

Aspects Marking in English and Thali: A Contrastive Study

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Abstract

The purpose of the paper is to explore the aspect system in Thali, a language spoken in Thal region, including district Layya, Bhakar and neighboring areas of Jhang, in Punjab province by a large number of people. This research paper presents comparisons and contrasts between Thali aspect system and English aspect system. There are only two aspects in Thali, namely, perfect and progressive. Perfect aspect can be categorized into past perfect and present perfect in terms of time dimensions. Similarly, progressive aspect is also categorized into past progressive and present progressive from time dimensions. All types of aspects in Thali are morphologically marked but aspect system in English is different by using morphological marking as well as several complex constructions like have + past participle, be + present participle, and have + been + present participle for perfect, progressive and perfect progressive, respectively. Thali has only four structures for aspect whereas English has 17 different types of aspectual structures described in examples (24–40). The analyses and data examined in the paper are basically drawn from the native speaker intuitions and grammar (Beames, 1872–79). It is really a challenging job for Thali learners to conceptualise these different structures. As a final point, this paper finds out EFL issues and proposes some pedagogical strategies for teaching and learning English aspect system as a foreign language to Thali EFL learners.

Keywords: aspect, present perfect, past perfect, present progressive, past progressive

1. Introduction

Aspect and tense have been differentiated certainly though they are interrelated in a sentence structure. Cross linguistically, two types of aspects do exist, first type is grammatical aspect and the second type is lexical aspect. The grammatical operations expose the grammatical aspect while semantic properties of verbs are referred by lexical aspect (Cowan, 2009, p. 352). In the present study, the focus is on grammatical aspect only which shows how a speaker views the action of the verb by its description and expression. Cowan (2009) considers an action is perfect in aspect, if it is seen as bounded and complete. On the other hand, an action is interpreted in different situations: the action is imperfect (in aspect), if it is perceived as incomplete action; the action is habitual, if it is observed as occurring regularly; it is iterative if the action is seen as repeated. According to Payne (2003) the temporal shapes of the ongoing events can be described by the aspect. Similarly, Givon (2001) provides three dimensions to define aspect, the concept of perfectivity is considered with the other two binary concepts named perfective vs. imperfective, the second concept of sequentiality is characterized into perfective vs. perfect, and the third one is immediacy is categorized into vivid vs. remote (Givon, 2001, p. 287).

1.1 Purpose of the Study

This study intends to deliver an analysis of the aspect marking system in Thali Language. It helps to suggest the range of disparity in aspect marking in Thali and offers a comprehensive exploration, how semantic aspect marking is used for its argument charting. It would help to determine specific aspect markers with restricted semantic sense and usage along with similarities and difference in Thali and English language. The aim of this study is to detect a probable footing for an instructive study of the perceived asymmetrical aspect marking system in this language. Aspect marking system of Thali language will help analyze its grammatical structure with proper semantic usage.

1.2 Research Questions

There are a number of research issues about aspects in English and Thali. This study mainly focuses on the following research questions.

- a) How perfective and imperfective aspects are marked in Thali and English.
- b) What are English and Thali aspect?
- c) What are the pedagogical implications?

1.3 Objectives of the Study

This study has the following objectives:

- d) to describe the aspectual marking in English and Thali
- e) to contrast between English and Thali aspect
- f) to point out pedagogical implications

1.4 Significance of the Study

This study is limited to contrastive study between English and Thali aspect. It mainly analyses aspect system in both languages. It focuses on analyzing Thali aspect to compare and contrast it with English. It would be significant for those who wish to study endangered languages of Pakistan and compare and contrast these languages from pedagogical perspective. It would also be significant for those who have been teaching English as a foreign language across the world.

This study anticipates making a substantial involvement to the literature about aspect markers as grammatical aspects. It is important to consider that no other study has yet been organized on documentation of Thali aspect markers. It is important to mark clear similarities and differences of Thali language with English. It is also helpful for translation studies and computational linguistics to work on grammatical aspects of Thali which will help in establishing different software for regional languages. Furthermore, it intends to inspire the investigators to focus the less considered indigenous languages. This study will help in documentation of a language in international aspect marking system and will assist for incorporating Thali language in international linguistics. It will also help to point out underlying differences and similarities between Thali and English languages. Though these two languages are integrated apparently but have semantic and structural differences.

