, audio-video games and other authentic material or, whether they had opportunities to interact in English in a social context to improve their language proficiency. It was observed that if students had these facilities they were better exposed to the target language and it helped to improve their efficiency.

The proficiency of parents in the target language indicated how much the second language was prevalent in the domestic life and how much the children were exposed to the target language. So, the level of language proficiency of students and their parents was assessed through the questions like, 'if the student could speak English' or if their parents could speak English. These questions helped to know about the linguistic environment of the students and the surroundings that polished or hampered their competency.

While collecting their personal data the students were also asked to identify the language area they found difficult. This information helped to recognize whether they

were aware of their problem or not as it is said that 'diagnosis is half remedy'. If they knew where the problem lies then they would try to find the solution.

Two assessment charts were made to pick out the variations and to distinguish their causes. One chart was used to identify the errors and their causes whereas; the other chart was made to enumerate the causes.

The total sum of errors was divided into five categories as mentioned earlier. The number of errors in each category was calculated and the percentage of errors in each category was presented in the assessment chart. The quantity and frequency of error occurrence indicated which factor was more dominant cause of errors.

The data proved that the prior knowledge of L2 of the sample population, their cognitive level, their social set up, motivational level, needs, age and learning strategies were different from each other. Due to the varied degree of influence of these factors, the performance and problems of students, who worked in the same environment and studied the same syllabus, varied from individual to individual. So, an English teacher is, generally, confronted with a variety of challenges in a class where mixed ability students study together.

3.3 Population

The population for the study comprised a group of thirty students from Intermediate class part one (HSSC). Students from Islamabad Commerce College for Women F 10/3 Islamabad were chosen for the study because it is an institution run by Federal Government of Pakistan and mixed ability students from different social classes study together, therefore, the researcher could find opportunity to explore different cognitive and social factors affecting their performance. Students from Part one were chosen for study because these students had recently come out of school where the system of teaching/learning was quite different from the college system. In school the syllabus was mostly based on grammar learning. They had the habit of drilling the rules of English verb without much practice of using them in day-to-day life, whereas, in the college they found the system of education quite different. The syllabus was mostly literature based and application of rules was generally taken into account. So, these students seemed to be appropriate population to study the problems they faced

in applying the rules of verb tenses that they had learnt in their previous class and, how their performance was affected when they entered a new system of study.

3.4 Research Tools

1) Essay Writing

Data about *'the variations in the use of verb'* was collected from the essays written by the sample population. Each student wrote one essay on the topic 'Why I study Commerce subjects'. The Time allowed for writing was two hours. Creative writing was chosen as a tool for study because writing skill indicates the competency of students in the target language. The students could pour down their feelings, opinions and knowledge of the language in isolation. They had enough time and freedom to focus on what to write and how to write. They could check and correct their work.

2) Questionnaire

A Questionnaire was used to collect information about the social conditions of students. The questions were formed to decipher the socio-economic conditions as well as, the linguistic environment as to whether they were exposed to the target language and, whether their parents could speak English or not. It also pointed out whether they had been provided television, computer and internet facilities at home that could enhance their learning ability. The questionnaire also helped to know about the teaching methodology their teachers had adopted to teach English verb and whether this methodology was effective or not in the correct production of English verb.

Chapter IV

DATA ANALYSIS

4.1 Findings

To collect data about the cognitive level of students in using verb form, 30 students from Islamabad Commerce College for Women F-10/3 Islamabad wrote essays to express their personal views and experiences about the college they had chosen to study. It was creative writing though students were guided, to some extent, what to write and what type of verb form was required of them. They were instructed to use all the three tenses; as to what factors in the past prompted them to choose these subjects, how they were feeling now and what their future planning was.

Categories of errors were made on the patterns suggested by Little wood (1984) and Baumgardner (1993). The sample population was asked to write essays to express their opinions, knowledge and feelings about the subjects they had chosen for study. The essays were assessed to decipher whether the students used the rules of verb form in English incorrectly due to cognitive difference or lack of motivation. The cognitive impairment was indicated whether over generalization of rules, ignorance of rules or exemption of rules or whether their first language was adversely affecting their performance. Total number of errors committed by them was 254. While assessing the variations the following observations came to surface:

4.2 Ignorance of Rules
It was noted that out of 254 almost 40% non standard variations were due to ignorance of rules. The students, after ten or five years of study (five years as in many schools English teaching starts in class five) in the English language class, when reached HSSC class, that is the first class in college, they still felt lost in the intricacies of verb rules. They were taught the rules void of appropriate context so, due to cognitive impairment they forgot the rules thus producing non-standard forms of verb. The sentences such as:

- *'In my first class I am (was) very upset'*

- *'All people likes (like) these subjects',*
o *'My brother forced me to take other subjects and done (do) F.Sc',*
- *But my father ask (asked) me*
- *When I pass (passed) metric class*

These sentences indicated that the students were unaware of the correct tense of the verb and produced expressions like

- *done F.Sc*   no auxiliary
- *people likes*   wrong inflection
- *father ask (asked) me*   no inflection

These presentations indicated that students did not know what type of inflexions was required to make past tense and how these could be used in a context. Use of auxiliary and morphological changes also created problem for them.

Secondly, they could not use the present, past and future form of verb appropriately, according to the context, which baffled coherence. In a compound sentence they used two different tenses where one tense was required and most of the time subject verb agreement was also confused, for example:

- *I have chosen Commerce for I.Com for make my strong base*
- *In I.Com I read (past tense) commerce and my knowledge is very increase in business*
- *When I passed Metric class I think commerce is the easiest subject*
- *My father suggest So I take admission*
- *I choose this subject because I really impressed from my brother*
- *I decided that to read commerce*
- *Before taking admission I don't like commerce*
- I passed metric class then I am very tense
- Mother speak English
- My dream was that to choice the commerce study
- My interest was develop

In these and many other sentences tense agreement is inappropriate in compound sentences as well as inflections are not applied properly. The formulations like;

➢ *have chosen* and *for make*   *wrong* tense agreement
➢ *I read (past tense) - is increase I passed*   *wrong application of tense*

➤ *When I passed matric- I think - is the easiest subject*   *wrong tense agreement*

➤ *I choose - I really impressed*   *tense agreement*

➤ and *Decided that I read*   tense agreement

➤ *My father* <u>suggest</u> *So I* <u>take</u> *admission*   *no past inflection-wrong tense*

➤ *I* <u>choose</u> *this subject because I really* <u>impressed</u> *from my brother*   *wrong tense*

➤ *I decided* <u>that to read</u> *commerce*   *wrong tense agreement*

➤ *Before* <u>taking</u> *admission I* <u>don't</u> *like commerce*   *wrong tense agreement*

➤ I passed metric class then I am very tense   wrong tense

➤ Mother speak English   no present inflection

➤ My dream was that to choice the commerce   wrong tense agreement

➤ My interest was develop   wrong tense development

These are the strange expressions that indicate the students' ignorance about the correct application of tense and use of inflections.

The assessment of essays also disclosed the student's problem in subject verb agreement:

- *My* <u>parents was</u> *wish*
- *My* <u>father advice</u> *me*
- <u>I done</u> *my metric I choose commerce*
- <u>I am not study</u> *those subjects*
- <u>Every thing or person are</u> *out of mind*
- *In school* <u>I am not study</u> *those subjects*

In these sentences verb inflections and use of auxiliary did not agree with the subject that illustrated that students were ignorant of the rule that in present indefinite tense the inflexions s-es are used with the verb when there is third person singular as subject in the sentence. Or certain auxiliaries are used such as: *parents was* (*parents were*), I done metric (*I did matric or I have done*), *I am not stu*dy (*I do not study*) and *every thing or person are* (*every thing and person was*) exhibit the students' ignorance about the rules that every subject takes verb in its specific form.

