



## **FORMATION OF TENSE IN ENGLISH BY THE HIGHER SECONDARY STUDENTS OF COIMBATORE DISTRICT**

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### **ABSTRACT**

*The term grammar covers the proper use of words and word forms as well as the grammatical structure of phrases clauses and sentences grammatical categories that are marked by English inflectional morphology are tense, person, number, gender, case and comparison. Tense is a category that locates a situation in time, to indicate when the situation takes place. Tense is the grammaticalisation of time reference, often using three basic categories of “before now”, ie the past; “now”, ie the present, after now ie the future.*

The present study focuses on the grammatical ability, especially tense in English of the L2 learners of Tamil speaking higher secondary students (TSHSSS) in and around Coimbatore district of the Tamilnadu. It deals with simple, continuous, perfect, and perfect continuous forms of the present, past and future tenses. Due to their mother tongue influence and other related issues, the students face a lot of problems in acquiring and using English as second language, even though they have taken interest to learn English. Its really an evaluation done by the researcher through preparing a test questionnaire and analysing and processing the collected data. It gives a clear result showing the percentage of errors made by the students which differs even between boys and girls. Remedial measures have been pointed out to get out of the problems faced by the present learners at least in future. The researcher has opened up scope for future research studies too.

#### **Socio-linguistic background of Second Language Informants**

In this dissertation work, the researcher has chosen the L2 learners from six schools situated in Coimbatore district in Tamil Nadu. As in any applied research on second language learning (SLL), it is very important to know the social, geographical, linguistic, economic and educational backgrounds of the L2 learners.



Another focus area to be concentrated is cultural and traditional ethos on L2 learners of Tamil Speaking Higher Secondary School Students (TSHSSS) who have enrolled in schools in and around Coimbatore district. Language learning is innate according to Noam Chomsky. Another linguistic expert, B F Skinner, says that language is a social response.

According to linguists, the capacity to learn a language decreases after puberty. But given the globalized context in almost all areas of human activities, the English language has assumed such a huge proportion that it is inevitable for everyone to study and acquire some skills in English language. In this context, it would be much helpful to find out the linguistic obstacles for acquiring a L2 and solutions to overcome the difficulties.

In view of these ideas this study would focus on the above mentioned areas to highlight the importance of those elements which have some significant impacts on the L2 learners. This effort would bring forth the Mother Tongue Influence (MTI) on the learners of English as second language. The background study will have significant impact on the findings of the dissertation with reference to the social, educational, economical, linguistic backgrounds.

### **The Informants' Occupational, Educational and Family Background**

The informants' family background is not highly appreciable as most of the informants (80%) belong to labor category. Ten percentages belongs to land owning communities while a negligent (4%) percentage belongs to low-income government employees. The literacy level of the parents is not significant as 63% are illiterate while 37% is literate.

### **Statement of the Problem**

The Tamil speaking students face many problems in English tense formation due to the syntactical variation between Tamil and English. So they are not able to learn English language in all levels of second language acquisition. Further their mother/father's social background, educational background and economical status plays a very important variable around Tamilnadu. The primary problem in students they do not have the background knowledge of English language. The teachers are teaching English translating into their mother tongue (Tamil) what he/she taking in their class room. These are the primary reasons.

The secondary, how long they are learning in English (maximum standard 3 to standard 12) but not thoroughly English fixed their mind in Tamil maximum Tamil is a first language learners in Coimbatore district. The students are not known the grammatical rules. Such rules they are known but not correctly. The student's problems are given below.

- Students be social background is not required from English.



- So that, the acquisition problem is mainly reason for students.
- They did not know the grammatical rules.
- They are not able to find the subject verb pattern.
- Such students they do not know differentiate between the auxiliary verbs and main verbs.

### **Aims and Objectives of the Study**

The second language learner faces many problems due to the interference of the indefinite number of problems. The phonological, morphological and syntactic patterns of first language and second language are not the same. So the learners of English try to apply the three patterns of their first language. While writing in the second language. The present study is under taken to find out the listening comprehension and also the English errors committed by the high school students.