2. Literature Review

2.1 Aspect Systems in Thali

Nurse (2008) regards aspect more basic than tense in languages. In aspect analysis, the complex mental representation of aspect to the real world can be revealed and related. The mind scrutinizes events in the material world that happen habitually, perfectly, progressively or persistively.

There are two interesting facts about aspects in Thali. Firstly, in Thali, aspectual forms co-occur with tense forms. Secondly, aspectual markers in Thali occur in both pre and post-verbal root positions. The data shows, while exposing to other grammatical environments the aspects tend to contrast. Lindfors (2003, p. 99) fortifies this fact as:

“... the inherent aspectuality closely interacts with morphological or grammatical aspectuality. It is difficult to separate the inherent aspect from contextual influence (Dahl, 1985, p. 26). Grammatical aspect adds a communicative perspective to the events or states described by the inherently aspectual verbs. Aspectuality can thus best be investigated by observing the interaction between inherent grammatical aspect ...”

2.2 Figure: Thali Aspect Formatives and Their Time Adverbials Event Time (ET)

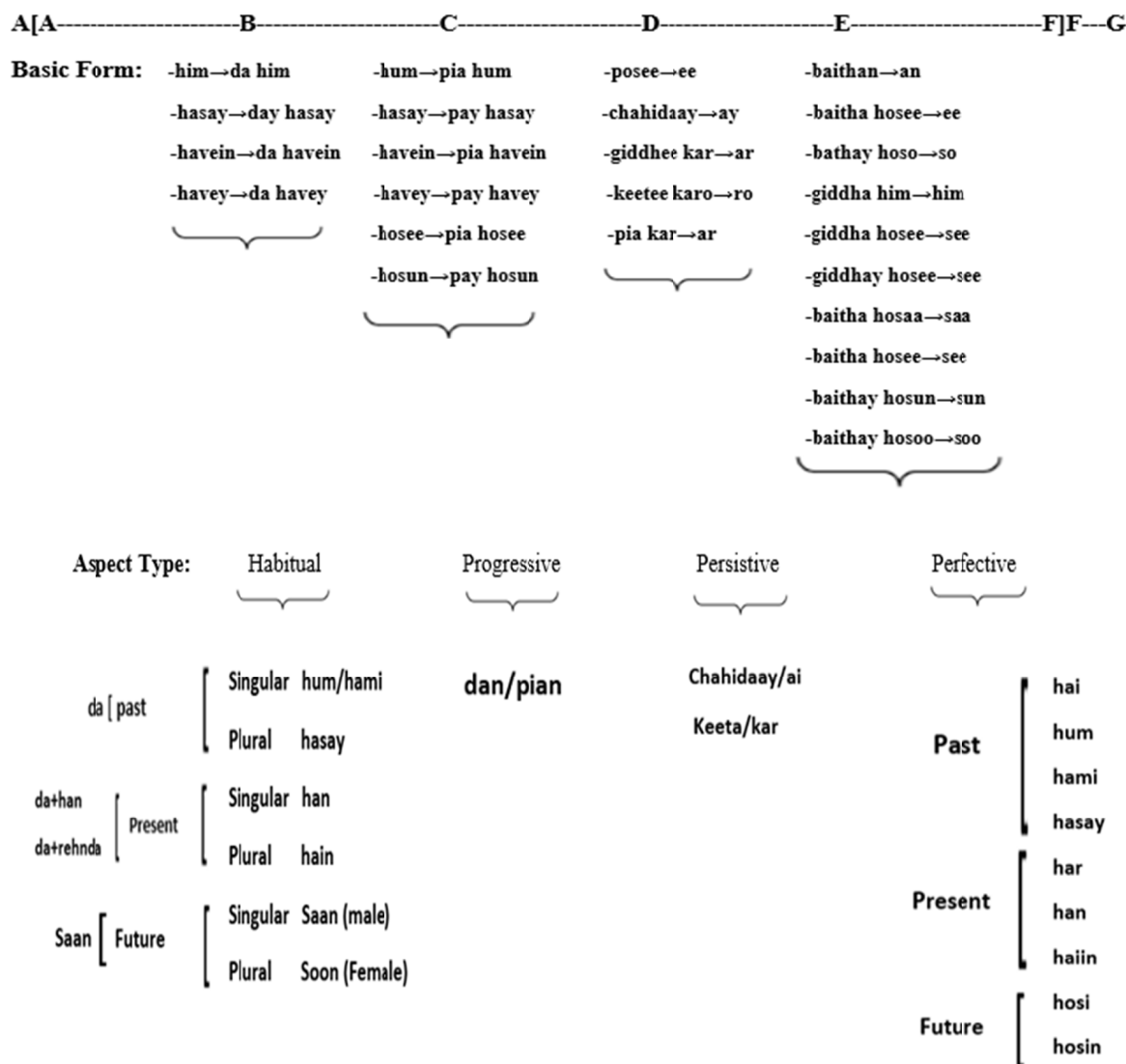


Figure 1. Adopted and modified temporal relationship aspect (Hewson & Bubenik, 1997/98)