The writings of students also exhibited their problem in using verb phrases, like:

- *My father told If you* <u>can wish</u> *which you* <u>can not done</u>
- *In school* <u>I am not study</u> *those subjects*
- *And my* <u>heart developing</u> *the study of commerce*

- *My parents was wish*
- *I don't found*
- *My interest was develop*

In the above-cited examples the students showed ignorance of the verb phrase rules. *Can wish- can done* show that the student is unable to use peculiar auxiliary and modal auxiliary appropriately. *Heart developing* indicates that progressive verb phrase formation is wrong and the user does not know that just present participle *developing* is not sufficient to tell the exact time of occurrence and an auxiliary verb such as *is, was* or *will be* is needed to make a comprehensible verb phrase. *Was wish* reflected that the user was ignorant of the rule that either the auxiliary *was* was not needed and the verb *wish* itself had to indicate the past tense *wished* or; past participle *was wished* could be used if the sentence formation was in passive voice. In the same way the expression *don't found* exhibited the students' ignorance that when modal auxiliary is used with the main verb then the auxiliary form gives the tense and the main verb is in the first form as: *I do not find, I didn't find.* The expression *Interest was develop,* like *was wish* indicates the ignorance of rules that the student exhibits in the formation of active or passive sentences. It should be either active form *developed* or passive form with past participle *was* developed.

4.3 Wrong Application of Rules

25% of variations were due to wrong application of rules. It was noted that some times students knew the rules but could not use them appropriately. Verb morphology, inflections, verb phrases, or use of modal auxiliaries, were not used correctly that indicated that the students had learnt the rules of English language in isolation and while using them in text they could not apply them efficiently, for example:

- *Finally I get admission*
- *I want to become good job*
- *I desire to job*
- *Slowly its look like my dream*
- *All people likes these subjects*
- *I will passed*
- *Every thing or person are out of mind*

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- *My dream is, I become a successful accounting*
- *In I.Com I read commerce and my knowledge is very increase in business*
- *So I am also choice the commerce*
- *There are many jobs which you can get*
- *My parents was supporting to it subject*
- *After commerce study he has placed in a bank*
- *I choosen the commerce*

In these sentences the grammatical rules of the verb form had been manipulated incorrectly. Some sentences seemed to be correct but their tense or word selection was contextually wrong. For instance the sentence, *Finally I get admission,* was grammatically correct sentence but in the text it needed past tense instead of present tense. *I want to become good job-* in this sentence selection of word from the verb class was wrong. In place of *become* the verb *get* was more appropriate. Similarly in the sentence *I desire to job* the word *job* may be replaced by the word *work*. The expression *its look like* indicates that the student had learnt the rule that *its* was a possessive pronoun but he had forgotten the rule that it was not used with the verb. In the last example the writer was ignorant of the morphological variation that past tense of choose is chose and past participle is chosen.

4.4 Over-generalization of rules- 32% of the variations indicated that the students had learnt the rules and tried to use them rigidly but in this attempt they missed the right track. Linguists term this approach as over-generalization of rules. Examples:

- Before taking admission I don't like commerce
- Then its time to decide
- I don't found
- My parents are also agree
- These advancements has facilitated us
- When I was passed in 10th class
- I am interesting to do job

These sentences from the essays illustrate that students knew the rules but misused them. The reason can be that in their conscious effort to apply one rule they forgot the other rule related to it. For instance they forgot the time relation in the first example:

Before taking admission I don't like commerce. There are two clauses in this sentence. Tense in the second clause seems correct but contextually it does not fit with the first clause.

Then its time to decide. Apparently the sentence seems correct but the tense is wrong because the word *then* needs past tens of the verb *it was*.

The sentence *I don't found* tells that the student knows that negative sentence is formed by using auxiliary with negative word, *not*, but he forgot that first form of the verb is used in such cases. The correct sentence is *I did not find*.

My parents are also agree. The sentence indicates over use of the auxiliary *are*.

These advancements has facilitated us- the writer knew the rule that auxiliary *has/have* is used 'with past participle to form present perfect tense but he forgot the rule that *has* is used with third person singular and *have* is used with the other persons. In this sentence the auxiliary *have* was needed.

When I was passed in 10th class- In this sentence the auxiliary *was* has been over used. ·

I am interesting to do job- the student had learnt the rule that the auxiliary *am* takes present participle to form present progressive and he followed the rule forgetting the fact that the verb in this sentence does not need present progressive form, rather past participle is needed to form an affirmative sentence. The correct sentence is *-I am interested to do job.*

These sentences in the writings of the sample population indicate that they learn the rules but can not use them at suitable places thus, non-standard variations are found in their writings.

4.5 Exemption of rules   - 30% of the errors indicated that students did not apply the rules of verb tense completely either due to ignorance of rules or due to sheer carelessness.

- *It include all the function*
- *My sister also encourage me*
- *When I was study in 10th class*
- *Then my brother would proud my decision*

- *I cover these subjects*
- *You become an executive officer*
- *But my father ask me*

The above cited sentences indicate that the writers miss one or the other rule. For instance in the sentence, *it include all the function*, inflection is missing. The verb needed either s inflection for present indefinite or *d-ed* to form past indefinite.

My sister also encourage me- *in this verb form the inflection* s *is exempted.*

When I was study in 10th class- *here the writer exempted* ing *form with the base word to form past progressive.*

Then my brother would proud my decision- be form is exempted in this sentence. The correct expression should be - Then my brother would be/ would have been proud of my decision

I cover these subjects- apparently the sentence is correct but contextually simple future tense is required and the auxiliary *shall* is missing.

You become an executive officer- the auxiliary will is exempted in this sentence.

*But my father ask me-*the inflection s-es or d-ed is not used with the verb. The correct sentence is- *But my father asks / asked me But my father ask me*

4.6 Influence of LI - 27% of the variations occurred due to interference / influence of L1. It indicated that the rules of L1 were engraved in their minds and they tried to formulate verb formation in English sentences according to L1 rules, For instance:

- *I will job in banks*
- *When I was passed in 10th class*
- *When the hard work so the life is very easy*
- *Then I fell become satisfy*

These examples indicate that the writers' first language was interfering in the production of Second language. Such as, *I will job in banks,* seemed the translation of Urdu sentence *mein bank mea nokari karon gi.*

When I was passed in 10ᵗʰ class. This sentence is the exact translation of Urdu sentence, *jab mein ne 10ᵗʰ class pass ki thi.* As in Urdu there are two words VP in past tense therefore the student also used two words for English past tense.

When the hard work so the life is very easy. In English sentence verb is placed before the complement but in Urdu verb occurs at the end of the sentence. Same variation is shown in the first clause. In the second clause verb selection is wrong as it is according to Urdu expression *hoti hai.* So, it seems transfer of the expression jab mehnat karte hain to zindagi aasan ho jati hai. The correct English sentence is, *when we work hard then life becomes very easy*

Then I fell become satisfy- The sentence for such expression in Urdu is *tab mein mutmain ho jati hon.* The VP, *fell become satisfy,* is the wrong formation of *feel satisfied.* The word *become* is used because in Urdu the VP is *ho jati hon.*