The main aim of the study is on the use of English tense forms by higher secondary students. The study is mainly based on the data collected from students studying formal education in Coimbatore district. In the process of learning a second language the learner face many problems because once language is learnt by a learners it tense to interface with the learning of a second language learning the tense of English is of major problem for the Tamil speaking children the present study is undertaken to find out the reasons as to how and why the role in the process of language teaching/ learning helps to teacher to obtain information on the common difficulties in learning the present studying is strictly confined to the learning of tenses in English at the higher secondary level.

### **Methodology**

Any type of research problem requires a series of necessary steps to arrive at accurate results. Though listening comprehension skill is an important aspect in second language curriculum, the syllabus and didactic methodology in second language curriculum gives development. The literary curriculum restricts to the development of proficiency in reading and writing second language. As for this study is concerned, the researching has selected applied in the study.

A single method is possible to focus attention if the aims and objectives of a research topic are to bring out a particular problem from a particular group for a limited purpose. Since this thesis attempts to encompass the problems faced by L2 learners and the implications of their Mother Tongue (MT) on the Target Language (TL) in a large geographical area inclusive of various factors affecting them, this researcher has chosen to follow an integrated approach.



An integrated methodology would combine various techniques and tools which would leave out no chances for major lacunae on the outcome of the dissertation. How one can choose a tool which is central in gathering information from the informants regarding the existing problems and also hypothetical problems is a decisive factor to be taken into account before any researcher launches into research activity.

This method seeks to investigate problems which affect a large of number of people as a group or segment. In this age of information technology, new tools and new solutions to shortcomings of old tools are continually being developed. Now the ideal one is adopting an integrated mix of research methods. Next the quantitative method is adopted for experimental and statistical purpose. The primary objective of this approach is an “objective measurement in order to determine the truth or falsehood of particular pre-determined hypotheses”.

### **Error Analysis**

The study of Error analysis started during the 1960s while errors committed by the SLLs were considered to the evidence of SSL’S strategy as they try to build competence in the TL. Errors committed by the SLLs should not be viewed seriously as something serious but as normal and inevitable features for achieving competencies in TL (Stevens 1969). Second language learners commit errors but evolve a language system. The SLLs test their knowledge of the language against the data they encounter.

The errors committed by the SLLs are not random but it has its own system. If there is a pattern in the commission of errors, it is evidence and sign of achievement on the part in the target language. Also the mistakes and errors made by the learners become an important source of information about the nature of linguistic knowledge. Corder (1973) says that by describing and classifying the learners’ errors in linguistic terms, one can build up a picture of the features of the language which are causing learning problems to the SLLs. According to various linguistic studies, a great change took place during the 1960s.

### **Data Collection**

The study has been carried out in the following sequence.

- Preparation of a test questionnaire
- Selection of informants
- Collection of data
- Data analysis and processing

### **Review of Literature**



Research works have been going on in the area of SLA for a time. A number of researchers and linguistic have explored about the need for SLA investigation, the errors the 1.2 learners committed , the role of mother tongue or first language in the second language acquisition, the nature of errors, the reasons for committing the errors, and rectification of errors. This type of investigation has been done in English as second language with first language as Dutch, Japanese, Chinese, German etc.,. Many studies have been taken up with reference to Tamil Speakers who study English as a second language. These informants are from both schools and colleges. D. Gunasekaran (1988) has done a case study about the SLA of Tamil students in schools.

Arunan (1976)"s research on social differentiation explored the assimilation of loan words in Tamil. K. Karunakaran (1974) has done a research work on standardization of Tamil dialects. A. Subramanian (1964) has done a done a phonological study in Tamil an English. Corder introduced the distinction between errors (in competence) and mistakes (in performance). This distinction directed of researchers of SLA to competence errors and provided for a more concentrated framework. Thus, in the 1970, researchers started examining learners," competence errors and tried to explain them. We find studies such as Richards"s "A Non-contrastive Approach to Error Analysis" (1971), where he identifies sources of competence errors". L1 transfer results in interference errors: incorrect (incomplete or over-generalized) application of language rules results in inter-lingual errors, construction of faulty hypotheses in L2 results in "developmental errors".

Not all researches have agreed with the above distinction, such as Dulay and Burt (1974) who proposed the following three categories of errors: developmental, interference and unique. Stenson (1974) proposed another category, that of induced errors, which from incorrect instruction of the language. As most research methods, error analysis has weaknesses (such as in methodology), but these do not diminish its importance in SLA research: this is why linguists such as Taylor (1986) reminded researchers of its importance and suggested ways to overcome theses weaknesses.