Figure 1 shows the temporal adverbials and the event time, prospective outlook is represented by ‘A’ while ‘B’, ‘C’ and ‘D’ depict imperfective and ‘E’ shows the perfective aspect. ‘F’ and ‘G’ signify events, have already been completed and as a result viewed retrospectively.

In Thali, two general aspects perfective (PFV) and imperfective (IPFV) are attested. The subdivision of the imperfective aspect appears into three distinct categories named persistive, habitual and progressive.

According to SIL Glossary of Linguistic Terms, “imperfective aspect is an aspect that expresses an event or state, with respect to its internal structure, instead of expressing it as a simple whole.” There are three general kinds of imperfective aspect named, continuous (progressive) aspect, habitual aspect and iterative aspect.

2.3 Forms of Imperfective Aspect (IPFV)

The internal structure of the situation is the kernel area of the imperfective aspect while it does not capture the situation as a whole. Meeussen (1967) regards (IPFV) the form represents the structure of unbounded situation that continues over a period of time which is contrasted with the perfective aspect. Muzale (1989) and Petzell (2007) defined the imperfective aspect that tends to be divided into three further categories, persistive, habitual and progressive. In Thali, incomplete actions are denoted by imperfective as in the following examples, as there is no entailment of action completion which is acceptable for both the present or past imperfective cases:

(1) Mein pani oblenda pia/khara hami/haan.

1.SG.PLN water.M.SG boil IMPF.M.SG NPR.1.SG/PRS.1.SG

‘I was/am boiling the water.’

(2) Asan khaidday hain hockey.

1PL - ASP- play- FV -aug hockey

We play hockey.

(3) Asan shakainday hain car.

1PL - ASP – pull - FV aug - 3 - car

‘We pull a Car.’

In example 1 *pia/khara hami* used as an alternative way but both show continuity in action in the past. On the other hand, *haan* is used with *pia & khara* in the present tense. In examples (2) & (3) verbs *khaidday* and *shakainday* show the present tense. So, all above-mentioned examples show incomplete actions denoted by imperfectives.

3. Methods of the Study

This study is based on descriptive linguistic approach, specifically on Contrastive Analysis (James, 1980; Lado, 1957). Contrastive analysis between two languages is based on some previous works (Kazam, 2017). In the case of sources of data, English data were taken from the secondary sources which include Givon (2001), Payne (2003), and Cowan (2009). On the contrary, Thali is undocumented and undescribed language. For the first time, I visited the field (Layya, Punjab) and described it in my first fieldwork in 2017.

4. Analysis of English and Thali Aspect

In this study, aspect in English and Thali is described. Some other types of aspects are expressed by some processes like inflections in the verb as in the examples where the completeness of an action is expressed like perfect and perfective aspects. On the other hand, there are different types of aspects like imperfective, progressive, iterative, inceptive, habitual, inchoative and lexical aspect in languages round the globe. In this respect, an ongoing activity is expressed through imperfect and progressive aspects. The repetitive action is expressed through iterative aspect. The beginning of an action is signaled by inceptive aspect. The regular and habitual actions are expressed by habitual aspect. The entrance into a new state is expressed through inchoative aspect and lexical aspect in different languages.

4.1 English Aspect

In English, they are used by the native speakers in various ways. There are some puzzling ideas in various sorts of aspects. In this way, it is critical to characterize a few ideas of aspects, generally observed in English language. Many authentic English grammar books deal perfect and perfective as an equivalent, yet this isn't the case. There are substantial contrasts between perfect aspect and perfective aspect, which can be introduced through the following figure adjusted from Givon (2001, p. 296). This figure can help distinguish perfective from perfect aspect more clearly.