Types of Error	Ignorance of rule	Wrong application of rules	Over generalization of rules	Exemption of rules	Influence of L1
■ Series1	40.6	24.4	12.6	11.8	10.6
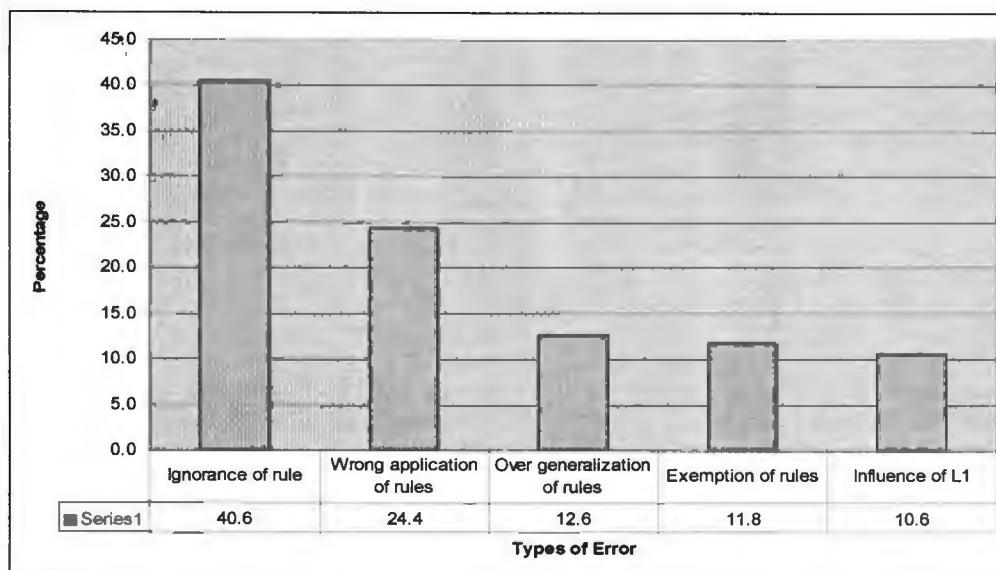
- · Total No. of errors   254
- Influence of L1   35
- Ignorance of rule   81
- Wrong application of rules   62
- Over generalization of rules   41
- Exemption of rules   31

The verb variations in the essay writing and information in questionnaires indicated their personalities, social class and the level of motivation to learn English. While studying the selected population the following observations came to surface:

This error analysis proved the fact that these students get confused in the realm of rules and their cognitive level can not cope with these rules efficiently. The cause of the problem was diagnosed through questionnaires that showed that 98% students had come from government schools where language teaching was rule based. It means they had prior knowledge of rules of verb tenses which were taught and drilled first and later on their usage was practiced but too much practice of rules without any context or situation, most of the time, confused the students and they used verb wrongly. Their cognitive development in L2 verb structure was comparatively slower than the L1 verb structure or their learning strategies did not help them cater with the new system. In HSSC part I the syllabus is prescribed by Federal Board of Education which is basically literature based. There are 20 poems, three plays and 18 stories to be learnt with a long list of grammar items. Since, the syllabus of SSC class is not literature based therefore students need time to adjust with the new syllabus. So, within the period of five months, the teachers use all their energies to complete the syllabus instead of going back to the basic rules of grammar and tense formation.

Age was another factor influencing the performance of students. English language teaching, in government schools starts from class five. These students were quite mature in age and had lived with L1 for a long time. So, to acquire the system of the new language was an arduous task for them. The rules of L1 verb tenses repeatedly influenced in the production of L2 verb tense.

Teaching style prevailing in their previous schools was also cause of the trouble. Most of the students had come from schools where medium of instruction was Urdu.

Since the teachers had an alternative language to interact therefore they hesitated to use English as medium of interaction. The same hesitation was developed in the students' personalities. The reason for this hesitation was that through out their academic life Urdu was the dominant medium and they were not encouraged to use English so they felt themselves more comfortable in Urdu language.

Verb form itself was problematic because students could not cope with the intricacies of English verb. Some times rules of tenses confused them and some times use of auxiliaries in verb phrases got muddled up. Some times they misinterpreted mood and aspect and the other time inflectional and morphological changes pumped off their energies. The reason for this problem was that they were taught the rules of tense formation but that teaching was void of practicality. They could not apply the rules effectively in a given text. They either over-used the rules or forgot them, ultimately turning back to L1. So, Influence of mother tongue, ignorance of rules or over use of rules were the major influences diagnosed in their writings. They produced sentences like *When I complete (completed) my metric class I came to Commerce Colleg'*, *My brother has (been) doing M. COM.*

While investigating the non-linguistic factors, it was noted that most of the students belonged to middle and lower class families, where financial pressure was one of the reasons that suppressed their personal traits and they suffered inferiority complex. They could not afford modern facilities like television, computer or internet. They did not have reading habit that makes a writer familiar with the target language. They were bound to learn English because it was part of the curriculum and without it they could not get Higher Secondary School Certificate. They usually had no motivation to apply English in their future life. But among these mix ability groups there were some students who were ambitious to learn and seek competency in their writing. They had an urge to break the shell and become a part of the native speakers' community. Irrespective of class discrimination, the dominant feature in their personalities was high level of motivation and effective learning strategies.

The analysis and the variation graph prove that most of the non-standard uses of verb are due to the ignorance of rules. The question arises when the academic teaching is rule based in Government institutions and teachers use all their energies to enable the students learn those rules by heart then why the students forget them and make errors in verb production. The

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answer is that rules are drilled and practiced in a vacuum. Rules are taught in form of monotype sentence making. Joining words given in table and rule repetition in sentences, technique is generally applied.

Table

I	eat	
We	eat	
He	eats	apple
she	eats	
you	eat	
They	eat	

Same types of tables are formed for past and future tenses.

The other technique is sentence making in isolation. One sample sentence is given and students are asked to form sentences on the same pattern as:

- *I tell a story*
- *We tell a story*
- *He tells a story*
- *She tells a story*
- *You tell a story*
- *They tell a story*

In this exercise inflection s-e is used when the subject is third person singular. Students drill this rule but when they try to use it in a context they muddle up the rules and either miss the inflection or over use it with other persons as well. So, we find sentences like, *she tell a story or we tells a story.*

It is also observed that when students forget the rules then they turn to L1 for help so in many cases, as discussed earlier, influence or interference of L1 is visible

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Thus, it is concluded through the essay writing of the target population and the questionnaires that. Pakistani students, even when they reach HSSC level, commit errors in using Verb form of English language being influenced by certain factors. These are adult students with varied degree of motivation and learning strategies. It was explored whether these errors are persistent only in Pakistani students or their performance match the linguistic impairment discussed by Littlewood ( ) and other linguists.

Chapter V

CONCLUSION

5.1 Introduction

Performance in the use of verb by the sample group was assessed through essay writing. While studying social factors through questionnaires and during conversation with the students and teachers of the sample population that was from The Commerce College for Women it is observed that mostly L1 is prevalent in the vicinity so, besides the prescribed textbooks, students are not much exposed to the target language. So integrative motivation has no part in their learning process and, instrumental motivation is also far behind as most of the students are non-serious about their future. Some serious students are exception. Thus, there is no motivational force for them to learn English. Since, these students feel more comfortable with L1 text and their brains are more equipped with L1 tools therefore they hesitate from using English.

In government schools, main emphasis is, generally, on reading and writing skills and, speaking/ listening skills are totally ignored. So, good speakers are hard to find there. During extra-curricular activities in the college, sharp and extrovert students participate in debate and poetry recitation competitions but they memorize the material written by others and read it out on the stage. If they forget one sentence they miss all the rest. They do not even know the meanings of what they are saying. They cannot perform any function in the target language.

Teaching style in these colleges is examination based and not communication based. It means students are prepared only to pass the examination and not to use the language in their practical life. They are taught the rules of the language but they do not know how to apply those rules appropriately. So, the students learn the rules and either use them rigidly in every situation that causes inappropriate use of rules or they use strange expression when they forget the rules, such as: 'When I done my metric class', 'She has take the pen or, 'The fruit has bought by the servant'.

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The reasons for such expressions, besides classroom teaching, can be various. The foremost reason is that these students usually come from middle, lower middle and lower class families. They have least exposure to the target language so they lack interest in the practicality of the language. Since their routine life can be easily run by the L1, which is the dominant element of communication in their lives, so while learning L2, the influence of L1 is almost inevitable. L1 has varied effects on the production of L2 as some times they apply the rules of L1 in L2 or they totally reject the rules of L1 and rigidly follow the rules of L2 ignoring the leniency they carry with them.