Corder noted that the study of errors would be significant: to teachers, to researchers and to learners. In addition to studies concentrating on error categorization and analysis, various studies concentrated on three different areas. In other words, research was conducted not only understand errors per se, but also on order to use what is learned from error analysis and supply it to improve language competence. These studies, among many others, show that thanks to Corder"s work, researches recognized the importance of errors in SLA and started to examine them in order to achieve a better understanding of SLA processes, i.e. of how learners acquire English as second language.



### **Data Analysis**

Here the investigator has analyzed the errors collected from the learners. Sorted out various kinds of errors and explained the causes of such errors. Learners also commit errors when they bulled up hypotheses from their limited experience of the second language. The following are the typical inter-lingual and developmental errors committed by the higher secondary students. The aim of teaching English at the end of the high school courses expects that the learners should have sufficient knowledge of tense. Their uses and usage, the ways of expressing the future time, tenses in the conditional sentences, different types of moods in modern English and the important models or anomalous finites, and their use in every day real life situations.

To master any second languages like English and to speak it meaningfully, grammatically and effectively which originality and creativity, a learner should have a clear knowledge of tenses and their uses and usage. Learners who wish to speak and write like educated and refined gentlemen, they should be willing to strain, learn, and acquire the knowledge of tense, their uses and usage discuss the sample of wrong answers: it would be appropriate, useful, and worth mentioning to have a bird"s eye view of the above mentioned aspects of the tenses and their usage.

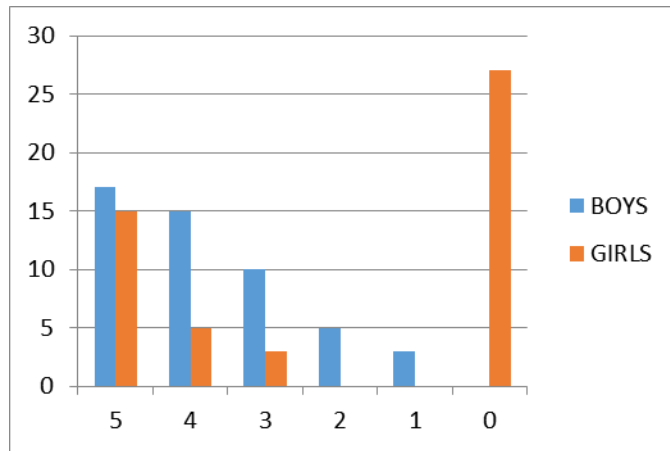
### **Identification of Errors on Linguistic Basis**

Identification of errors is one of the vital steps in the study of mother tongue influence (MTI). The definition of errors, types of Errors, the role of errors in SLL, significance of error analyses and the previous exploration about error analyses error committed by the second language learners are common irrespective of their mother tongue or the target language. Commission of errors is universal and identifying the errors on linguistic basis is the primary task for rectifying them. Errors are committed not only by the SLL, but also the native speakers during the process of language learning. Errors are deviant structure of the target language to language of SLL.

The structural difference between the First language or native language and the second language or the target language is much as the learners language has its own structure unlike the target language. The structural system is approximately formed by the second language learners of regulations. The structures of the approximate system reflecting in the utterances and return forms because of the learners' familiarity with the rules of second language and the in fact of mother tongue.

### **Simple present tense**

MARK	BOYS	GIRLS
5	17	15
4	15	5
3	10	3
2	5	0
1	3	0
0	0	27

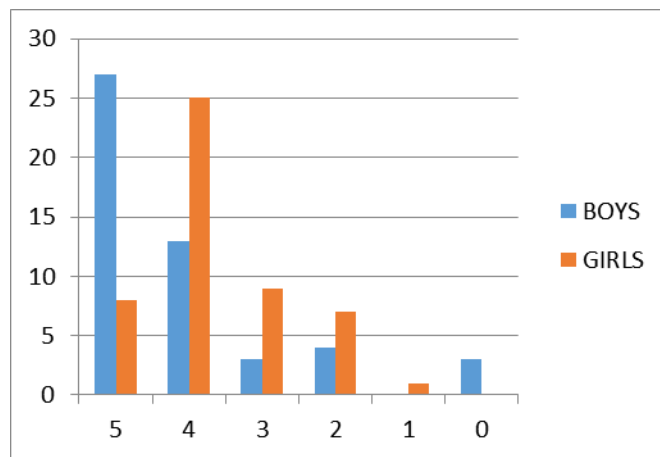


### **SIMPLE PRESENT TENSE**

Out of 100 students, 17 boys & 15 girls have scored the highest of 5 marks, whereas 27 girls only have scored the lowest score of 0 . This shows that the girls were as behind as the boys in the performance of Simple Present Tense test