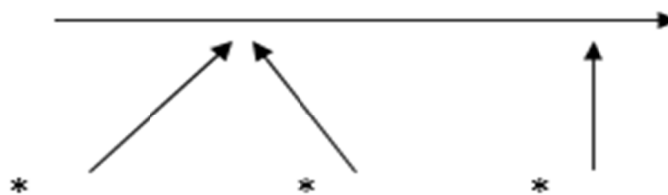


Figure 2. Relevance time event time of speech (A)

4.2 Perfective Past

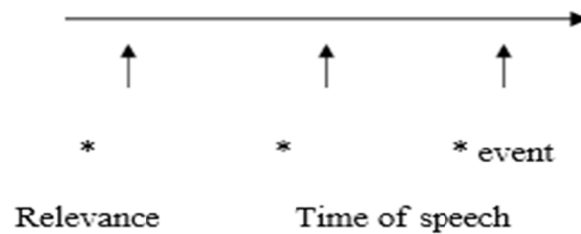


Figure 3. Relevance time event time of speech (B)

4.3 Perfect Past

Perfective refers to a situation which is seen as a whole, regardless of the time contrasts which may be a part of it. On the contrary, the perfect refers to a past situation where the event is seen as having some present relevance (Crystal, 2008, p. 356). Givon (2001, p. 296) has given the following examples to make the difference between past perfective and past perfect.

- (1) Ahmad jumped and played excellent hockey (past perfective).
- (2) Ahmad jumped. Ahmad had (already) played excellent hockey (past perfect).

The distinction among perfective and perfect may likewise be characterized as the in-grouping and out-of-arrangement. In (1), in-grouping can be seen between two clauses which communicates the perfective aspect, though in (2), there is out-of-succession between two clauses which communicates the perfect aspect. On the other hand, if we take a glance at these two examples in (1) and (2), there is no perfective aspect in English. It is observed In English, the past tense communicates the aspectual significance of perfective aspect. Along these lines, it is pointed out that the single perfect aspect does exist yet English language does not have perfective aspect.

By keeping in view above mentioned observations, it is pointed out that English has only two aspects named perfect aspect and progressive aspect used in different verbs like different action words. Two aspects are communicated through the form of main verbs and auxiliary verbs. As mentioned above, progressive aspect shows a continuous activity which is organized with structure *be + present participle (-ing)* and the perfect perspective which shows an activity that is finished is structured with *have + past participle (-ed/-en)*. These two types of aspect express the aspectual implications in English. In English, perfect progressive aspect is made by combining the progressive and perfect aspects. The three dimensions of times (past, present and future) give the notion of aspects system. The following examples clearly demonstrate this phenomenon:

- (3) Sana is reading (this shows progressive aspect stating present time).
- (4) Sana was reading (this shows progressive aspect which expresses past time).
- (5) Ahmad will be cooking (progressive aspect expressing future time).
- (6) He has cooked food/she has played well (perfect aspect expressing present time).
- (7) Nida had cooked/he had played well (perfect aspect expressing past time).
- (8) Ahmad will have cooked/she will have played well (perfect aspect expressing future time).
- (9) Ahmad has been cooking (perfect progressive aspect expressing present time).
- (10) He had been cooking (perfect progressive aspect expressing past time).
- (11) Nida will have been cooking (perfect progressive aspect expressing future time).

In English, there are nine subtypes of aspect which assume a vital role in English language structure which sometimes may cause some serious problems for EFL students.

5. Thali Aspect

Thali is one of the prominent Landha languages spoken in the areas of Khushab, Bhakkar and Layya Districts, areas named as '*Thal*' in the western Punjab, Pakistan. Thali language has rich morphology and its grammar can be studied better with understanding of its aspect system which helps in determining the status of noun within a sentence. The position of noun is elaborative for the type of verb used and its requirements. In spite of dependency

on aspect markers for clear status of noun, verb plays vital role as head of sentence. Semantic meaning also depends upon argument structure determined by verb. Verb has the tendency to select nouns as its arguments due to transitivity and valency of verb. It assists well to grasp semantic limitations of used morphology.

Thali has an established word order of SOV. It has postpositions rather than prepositions because it has flexible word order and nouns get their position by adpositions (postpositions) (Kazim, 2017, p. 60), but it has not been described and documented morpho syntactically except few local researchers worked on it. But, this type of study has not been conducted so far.