The other reason, as discussed with teachers and students, is that their target for study varies from person to person. Some highly motivated students, who genuinely realize that their survival lies in learning the language, really work hard and shun all the adverse influences by the force of their ambition but, the less or least motivated students take their studies casually and do not much try to grasp the technicalities of the L2. These students are aware of the surrounding they live in and conscious of the fact that they can do with out English in their practical life. These teachers and students defer the practical need of English.

Cognitive level of these students hampers their comprehension. Many teachers complain that these students have very weak L2 background when they join college. They lack sufficient knowledge of grammar, particularly verb form with its various intricacies. Since, English syllabus and teaching / learning style is different from school teaching therefore these students cannot cognitively cope with the new environment and they feel lost. Their minds get blocked and do not accept the unfamiliar attitude.

Discussion with the teachers unfolded that socio-economic factors is a strong influence over the performance of students. Parent's education and occupation indicates their social class and the confidence they gain from their surrounding.

Many students from this group told that they found verb difficult because they could not tackle with the way it behaves at different places. Some time past tense is formed

by using d-ed and the other time by changing the morphology of verb word. Future tense is formed by using will and shall with the verb and the expression 'going to' also acts as future. They find these intricacies above their cognitive level. The written text by this group also revealed the same problems as discussed during interviews.

The study proved that in an academic setting an English teacher has to cater with learners belonging to various social classes and having different cognitive levels. In a government college, Intermediate class students (having studied English for five years) still face problem in the appropriate use of verb. They commit various types of errors that affect their fluency and competency. It is observed that society play vital role in this region. Society shapes the personality of the students and provides them suitable environment to learn L2 or acquire it naturally. Society also offers incentives as a driving force to overcome their problems but the pivotal place that helps in enhancing and polishing students' subtle abilities is the educational institutions and classroom environment. The fundamental issue that hampers correction is the students' unawareness of the problem, suitable learning environment and proper guidance. It is the duty of society as well as teachers to help the learners in this respect.

5.2 Identification of the Problems

What factors are adversely affecting students' performances? This is a crucial issue that needs discussion. During study the following points have been noted:

a) Non-congenial social environments-parents are illiterate and poor and cannot provide facilities to their children.

b) Less exposed to the target language.

c) Less motivated and reluctant in using English appropriately. They hesitate to use language with the fear of errors and the social reaction against these errors.

d) The students belonging to middle class are in better position as compared to the students from lower class because their parents are educated and they can understand the problems of their children. They are more exposed to the language and have high

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targets to enter any University for higher education. So social pressure is the driving force to perform well.

e) In classroom teaching, Grammar Translation Method is practiced. Rules are memorized. The practical use is not focused.

Keeping in view these social influences and constraints the duty of an English teacher becomes quite hard-hitting and challenging because he has to cater with the students of different abilities together and, with variety of problems. In this respect, classroom environment and constraints have to be taken into account.

5.3 Classroom Issues

1) For an English teacher in a classroom environment, the personalities of these students was by themselves a challenging issue. In the government college, the total strength of the class was approximately 75 with mixed ability students. Most of the introvert students shirk back with the fear of exposing their ignorance. It is quite an arduous task for a teacher to make introvert students get out of their shell and to make them express themselves in the target language. It is difficult to diagnose the nature of their problems. On the other hand a majority of extrovert students are over-confident. Due to lack of seriousness, they overlook their errors/mistakes considering them minor with the hope of correcting them later on but since they do not learn the system of that language properly and seriously so they cannot perform well when they get into a situation.

2) The other problem that a teacher faces with the students at intermediate level is the prior knowledge of the students in the target language. Most of the students are weak in grammar of English language. When they reach intermediate level, they are already taught the rules of the language but they are unable to apply them effectively and their inability affects coherence and cohesion in language production. Many English teachers complain, 'how can we teach them literary text/syllabus at this level when they do not have basic knowledge of the language'. The list of items included in the syllabus for intermediate level part I, as mentioned in chapter three, have to be covered and revised for the final examination within the period of five months. So, it

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is rather difficult for the teacher to go back to lower classes level to teach them the basic rules of grammar/ verb. A teacher has to start with the basic tenses while teaching them short stories and poems because these are the major areas of problem for these students.

3) The major issue at this point is the teaching methodology at school level. Up till tenth class these students are taught language through Grammar Translation Method where L1 is dominant medium of communication. Deductive approach is used that means, rules are taught first void of any situational application. So, the students get confused in the multi-dimensional role of verb and muddle up these rules in the production of language. Since L1 is overriding element therefore they do not have many opportunities to practice L2.

4) Administrative pressure is another issue that binds a teacher to use Grammar Translation Method and encourages rote learning. A teacher has to keep strict discipline in the class therefore he has to adopt lecture method and does not introduce innovative activities to bring variety in the classroom.

5) Teachers are required to produce good results so it is their need to encourage rote learning from examination point of view. Teachers are answerable for the bad result of their students so in the attempt to produce goods results in the final examination they provide ready made material to the students to be learnt by heart and to be reproduced in the examination.

The purpose of providing ready-made material is to enable students commit fewer errors. These strategies and teaching / learning practices create problem and thus students find problem in the correct production of L2.

5.4 Suggestions

The acquisition of foreign language, particularly English, is a complex precesses. The major area of errors in Pakistani English, that is the appropriate use of verb, should be considered tactfully. The following points should be kept in mind while teaching English grammar/verb form.

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• A teacher should be competent enough to detect the causes of these errors and find the solutions, accordingly. A teacher should know whether the error is due to the interference of L1, ignorance of rules, exemption of rules or overgeneralization of rules. Whether students cannot tackle with subject verb agreement or verb phrases and clauses or tense formation or use of participles are creating problems. Such as:

• Urdu-   Bortha admi aahista aahista chal raha tha

• English- 'Old man was walking slowly slowly',

is incorrect translation. The correct sentence is-

• The old man was walking slowly.

Similarly,

• Urdu- Mazdoor subha se kam kar rahe hain

• English-   Laborers are working since morning

is an incorrect sentence.

• During the assessment it was realized that main problem the students face in the correct production of verb is the personality of the students themselves. The clash between introvert and extrovert personalities always creates havoc for the teacher. It is difficult to bring an introvert out of his shell and understand the problem as he shuts his lips tight and holds his fist hard. On the other hand, an extrovert student, due to over confidence, keeps the teacher engaged in un-necessary activities and thus wastes time. The best and effective solution to this problem is pair and group work technique. It is experienced that the students who hesitate and shut themselves in front of teacher usually feel comfortable and open with their class-fellows. They can share their knowledge and problems with each other.

• There should be close, friendly relationship between teaches and students so that the teacher may know the attitude of the students and motivate them to give better performance.

• Similarly, the extroverts, who appear to be hyperactive, have more opportunities to express themselves positively and productively. While working together freely, both the types can work together comfortably and expose their weakness and strength. The

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teacher can understand their problems and help to solve them in a friendly atmosphere. For this purpose the English syllabus can be used to teach grammar, particularly verb form.

Keeping in view the status of the syllabus teachers have to bring innovations to their teaching style. While teaching short plays, role-play technique can be used. A group of students can be given the characters in the play and perform them in the class. In this way not only they will learn the text but also their actions will clarify the verb formation.

• Clip charts, drawings and pictures can also be used to teach appropriate use of verb form. Teacher can form activities from short stories and poems to explain the various dimensions of verb. Guessing games can be used to understand active and static verbs and how they transform into different tenses.

• All these innovations and stimulating activities can be brought about in teaching style only when the teachers are well trained. They are well versed in the theories of teaching methodologies such as Grammar Translation method, Direct Method, Communicative approach, audio-lingual method and so on. When these teachers are trained to use these methods in the classroom they can modify their style in a better way. They will realize that no one method can be applied rigidly rather, an eclectic approach can be more beneficial to help students improve their performance. Thus, training programs and refresher courses are recommended to improvr the competency of teachers.