### **PRESENT CONTINUOUS TENSE**

MARK	BOYS	GIRLS
5	27	8
4	13	25
3	3	9
2	4	7
1	0	1
0	3	0

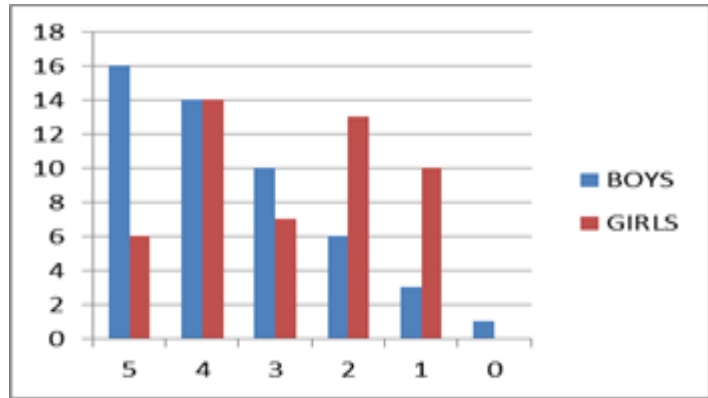


### **PRESENT CONTINUOUS TENSE**

Out of 100 students, 27 boys & 8 girls have scored the highest of 5 marks, whereas 3 boys only has scored the lowest score of 0. This shows that the girls were as behind as the boys in the performance of Present Continuous Tense test

### **PRESENT PERFECT TENSE**

MARK	BOYS	GIRLS
5	16	6
4	14	14
3	10	7
2	6	13
1	3	10
0	1	0

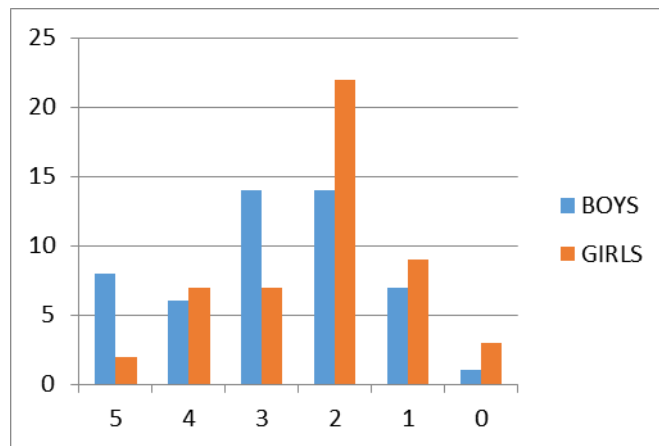


### PRESENT PERFECT TENSE

Out of 100 students, 16 boys & 6 girls have scored the highest of 5 marks, whereas 1 boy only has scored the lowest score of 0. This shows that the girls were as behind as the boys in the performance of Present Perfect Tense test.