Thali has two types of aspect, perfect and progressive. By keeping in view time dimensions, these two aspects can be grouped into two subtypes, past and present. Thali does not keep any grammatical marker to refer future, as described below (Bhaia, 1998)

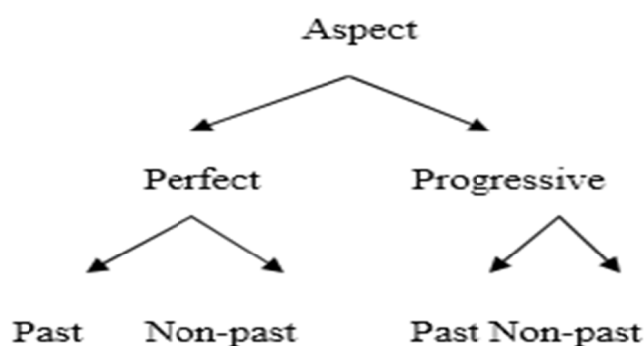


Figure 4. <-hai,hum,hami,hasay> <-ghiddy/ghiddha > < hai> < pian/paye,daan/day>

5.1 Perfect Aspect

Perfect aspect can be sorted into two kinds based on time measurement, which are past perfect and present perfect.

5.2 Past Perfect

In Thali, the past perfect is built through a complex structure. For past perfect, the present perfect marker <-ghidda/ghiddi hai/ha >, and past marker <ghidda-kitee hai > and another marker <-kita/kite hai> are suffixed to the verb stem step by step. It tends to be appeared in the following examples.

(12) *asan wahi wahiba kar ghidda hai*

1PL - ASP -ERG cultivate-PERF-PST-PERF

We had cultivated

main chawal paka ghidday hun.

1SGA/S-ERG rice cook-PERF-PST-PERF

I had cooked rice.

(13) *Main sum ghidda hai'i*

1SGA/S sleep-PERF-PST-PERF

I had slept.

5.3 Present Perfect

Likewise, the present perfect aspect is communicated by <-ghidda/ghiddi hae> morpheme which is suffixed to the verb stem. The morpheme <- ghidda/ghiddi > is directly by the past tense marker <-hai'i /hun>. It can be outlined by the examples listed below:

(14) *main chawal paka ghiddin (ghiddy hin)*

1SGA/S-ERG rice cook-PERF-PP

I have cooked rice.

(15) *main sum ghiddy*

1SGA/S sleep-PERF- PP

I have slept.

5.4 *Progressive Aspect*

Progressive aspect shows a continuous activity of verb in Thali which can be arranged into two sorts based on time measurement, for example past progressive aspect and present progressive aspect, as illustrated below.

5.5 *Past Progressive Aspect*

In Thali, the morpheme <-*paye hun*> alludes to past progressive aspect which connects to the verb stem directly, and it is trailed by tense and different markers. It is shown with the examples listed below.

(16) *main chawal pakenda pia/khara hum*

1SGA/S rice cook-PROG-PST I was cooking rice.

(17) *main sutta/nindr karenda pia hum*

1SGA/S sleep-PROG-PST I was sleeping.

5.6 *Present Progressive Aspect*

In Thali, the suffix <-*piaan/pia haan*>, which promptly pursues a verb, it shows the present progressive aspect. This can be clearly illustrated by the following examples.

(18) *main chawal pakenda piaan.*

1SGA/S rice cook-PROG-1sNPST I am cooking rice.

(19) *main sutta piaan.*

1SGGA/S sleep-PROG-1SGNPST

I am sleeping.

6. A Contrastive Analysis and Acquisitional Problems

Contrastive analysis hypothesis was on the notion that learner's knowledge of L1 greatly influences his second language acquisition, as Rod Ellis (1974, p. 47) says. "The underlying assumption of CA was that error occurred primarily as a result of interference when the learners transferred native language habits into L2, interference was believed to take place whenever the habit of the native language differed from those of the target language."

Amid 1960s the hypothesis CA was supplanted with that of EA which recommended that the students' errors were not just the aftereffect of L1 inference into L2, considerably more was associated in committing these mistakes. Corder (1967) specifies the change in perspective in linguistic from a behavioristic perspective on language to a progressively rationalistic view and claims that in language teaching one discernible impact is to move the accentuation far from instructing toward the investigation of learning.

English and Thali are completely different languages. English as an SVO language is a member of the Germanic group of Proto-Indo-European language family (Yule, 1993, p. 168), whereas Thali as an SOV language belongs to the group of varieties named Lahnda (Grierson, 1906). Thali, generally recognized as Jaṭki, is one of some Punjabi varieties (Masica, 1993). These two languages are completely different from each other from the perspective of linguistic lineage. So, the aspect marking in both languages, English and Thali is not similar. Due to these linguistic differences between them, EFL learners of Thali have to face some acquisitional problems. The major contrasts in constructing aspect between the two languages are as follows.