• The other problem that is most prevalent in classroom teaching is the interference of L1 and the inappropriate application of rules. M.Saif-ul-Haq who investigated that almost 67% errors in Pakistani students are due to the interference of L1, also believes that "The knowledge of mother tongue is a valuable aid to the teaching of English". Both the languages can support each other because many languages apparently seem different yet share some similarities. Some of the methods in the teaching are similar and most of the principles underlying those methods are same. The compare and contrast technique can be used to make clear the similarities and differences between the two languages. For instance: The basic sentence

formation in an English sentence is S+V+O so, while teaching this structure a teacher can explain the students that simple sentence structure in Urdu is S+O+V. If the students know the grammar of their mother tongue it may facilitate their understanding of the grammar of English. The differences can be taught by comparison and contrast between the two systems.

Example:

	Subject	verb	object
English	She	eats	apple
Urdu	Wo	khati hai	saib
English	He	rings	The bell
Urdu	Wo (a boy)	Bajata hai	ghanti
English	Mother	Is washing	dishes
Urdu	Maa	Dho rahi hai	bartan

• While catering with the issue of L1 interference, the teacher has to review the teaching methodology. While talking about compare and contrast between the two languages it seems imperative to know about the methods being applied in a teaching/learning environment. It has been observed that Grammar Translation Method and deductive approach has been practiced in Government College and Direct Method or Communicative method is totally ignored. Both the methods seem to be two extreme regions that cannot come close to each other. Keeping in view the social and cognitive conditions of the students, it is only appropriate that an eclectic approach may be adopted in Government College. Most of the instructions and social communication should be in the target language. Teachers should be competent as well as fluent enough to use the Direct Method as much as they can. L1 should be used only when its use is inevitable. When students find certain aspects of verb use confusing then Urdu expression can be used to explain its concept.

It is hoped that these findings and suggestions will help the English teachers have better understanding of their students and their problems in using verb form in English grammar. A teacher, being a psychologist, a manager and a facilitator should know the personality, the ambitions and likings of his students and form his teaching strategies according to his observations and experiences. It is expected that teachers, administration and syllabus designers will be able to know the students better and help them to cope with the social and cognitive influences efficiently, so that they may overcome their problem to use verb effectively. It will help to enhance their competence and fluency level.

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Appendix I

Use of verb by the sample population

S no	Name / bio-data of student	Errors in Verb use	Correct form	Causes
1	Hafiza Amna Bibi Father's occupation-4dmin officer in steel mill Islamabad Previous school-F.G. H.School I9/1Islamabad English speaking- not clear Mother and father can not speak English	Im become	I want to become	1) Ignorance of rules 1
		What its scope	-What was its scope	2) Ignorance of rules 2
		When I join the college	When I joined the college	3) Influence of L1 1
		Every thing or person are out of mind	Every body was out of mind	4) Ignorance of rules 3
		Now I really enjoin the study	Now I really enjoy the study	5) Influence of L1 2
		I m satiety with study	I am satisfied with study	6) Ignoranc4 of rules 4
		In Metric class I have been decided	When in Metric class I decided	7)Overgeneral ization of rules 1
		I have no information	I had no information	8) Ignorance of rules 5
		I was face many problems	I faced many problems	9)Overgeneral ization of rules 2
		I had decided	I decided	10) Ignorance of rules 6

		That I leave	To leave	11) Ignorance of rules 7
		I will do work hard	I will work hard	12) Influence of L1 3
2	Shaleem Father's occupation- clerk Previos school-F.G. Secondary School No. 8 E/8 Islamabad English speaking- very little Mother and father can not speak English-No	I done my S S C II	II did my SSC II	13) Ignorance of rules 8
		I like executive officer	I like to be an executive officer	14) Ignorance of rules 9
		I want to a obedient and honorable daughter	I want to be an obedient and honorable daughter	15) Ignorance of rules 10
		When I saw a banker I feel I wish I will also banker	When I saw a banker I felt and wished to be a banker	6) Over generalization of rules 3
		I will study the commerce	I would study commerce (indirect speech)	17) Ignorance of rules 11
		My parents agree	My parents agreed	18) Ignorance of rules 12
		O K you want study commerce you do will very well	"O K if you want to study commerce you will do very well". (Direct speech)	19) Ignorance of rules 13
		In future I proved good businessman	In future I shall prove myself a good businesswoman	20) Ignorance of rules 14

3	Name- Memoona Ifzal Father's occupation- Driver Previous school-F.G. Girls Model School G-6/2 Islamabad English speaking- very little Mother and father can speak English-No	I can't understand	I could not understand	21) Ignorance of rules 15
		I done my metric I choose commerce	I did my metric I chose commerce	22) Over generalization of rules 4
		I want	I wanted	23) Ignorance of rules16
		Commerce had many other fields	Commerce has many other fields	24) Influence of L1 4
		My parents suggest that you can select (indirect speech)	My parents suggested that I could select	25) Ignorance of rules 17
		You can start (no speech marks)	"You can start"	26) Exemption of rules 1
		When I start study	When I started study	27) Ignorance of rules18
		I feel	I felt	28) Ignorance of rules 19
		It so difficult	It was so difficult	29) Ignorance of rules 20
4	Khadeeja Atique Father's occupation- Senior assistant in Govt. of Foreign	I think commerce is better	I thought commerce was better	30) Ignorance of rules 21
		My father suggest So I take admission	My father suggested So I took admission	31) Exemption of rules 2

	Affairs Previous school- F.G Girls Model School I-8/1 Islamabad Can speak English- very little Only father can speak English	I can job	I can work/ I can get a job	32) Exemption of rules 3
		I take admission and choose	I took admission and chose	33) Exemption of rules 4
		Nobody was choose this field and I choose it	Nobody has ever chosen this field but I chose it	34) Over generalization of rules 5
		I can pray	I pray	35Overgeneralization of rules 6
		Allah can fulfill	Allah may/will fulfill	36) Wrong selection from word class 1
5	Anjum Father's occupation assistant clerk Previous school- IMCG-G 11/2 Can speak English—No Father/mother speak English- No	I was in metric I never think	I was in metric I never thought	37) Ignorance of rules (tense) 22
		When I pass	When I passed	38)Wrong tense
		Ask me	Asked me	39) Wrong tense 3
		To choice (2)	To choose	40) Influence of Ll 5
		Then I choice	Then I chose	41) Influence of L16
		I am not interested	I was not interested	42) Wrong tense
		Commerce was interested subject	Commerce was interesting subject	43) Ignorance of rules 23

		Some people says	Some people say	44) Ignorance of rules 24
		Commerce was boring	Commerce is boring	45) Wrong tense
		When my family agree then I get admission	When my family agreed then I got admission	46) Wrong tense 6
7	Saira Rauf Father's occupation-office clerk Previous school-IMCG-G 10/2 Can speak English-yes Father speaks English-Yes Mother can speak English-No	I know about commerce	I came to know	47) Influence of L1
		She give me	She gave me	48) Wrong tense
		My interest was develop	My interest developed/ my interest was developed	49) Wrong choice of tense 8
		My family want	My family wanted	50)Wrong tense
		My dream was that to choice the commerce study	My dream was to choose the commerce study	51) Wrong choice of parts of speech 10
		It was difficult for me to aggred (wrong spellings)	It was difficult for me to agree	52) Influence of L1 8
		My parent except my decision	My parents accepted my decision	53) Wrong choice of words and tense 11
		I get admission	I got admission	54) Wrong tense

		My aim was	My aim is	55) Wrong tense
7	Saman Gull Father's occupation-Gardener Previous school- IMCG I-10/4Can speak English-yes Father/mother speak English-no	He doing local work	He is doing local work	56) Exemption of rules 5
		Mother speak English·	Mother speaks English	57) Exemption of rules 6
		He cannot go to school in childhood	He could not go to school in childhood	58) Exemption of rules 7
		I difficulties in pronouns	I find/face difficulties in pronouns	59) Influence of L1 9
		I passed metric class then I am very tense	I passed metric exam then I was very tense	60) Ignorance of rules 25
		But I can choose	But I decided to choose	61)Wrong choice of expression 14
		We not say its my dream	I do not say it is my dream	62) Exemption of rules 8
		Slowly its look like my dream	Slowly it looks like my dream	63) Wrong application of rules 15
		In my dream I look me a banker	In my dream I see myself a banker	64) Wrong choice of verb 16
		I read these subjects	I study these subjects	65) Wrong choice of verb class 17