### PRESENT PERFECT CONTINUOUS TENSE

MARK	BOYS	GIRLS
5	8	2
4	6	7
3	14	7
2	14	22
1	7	9
0	1	3



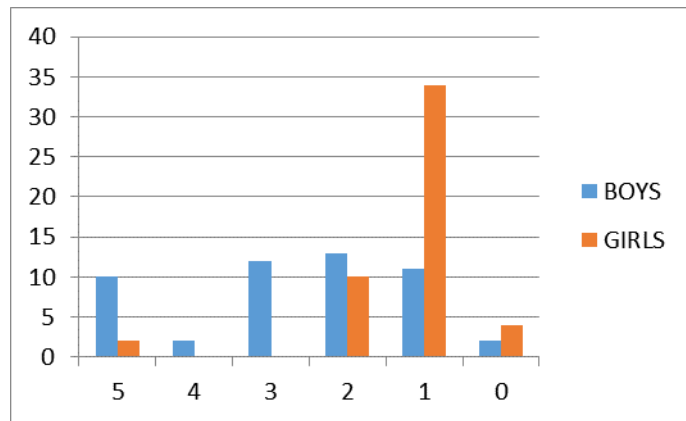


**PRESENT PERFECT CONTINUOUS TENSE**

Out of 100 students, 8 boys & 2 girls have scored the highest of 5 marks, whereas 1 boy & 3 girls have scored the lowest of 0 marks. This shows that the girls were as behind as the boys in the performance of Present Perfect Continuous Tense test.

**SIMPLE PAST TENSE**

MARK	BOYS	GIRLS
5	10	2
4	2	0
3	12	0
2	13	10
1	11	34
0	2	4

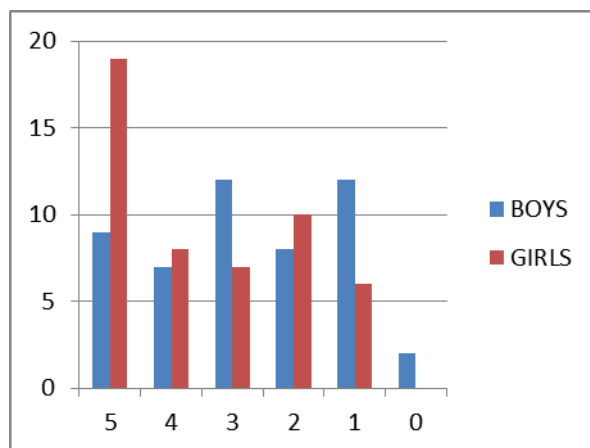


**SIMPLE PAST TENSE**

Out of 100 students, 10 boys & 2 girls have scored the highest of 5 marks, whereas 2 boys & 4 girls have scored the lowest of 0 marks. This shows that the girls were as behind as the boys in the performance of Simple Past Tense test.

**PAST CONTINUOUS TENSE**

MARK	BOYS	GIRLS
5	9	19
4	7	8
3	12	7
2	8	10
1	12	6
0	2	0

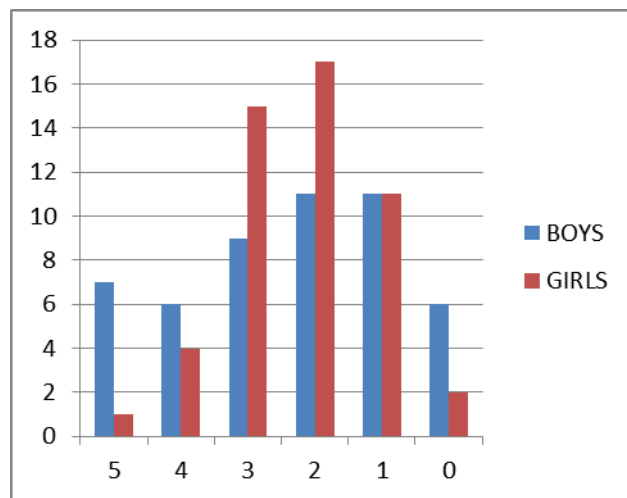


**PAST CONTINUOUS TENSE**

Out of 100 students, 9 boys & 19 girls have scored the highest of 5 marks, whereas 2 boys only have scored the lowest of 0 marks. This shows that the boys were as behind as the girls in the performance of Past Continuous Tense test.

**PAST PERFECT TENSE**

MARK	BOYS	GIRLS
5	7	1
4	6	4
3	9	15
2	11	17
1	11	11
0	6	2

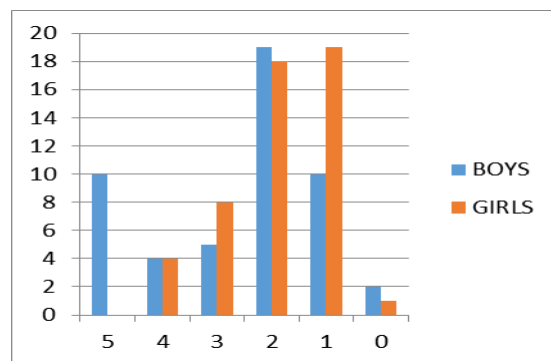


**PAST PERFECT TENSE**

Out of 100 students, 7 boys & 1 girl have scored the highest of 5 marks, whereas 6 boys & 2 girls have scored the lowest of 0 marks. This shows that the girls were as behind as the boys in the performance of Past Perfect Tense test.