In Thali language, many morphological features, for example, tense, person number, aspect, agent and patient markers are normally inflected in a single verb, which is an essential component of the languages of Landha group. Lahnda group of languages can be easily identified by the words 'saan, soon, si etc.' for making communication in the future tense but on the other hand, in the Standard Punjabi, "ga, gi, ge etc" are used for conveying future tense. According to Professor Bhattia "A unique feature of the language is that, along with *Lahanda* and western *Pahari* dialects, it is the only modern Indo-European language spoken in South Asia which is tonal in nature" (Bhattia 1993, pp. xxv).

The pronominalized or polysynthetic languages carry these mentioned features (Crystal, 2008, p. 374). Example (20) shows the construction of past perfect in Thali. Example (21) shows the construction of present perfect in Thali. Example (22) shows the construction of past progressive in Thali. Example (23) shows the construction of present progressive in Thali. There is no future aspect in Thali like English. Similarly, there is no construction of

perfect progressive combination in Thali, which is found in English. This can be clearly illustrated by the following examples.

(20) *main chawal paka ghiddy hun*

1SGA/S-ERG rice cook-PERF-PST-PERF

I had cooked rice.

(21) *main chawal paka ghiddy hin*

1SGA/S-ERG rice cook-PERFPP

I have cooked rice.

(22) *main chawal pakendi khari/pai hum*

1SGA/S rice cook-PROG-PST I was cooking rice.

(23) *main chawal pakendi pai/khari haan*

1SGA/S rice cook-PROG-1sNPST

I am cooking rice.

In Thali, markers for a wide range of aspects pursue a stem. For past perfect, the morphemes <-ghidda/ghiddi-> come before the stem *hai'i.*, for past progressive, the morpheme <-pia hum/paye hasy>, and for present progressive, the morpheme <- pia haan/piye hain>. In this way, there are only two aspects in Thali, namely, perfect and progressive. Both perfect and progressive can be categorized into present and past in terms of time dimension. All these aspects in Thali are morphologically marked for instance, by changing morphemes 'hae/hai'i/hosi' change the whole sentence as for as time dimensions are concerned.

(24) *Main panri pee ghidda hae/hai'i/hosi*

On the contrary, aspect is not only morphologically marked in English. There are complex constructions for aspect in English. There are three types of aspects, namely, perfect, progressive, and perfect progressive aspect. In other languages, aspect is shown by different ways. For example, English aspect is built in a sentence, by combining the auxiliary verb and the types of the main verb. The English aspect structure is not very complicated in examination with the Thali aspect structure. In English, 'have + past participle' is the simplest formula for the development of perfect aspect. By keeping in view time measurements, three kinds of perfect appear in English which are past perfect shows completion of action in past, present perfect shows completion of action in the present, and future perfect shows completion of action in future. These are symmetrically constructed by the formulas as 'have/has + past participle' for present, 'had + past participle' for the past, and 'will/shall have + past participle' for the future. Similarly, three kinds of progressive are built by taking time measurements in consideration with the formula 'be + present participle' like 'was/were + present participle' in past progressive, 'am/is/are + present participle' in present progressive and 'will/shall be + present participle' in future progressive. Example (24) alludes to past perfect, the precedents (25–26) allude to present perfect, and the precedents (27–28) allude to future present perfect. Correspondingly, the precedents (29–30) allude to past progressive, the models (31–33) allude to present progressive, and the precedents (34–35) allude to future present progressive. Also, Example (36) alludes to past perfect progressive, models (37–38) allude to present perfect progressive, and precedents (39–40) allude to future perfect progressive. This can be illustrated clearly by the following examples.

I/we/you/he/she/(it)/they had cooked rice.

(25) I/we/you/they have cooked rice.

(26) He/she/(it) has cooked rice.

(27) I/we shall have cooked rice.

(28) You/he/she/(it)/they will have cooked rice.

(29) I/he/she/(it) was cooking rice.

(30) We/you/they were cooking rice.

(31) I am cooking rice.

(32) We/you/they are cooking rice.

(33) He/she/(it) is cooking rice.

(34) I/we shall be cooking rice.