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		And my heart developing the study of commerce	I am developing interest in the study of commerce	66) Wrong choice of verb class 18
8	Muneeza Khan Father's occupation- private business Can speak English-very little Father/mother speak English- no	I passed metric then I am very tense	When I passed metric I was very tense	67) Influence of L1 10
		But I can choose	But I wanted/decided to choose	68) Wrong choice of verb class 19
		It's a professional study	It is professional study	69)Exemption of rules 9
		Now a days we not say	Now a days we do not say	70) Exemption of rules 10
		Its look like my dream	It looks like my dream	71) Ignorance of rules 26
9	Rabiya Ijaz Father's occupation- Government servant School previously attended- IMCG I-10/4 Can speak English-a little Father/mother speak English-	When I passed Metric I have no idea	When I passed metric I had no idea	72) Ignorance of rules 27
		What field I choose	What field I may choose	73) Influence of L1 11
		I asked him that what can I do (wrong indirect speech)	I asked him what I could do	74) Ignorance of rules 28
		He gave me suggestion that you choose the field of commerce (indirect speech)	He gave me suggestion that I may choose the field of commerce	75) Ignorance of rules 29

	no	Commerce is basically is exchange of goods	Commerce is basically exchange of goods	76) Over generalization of rules
		I said that I think about	I said that I would think	77) Ignorance of rules 30
		I look upon	I looked upon	78) Wrong tense 20
		Then I get admission	Then I got admission	79) Wrong tense 21
		Now I really enjoyed it	Now I am really enjoying it	80) Wrong tense 22
		My father suggest me	My father suggested me	81) Wrong tense 23
		I serve me and my studies	I shall use my studies	82) Wrong choice of expression 24
		I pray to Allah that he give me courage	I pray to Allah that he may give me courage	83) Wrong choice of expression 25
1 0	Shaista Mazhar Father's occupation-D. R. in Federal Judicial Academy Previous school-F G	Commerce is interesting but it was difficult	Commerce is interesting but it is difficult	84) Ignorance of rules 31
		In start these subjects are difficult	In start these subjects were difficult	85) Wrong choice of tense 26
		My uncle suggest me to choice	My uncle suggested me to choose	86) Wrong choice of tense and expression

		Now it is not difficult	Now these are not difficult	87) Influence of L1 12
	Girls Model School G- 8/4	When I was a child my aim is to made banker	When I was a child my aim was to become a banker	88) Wrong choice of tense and expression 28
	Can speak English- little	That is why I choice this subject	That is why I chose this subject	89) Wrong choice of parts of speech
	Can parents speak English- No	He says	He said	90) Wrong tense
		There are many jobs which you can get	There are many jobs I could get	91) Wrong selection of words 31
		In future I done B.Com	In future when I shall do B.Com	92) Exemption of rules 11
		I job in a bank	I shall get job in a bank	93) Wrong choice of expression 32
		My father told If you can wish which you can done	My father told me if I wished what to do in future (indirect speech)	94) Ignorance of rules 32
		In future I am banker	In future I shall be a banker	95) Ignorance of rules 33
11	Name-Nargis Fatima Father- Late Previous	When I passed metric class I think commerce is the best subject	When I passed metric class I thought commerce was the best subject	96) Wrong tense 33

		school- F.G. Secondary school G- 9/1 Can speak English- little	I desire to job in a bank	I desired to work in a bank	97) Influence of L1 13
			That's why I choose commerce	That's why I chose commerce	98) Wrong tense 34
			Finally I get admission	Finally I got admission	99) Wrong tense 35
			So I do hard work and got a good job	So I shall work hard and get a good job	100) Wrong tense 36
			I provide our skills in prosperity of the country	I shall use my skills for the prosperity of the country	101) Wrong choice of expression 37
			I try my best	I shall try my best	102) Wrong tense
1 2	Faiza Naz Father's occupation-a clerk in PWD Previous school F.G. GIRLS Model School G-/2 Can speak English Little Parents can speak English- Yes		When I passed Metric class I think commerce is the easiest subject	When I passed metric I thought Commerce was the easiest subject	103) Wrong tense 39
			Finally I decide	Finally I decided	104) Wrong tense 40
			When I completely read commerce subjects and specialized in all subjects	When I shall complete my commerce study then I shall specialize in this subject	105) Wrong choice of expression 41
			I want to become good job	I want to get good job	106) Wrong choice of words 42

		And provide our skill ..	And use my skills	107) Wrong choice of words 4
		I try my best	I shall try my best	108) Ignorance of rules 34
1 3	Ume-Laila Father's occupation- private job Previous school- IMCG I-10/4 area found difficult- verb Can speak English-little Parents can speak English yes	When I done SSC exams	When I did passed SSC exams	109) Ignorance of rules 35
		I realize to go	I realized that I should go	110) Wrong choice of expression 44
		So I select commerce field	So I selected commerce field	111) Wrong choice of tense 4
		My parents are agree with me	My parents agreed with me	112) Ignorance of rules 36
		I was interest in job	I was interested in getting job	113) Ignorance of rules 37
		My parents are also agree	My parents also agreed	114) Ignorance of rules 38
		In future I will be great business or a great post	In future I will be a great businesswoman or get a great post	115) Wrong choice of expression 46

		It provide confidence	It provides confidence	116) Wrong choice of expression 47
		It help to face	It helps to face	117) Ignorance of rules 39
	:	In future I proved my self	In future I shall prove myself	118) Wrong choice of tense 48
		Commerce help to develop	Commerce helps to develop	119) Ignorance of rules 40
		In future I proved myself to a successful lady	In future I shall prove myself to be a successful lady	120) Wrong choice of expression and tense 49
14	Name- Hina Noor Father's occupation- Private job Previous school- FG Model school G-6/2 Can speak English- Yes Parents can	When I passed metric exam I think commerce is the best	When I passed Metric exam I thought commerce was the best	121) Ignorance of rules 41
		I desire to job	I desired to get a job	122) Wrong choice of and tense 50
		So I choose	So I chose	123) Wrong tense
		Finally I get admission	Finally I got admission	124) Wrong use of tense 51

speak English-Yes	When I read this subject I collect information	When I study this subject I gather/get information	125) Wrong choice of expression and tense 52
Language area found difficult- verb	So I do hard work	So I work hard	126) Wrong selection of words 53
	I provide my skills	I shall use my skills	127) Wrong selection of words 54
	I try my best to gain my dream	I shall try my best to make my dream a reality	128) Ignorance of rules 42
	She done top in Intermediate	She secured top position in Intermediate	129) Influence of L1 14
	I am inspired	I was inspired	130) Wrong selection of tense
	I don't found	I don't find	131) Ignorance of rules 43
	If we gave these subjects proper attention	If we give proper attention	132) Over generalization of rules 7
	In future which subject I study	In future which subjects I will study	133) Ignorance of rules 44
	Some people wanted to become banker	Some people want to become banker	134) Wrong selection of tense 56

		Some wanted to became businessmen	Some want to become businessmen	135) Over generalization of rules 8
		Then its time to decide	It was time to decide	136) Over generalization of rules 9
		No one in the family are in this field	No one in the family is in this field	137) Ignorance of rules 45
		My sister also encourage me	My sister also encouraged me	138) Wrong selection of tense 57
		Then I can drop CV	Then I shall drop CV	139) Ignorance of rules46