- (35) You/he/she/(it)/they will be cooking rice.
(36) He/she/(it)/ I/we/you /Fahad and Ali had been playing Cricket.
(37) I/we/you/they have been playing Cricket.
(38) He/she/(it) has been playing Cricket.
(39) I/we shall have been playing Cricket.
(40) You/he/she/(it) will have been playing Cricket.

Along these lines, the above-mentioned English sentences clearly show the complexity level in English aspect in correlation with aspect in Thali. In this regard, example (24) isn't so awkward for Thali, in light of the fact that its identical is found in Thali. It is expected that basic contrasts in different linguistic structures are the main reasons of foreign language learning hurdles. Lado (1957) viewed learning difficulty and differences as being directly and proportionally related. Of the L2 learner he wrote: "Those elements that are similar to his native language will be simple for him and those elements that are different will be difficult" (as cited in James, 1980, p. 188). So, structural differences between two languages play an important role in learning a foreign language. In different examples, some structural differences can be observed in examples of English which are not found in Thali. For instance, the sentences found in precedents (25–26) are bit problematic since subject determines which auxiliary verbs, either *have* or *has* would be selected. The two sentences are recognized by a single sentence in Thali. Along these lines, Thali EFL students feel confused in the recognition and placement of the auxiliary verbs *has* and *have*.

In the same way, there are some sentences (27–28) are not found in Thali. There is different basic structure (*ghidda hosi/hosaan/hoso 'n*) to express future perfect in Thali as it has been mentioned and explained in sentence (23). Along these lines, there are some foreign language acquisitional issues for Thali EFL students.

The examples of sentences (29-30) cause some problems for the native Thali students during EFL classroom. They are unable to use *was* and *were* suitably. Similarly, the examples of sentences (31–33) are also problematic for the Thali EFL learners because they cannot use helping verbs like *is/are/am/* suitably.

Similarly, there is some deviation from the rules of English grammar, the future progressive in Thali is expressed through by using marker (*hosi/hosaan/hoso 'n*). So that, examples of sentences (34–35) are the clear proof of the Thali EFL learners' confusion regarding the use of Future Progressive because they cannot use *will* and *shall* suitably.

Likewise, Thali students cannot understand perfect and progressive aspects easily. As examples of sentences (36-40) show the problematic situation for the students because of their different linguistic differences.

Taking everything into account, aspect in Thali is expressed by four structures, which incorporate past perfect (*ghidda/ghiddi hai 'i*), present perfect (*ghidda/ghiddi hai*), past progressive (*pia hum/hami/hai 'i*) and present progressive (*piaan/pia haan*). Despite this finding, on the other hand, English has 17 diverse structures to express the aspect system. The examples of sentences (24-40) show significant structural differences between aspect system of both English and Thali.

7. Conclusions

There are considerable differences between English and Thali aspect. So, it is assumed that Thali learners find English aspect difficult to use appropriately. They can commit errors in the use of English aspect. So, language teachers should pay a special attention to those areas where there are structural differences between these two languages.

While focusing grammatical errors Cowan (2009, pp. 45–46) gives an exhaustive guiding principle. The inquiry is the thing that we ought to do something practical about the grammatical errors made by foreign language learners. To respond to the present inquiry, one should consider the improvement of interlanguage (IL). It alludes to the language framework that develops as a result of emerging L2 learning. At some significant point in the improvement of a student's IL, a few parts of the IL basic grammatical structure might be matching to L2 basic grammatical structure, yet other linguistic features will not show any similarity in structure. The subsequent result of guidance and long stretches of speaking an L2 will create an IL, can be labelled as the "end-state grammar". While interacting with native speakers of the L2, the learner will use this very sentence structure. It won't change much, and it most likely won't be equivalent to the grammatical capability of the native speaker, however it might be near to it.

Speaker A: L1.....IL1	L2 (English)
Speaker B: L2.....IL2	L2 (English)
Speaker C: L3.....IL3	L2 (English)

Figure 5. IL variance estimation to the grammar of the L2

This diagramme demonstrates the way that ILs of various students vary in their estimate to the grammar of the L2. Some common errors made by Thali as EFL students which were taken during my previous field work are as listed below:

- (41) *The city is/was looking beautiful.
- (42) *He was hopping a good amount.
- (43) *You were understanding the idea.
- (44) *I am resembling with my cousin.
- (45) *They lived in Lahore since 2018.
- (46) *Nida have eaten rice too much.
- (47) *You were writing an essay.

7.1 Use of Incorrect Forms of Verbs

The students got confused by form of verbs, as a result they used incorrect forms and committed errors. They used wrongly first and second forms after has or have which is against grammar rules. They don't know about model auxiliary verbs i.e. could, must, can, etc. As it is a rule to use first form after these model auxiliary verbs but students used wrongly.

- (48) *I have spend seven months in previous school. (spend)
- (49) *She could not got books from book store. (get)
- (50) *Ali taken good food yesterday. (take)

7.2 Use of Present Tense Instead of Past Tense

In this situation, instead of using past tense students have used present tense. The past tense is normally used to narrate stories, past incidents and events but Thali EFL learners used this tense wrongly as the following examples show their confusion

- (51) * *Fahad was busy in study, he focus on his study, he notice someone knock the door.* (focused) (noticed)(knocked)
- (52) **We had great fun in museum we spend 2 hours there.* (spend)
- (53) **Then Nida knew the reality that her cousin is no more in Karachi.* (was)

7.3 Use of Past Tense instead of Present Tense:

Another observation was surprising Thali students were confused about the present form of verb. In a test, they used past form of verb instead of using present form. As it is used for natural phenomena, habits or daily routine but students have used wrongly as it is mentioned below in examples.

- Example 1: *His hobby is reading novels and he spent most of his free time.* (spend)
- Example 2: *This hobby does not disturb anybody but it gave a lot of information.* (give)
- Example 3: *Books reading is her hobby whenever she felt lonely in house.* (feel)
- Example 4: *These days our economic crises was very crucial.* (are)

The EFL learners can enhance their proficiency in comprehending English Aspect System by different through various exercises. In this respect, there is strict line of demarcation between stative verbs and progressive verbs. Thali EFL learners cannot differentiate between stative verbs and activity verbs. The progressive aspect cannot be expressed by Stative verbs. On the other hand, the students are asked to describe the current situation, for example, the students are increasing in the ground, it is raining outside, etc. For the right use of the auxiliary verb in present

progressive, an activity can be performed by making two groups of students 'A' and 'B'. Group 'A' can be categorized into pronouns 'he, she, it, I, we, you, and they'. While 'B' group is categorized with auxiliary verbs 'is, are, and am'. In this way, an alignment is constructed like from group 'A' I matches 'am' from group 'B'. In this regard, students from 'A' group say aloud 'I', while students from group 'B' say 'am'. In the same way, subgroups of pronouns group 'A' 'they' 'you', 'we' matches 'are' of 'B' subgroup. Similarly, students from 'B' group 'are' when group 'A' students say 'you', 'they' and 'we'. At the point, students of group 'A' with pronouns 'it' 'she', 'he', match 'is' with 'B' subgroup. There is also compatibility between students from group 'A' and 'B' when they (A) say 'he', 'she', 'it', the group 'B' say 'is'. The repeated and regular exercise can memories these rules for getting smooth understanding of English aspect system.

Likewise, there are different other useful strategies to use past progressive. For instance, they can be assigned the task to conduct interview session where this tense can be aptly used such as, *What were you asking when she entered the room? Where was your cousin working?*

In the same way, the distinctive features between sentences can be pinpointed by assigning students the task of finding distinction between sentences like *They have gone to Karachi since 1999.* vs. **They went to Karachi since 1999.* Now a question arises, what is the reason behind the correctness of former sentence and not the latter one? Similarly, an English instructor can manipulate the EFL students of Thali by engaging them in different classroom activities such as role play, dialogue, demonstration, interview, etc. focusing on the English aspects system.

8. Abbreviations

1 = first	PERF = perfect
A = agent	PROG = progressive
ERG = ergative	PST = past
A = Aspect	REFL = Reflexive
NPST = non-past	S= subject
SG = singular	P = patient
FV = Final Vowel	LOC = Locative
PL = Plural	TAM = Tense Aspect and Mood
AUX = Auxiliary verb	REL = Relative
ST = Speech Time	SM = Subject Marker
1SG = 1st Person Singular	1PL = 1st Person Plural
2SG = 2nd Person Singular	2PL = 2nd Person Plural
3SG = 3rd Person Singular	3PL = 3rd Person Plural
aug. = Augment/ Pre-prefix	RECP = Reciprocal
CV = Consonants-Vowel	PFV = Perfective
ET = Event Time	HP = Hypothetical
HAB = Habitual	IPFV = Imperfective
T/A = Tense and Aspect	

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