1 5	Hafiza Ayesha Khan Father's occupation- Accqunts officer in AGPR and tutor In Allama Iqbal Open University Previous school- FG Girls Model School G-9/3 Can speak	Before taking admission 1 don't like commerce	Before taking admission I did not like commerce	140) Over generalizatio n of rules 10
		I don't have	I did not have	141) Ignorance of rules 47
		Parents tell me	Parents told me	142) Ignorance of rules 48
		You can choose these subjects in which you are interested	I could choose those subject in which I was interested (indirect speech)	143) Over generalizatio n of rules 11

		But when I see Hamida	But when I saw Hamida	144) Ignorance of rules 49
	English- little Father can speak English Mother cannot speak English	Then I choose commerce	Then I chose commerce	145) Ignorance of rules 50
		She done top in Intermediate	She secured top position in Intermediate	146) Ignorance of rules 51
		I am inspired	I was inspired	147) Ignorance of rules 52
		I don't found	I don't find	148) Ignorance of rules53
		If we gave these subjects proper attention	If we give proper attention	149) Over generalizatio n of rules 12
		In future which subject I study	In future which subjects I will study	150) Ignorance of rules 54
		Or which field I choose	Or which field I will choose	151) Ignorance of rules 55
1 6	Tuba Mansoor Father- Sharif Ahmad (late) Previous School-FG Model School F-7/2 Can speak	I try my best to I become a lawyer	I try my best to become a lawyer	152) Avoided writing much- just one paragraph Not many errors in the

				use of verb
1 7	Name- Tahira Naz Father's occupation- driver Previous school- FG Model School No. 6 I-10/4 Can speak English- little Can parents speak English- No Language area difficult	All people likes these subjects	All people like these subjects	153) Over generalizatio n of rules 13
		Father and mother is very support	Father and mother are very supportive	154) Ignorance of rules 56
		Inshallah complete their subjects	Inshallah I shall complete these subjects	155) Ignorance of rules/ influence of L1 57
		With the help of commerce I become a lawyer	With the help of commerce I shall become a lawyer	156) Ignorance of rules 58
		Parents suggested me to selected commerce	My parents suggested me to select commerce	157) Ignorance of rules 59
		I; am also selected commerce	I also wanted to select commerce	158) Ignorance of rules 60
		Commerce is not difficult but it reads very carefully	Commerce is not difficult but it should be studied carefully	159) Ignorance of rules 61
		With these subjects I become a banker	With these subjects I shall become a banker	160) Ignorance of rules 62

		I am selected the subjects	I selected the subjects	161) Over generalizatio n of rules 14
		I choose different subjects	I have chosen different subjects	162) Exemption of rules 12
		If I read simple books my field is not choosy	If I had studied simple books my field was not well chosen	163) Ignorance of rules 63
		I am not study those subjects	I do not study these subjects (Incomplete sentence)	164) Ignorance of rules 64
1 8	Samra Iqbal Father's occupation- Private business Previous school- FG Model School G-9/3 Can speak English-yes Father can speak little English but mother can not	In I.Com I read commerce and my knowledge is very increase in business	In I.Com class I study commerce and my knowledge in business is increased/ is increasing	165) Ignorance of rules 65
1 9	Ukasha Mushtaq Father's occupation- DTD AT PAEC Previous school- Humak model	When I was in ten standard I want to become banker	When I was in tenth standard I wanted to become a banker	166) Ignorance of rules66
		I have chosen Commerce	I chose Commerce	167) Ignorance of rules 67

	school Can speak English- little Father can speak English Mother can little speak English	College Ti.Com for make base	College for I. Com to make base	168) Ignorance of rules 68
		After commerce study he has placed in a bank	After commerce study he has been placed in a bank	169) Exemption of rules 13
		My brother also encourage me	My brother also encouraged me	170) Exemption of rules 14
20	Faiza Nisar Father's occupation-Naib Qasid (peon) Previous school-FG High School G-9/2 Can speak English-little Can parents speak English-No	I was selected commerce subjects	I selected commerce	171) Over generalizatio n of rules 15
		My parents was supporting to it subject	My parents were supporting me to study these subjects	172) Ignorance of rules 69
		My dream is future of success	My dream is my future success	173) Ignorance of rules 70
		In school I am not study those subjects	In school I have not studied these subjects	174) Ignorance of rules 71
		In I.Com I read commerce	In I.Com I study commerce	Influence of L1 15
		My knowledge is very increase	My knowledge has increased	175) Ignorance of rules 72
		I will passed	I will pass	176) Ignorance of rules 73

		I become an accountant	I shall become an accountant	177) Ignorance of rules 74
		My dream is, I become a successful accounting	My dream is to become a successful accountant	178) Influence of L1 16
2 1	Hafiza Azaz Father's occupation- Account officer in AGPR Previous school- FG Higher Secondary School G-9/2 Can speak English-No Father can speak English Mother cannot Difficult language area- tenses	Now a days I studying in commerce	Now a days I am studying in commerce	179) Exemption of rules 15
		Before that I want to become a lawyer	Before that I wanted to become a lawyer	180) Ignorance of rules 75
		But my father ask me	But my father asked me	181) Exemption of rules 16
		If are studying commerce	If you study (direct speech)	182) Ignorance of rules 76
		You become an executive officer	You will become an executive officer (direct speech)	183) Exemption of rules 17
		I decided that to read commerce	I decided to study commerce	184) Over generalizatio n of rules 16
		I decided that I become a banker	I decided to become a banker/ I decided that I would become a banker	185) Over generalizatio n of rules 17

2 2	Sundas Sadiq Father's occupation- account officer Previous school- FG Model School I-8/1 Can speak English-little Father can speak English but mother can not	I choose this subject because I really impressed from my brother	I chose this subject because I was really impressed by my brother	186) Ignorance of rules 77
		My brother done I.Com	My brother has done I.Com	187) Exemption of rules 18
		I cover these subjects	I shall cover these subjects	188) Exemption of rules 19
		My future plan to done M. Com	My future plan is to do M.Com	189) Over generalizatio n of rules 18
		Inshallah I selected it	Inshallah I shall select it	190) Exemption of rules 20
		But I selected my field	But I shall select my field	191) Exemption of rules 21
		My brother forced me to take other subjects and done F.Sc	My brother b forced me to take other subjects and do F Sc	192) Over generalizatio n of rules 19
		But my father cannot force me	But my father did not force me	193) Ignorance of rules 78
		So I take commerce field	So I chose/ selected commerce field	194) Over generalizatio n of rules 20

2 3	Nimra Khalid Father's occupation-officer Previous school-FG Model School I-9/1 Can speak English- very little Can parents speak English-very little Language area found difficult-verb	It's subject is difficult	These subjects are difficult	195) Ignorance of rules 79
		When I was come in commerce college	When I came to commerce college	196) Over generalizatio n of rules 21
		I realize	I realized	197Exempti on of rules 22
		Then my dream was changed	Then my dream changed	198) Ignorance of rules 80
		When I admit commerce college	When I was admitted / I got admission in commerce college	199) Ignorance of rules 81
		My family was accept my decision	My family accepted my decision	200) Ignorance of rules 82
		When I should become a banker	When I would become a banker	201)Ignoran ce of rules 83
		Then my brother would proud my decision	Then my brother would be proud of my decision	202) Exemption of rules 23
2 4	Shehzeena Naseer Father's occupation-Carpenter Previous school	I was selected the commerce subjects	I selected commerce subjects	203) Influence of L1 17
		My ambition was to study commerce	My ambition is to study commerce	204) Wrong selection of tense 58

	FG Girls High School I-10/4 Can speak Englsh- little Parents can speak English- No Difficult language area- verb	When 1 was study in 10ᵗʰ class	When I was studying in 10ᵗʰ class	205) Exemption of rules24
		I was selected that I went to a commerce	When I decided to join a commerce college	206) lnfluence of L1 18
		I wish in future I will be become executive officer	I wish in future I will become an executive officer	207) Over generalizatio n of rules 22
		My parents was wish	My parents wished	208) Influence of L1 19
		Now my dream is successful, I become in commerce	Now I hope my dream to enter Commerce field will be successful	209) Influence of L1 20
		I hope that I will passed the commerce subjects	I hope I will pass the commerce subjects	210) Over generalizatio n of rules 23
		My parents dream will successful	My parents dream will be successful	211) Ignorance of rules 84
		In school I am not study these subjects	In school I have not studied these subjects	212) Over generalizatio n of rules 24
2 5	Muneeba Ashraf Father's occupation- works abroad	In I.Com I read commerce and my knowledge is very increase in business	In I.Com I am studying commerce and my knowledge in business is increasing	213) Ignorance of rules 85

		I was think	I thought	214) Over generalizatio n of rules 25
	Previous school- FG Girls Model School G-10/1 Language area found difficult- Grammar	I choosen the commerce	I chose commerce	215) Ignorance of rules 86
		My father advice me	My father advised me	216)Influenc e of L1 21
		I had to do in future B.Com and M.Com	In future I shall do / I intend to do B.Com and M.Com	217) Influence of L1 22
2 6	Sovaiba Naeem Father- retired senate officer Previous school- ICG F-6/2 Can speak English-little Father can speak English Mother can speak English very littleLanguage area found difficult- Grammar	I have chosen Commerce For I.Com for make my strong base	I have chosen Commerce for I.Com ·to make strong base	218) Influence of L1 23
		My sister also encourage me	My sister also encouraged me	219) Over generalizatio n of rules 26
		Then I fell become satisfy	Then I shall feel satisfied or I shall be satisfied	220) Ignorance of rules 87
2 7	Sajida Shaheen Father's occupation-	When I pass metric class	When I passed metric class	221) Ignorance of rules 88

	supervisor in Military Training Services Previous school- FG School No. 8, E/8 Islamabad Can speak English- little Can parents speak English- No Language area found difficult- verb	Then I get admission in ICCW	Then I got admission in ICCW	222) Ignorance of rules 89
		I choose to study commerce	I chose to study commerce	223) Ignorance of rules 90
		There is so many fields	There are so many fields	224) Ignorance of rules 91
		It include all the function	It includes all the functions	225) Ignorance of rules 92
		After that I realize	After that I realized	226) Exemption of rules 25
		All subjects is very difficult	All subjects are very difficult	227) Ignorance of rules 93
		There is many fields are open for jobs	There are many fields open for jobs	228) Ignorance of rules 94
28	Farheen Saleem Father's occupation-Land lord Previous school- IMCG F-10/2 Can speak English- little	There is some activities	There are some activities	229) Ignorance of rules 95
		Some people wanted to become banker	Some people want to become banker	230) Over generalizatio n of rules 27
		Some wanted to become businessmen	Some want to become businessmen	231) Over generalizatio n of rules 28

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		Can mother speak English- No	Then its time to decide	It was time to decide	232) Exemption of rules 26
		Can father speak English- Yes	No one in the family are in this field	No one in the family is in this field	233) Ignorance of rules 96
		Language area found difficult- Grammar	My sister also encourage me	My sister also encouraged me	234) Exemption of rules 27
			Then I can drop CV	Then I shall drop CV	235) Influence of L1 24
2 9	Iqra Ajmal Father's occupation- Senior auditor Previous school FG model School Can parents speak English- No Difficult language area- Grammar	So my parents and me think	So my parents me thought	236) Influence of L1 25
			What are you choice the field	What is your choice of field	237) Ignorance of rules 97
			You choice the field	You choose the field	238)Ignorance of rules 98
			My brother said you choice the field	My brother asked me to choose the field (indirect speech)	239) Ignorance of rules 99
			So I am also interesting	So I was also interested	239) Ignorance of rules 100
			So I am also choice the commerce	So I also chose commerce	240) Over generalizatio n of rules 29

		I am interesting to do job	I am interested to do job	241) Over generalizatio n of rules 30
		I am become an accountant	I shall become an accountant	241) Wrong selection of tense
		When the hard work so the life is very easy	When we work hard then life becomes easy	242) Influence of L1 26
		In my first class I am very upset	In my first class I was very upset	243) Ignorance of rules 101
3 0	Shumaila Kabir Father's occupation- Driver Previous school- FG Model school G-8/4 Can speak English- little Can parents speak English- No Language area found difficult-verb	When I was passed in 10th class	When I passed 10th class	244) Over generalizatio n of rules 31
		Then I choose commerce subjects	Then I chose commerce subjects	245) Exemption of rules 28
		Because my aim is banker	Because my aim is to be a banker	246) Ignorance of rules 102
		I feel very glad	I felt very glad	247) Wrong selection of tense
		I start commerce study	I started commerce study	248) Wrong selection of tense
		Because commerce study is my dream	Because commerce study was my dream	249) Wrong selection of tense

		My parents wish I read commerce	My parents wished me to study commerce	250) Exemption of rules 29
		So now I will study commerce	So now I am studying commerce	251) Ignorance of rules 103
		I wish get degree in MBA	I wish to get degree in commerce	252) Exemption of rules 30
		I will job in banks	I shall work in a bank .	253) Influence of L1 27
		In commerce subject need hard working	Commerce subjects need hard work	254) Over generalizatio n of rules 32

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Appendix II

The table enumerates the errors falling under different categories

Number of errors	Influence of L1	Ignorance of rules	Over-generalization of rules	Wrong selection of tense	Exemption of rules
1	3	1	7	36	26
2	5	2	9	38	31
3	12	4	16	39	32
4	24	6	22	42	33
5	40	8	34	45	56
6	41	10	35	46	57
7	47	11	76	48	58
8	52	13	125	49	62
9	59	14	130	50	69
10	67	15	132	51	70
11	73	17	135	53	92
12	87	18	136	54	152
13	97	19	137	55	162
14	118	20	140	61	169
15	120	21	143	63	170
16	127	23	149	64	179
17	129	25	153	85	181
18	175	27	157	66	182

19	177	28	158	68	183		
20	178	29	161	78	187		
21	195	30	171	79	188		
22	200	37	184	80	190		
23	203	43	185	81	191		
24	206	44	189	82	197		
25	208	60	192	83	202		
26	209	71	194	85	205		
27	215	72	196	86	226		
28	217	74	207	88	227		
29	218	75	210	89	232		
30	224	77	212	90	234		
31	233	84	214	91	245		
32	235	94	215	93			
33	236	95	219	96			
34	239	108	225	98			
35	246	109	229	99			
36		112	230	100			
37		113	231	101			
38		114	238	102			
39		117	240	103			
40		119	241	104			
41		121	244	105			

42		128		106	
43		131		107	
44		133		110	
45		139		111	
46		141		115	
47		142		116	
48		144		122	
49		145		123	
50		146		124	
51		147		126	
52		148		134	
53		150		138	
54		151		165	
55		154		201	
56		155		204	
57		156		237	
58		159		242	
59		160		243	
60		162		247	
61		163		248	
62		164		249	
63		167			
64		168			

65		172			
66		173			
67		174			
68		176			
69		180			
70		186			
71		193			
72		198			
73		199			
74		211			
75		213			
76		220			
77		221			
78		222			
79		223			
80		228			
81		239			
82					

Questionnaire

The purpose of this Questionnaire is to discern the social and cognitive status of students. Please give information as required in the following questions

1)   Name_____

2)   Father's occupation _____

3)   Can you speak English   yes   a little   no

4)   Can your mother speak English   yes   a little   no

5)   Can your father speak English   yes   a little   no

6)   Previous school |_____

7)   Language area you find difficult _____

8)   Do you have internet facility in the school _____

9)   Do you have television and computer at home? _____

10) Does your teacher bring extra material in the classroom?

_____

11) Do   you   understand   English   lessons   in   the   classroom?

_____

12) If yes, give reasons_____

13)   _____