**PAST PERFECT CONTINUOUS TENSE**

MARK	BOYS	GIRLS
5	10	0
4	4	4
3	5	8
2	19	18
1	10	19
0	2	1

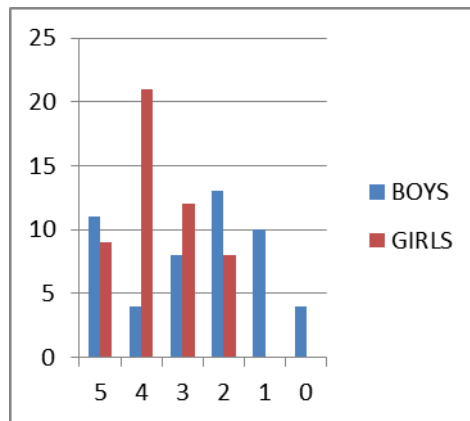


**PAST PERFECT CONTINUOUS TENSE**

Out of 100 students, 10 boys only have scored the highest of 5 marks, whereas 2 boys & 1 girl have scored the lowest of 0 marks. This shows that the the girls were as behind as the boys in the performance of Past Perfect Continuous Tense test.

**SIMPLE FUTURE TENSE**

MARK	BOYS	GIRLS
5	11	9
4	4	21
3	8	12
2	13	8
1	10	0
0	4	0

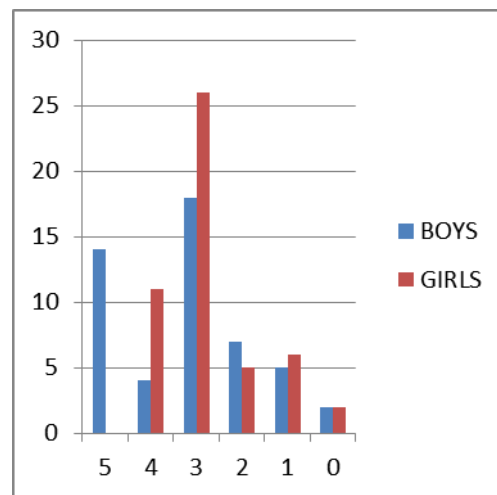


**SIMPLE FUTURE TENSE**

Out of 100 students, 11 boys & 9 girls have scored the highest of 5 marks, whereas 4 boys only have scored the lowest of 0 marks. This shows that the girls were as behind as the boys in the performance of Simple Future Tense test.

**FUTURE CONTINUOUS TENSE**

MARK	BOYS	GIRLS
5	14	0
4	4	11
3	18	26
2	7	5
1	5	6
0	2	2

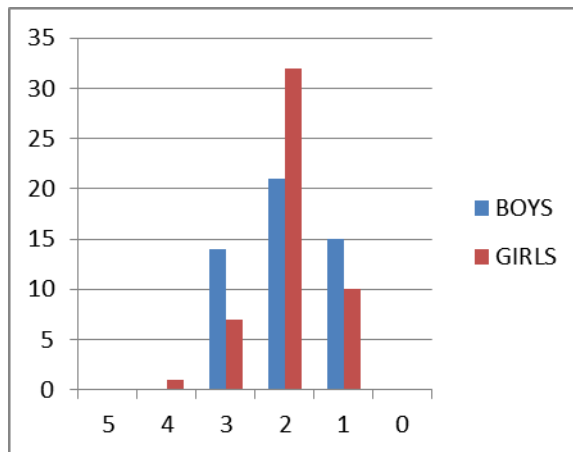


**FUTURE CONTINUOUS TENSE**

Out of 100 students, 14 boys only have scored the highest of 5 marks, whereas 2 boys & 2 girls have scored the lowest of 0 marks. This shows that the girls were as behind as the boys in the performance of Future Continuous Tense test.

**FUTURE PERFECT TENSE**

MARK	BOYS	GIRLS
5	0	0
4	0	1
3	14	7
2	21	32
1	15	10
0	0	0

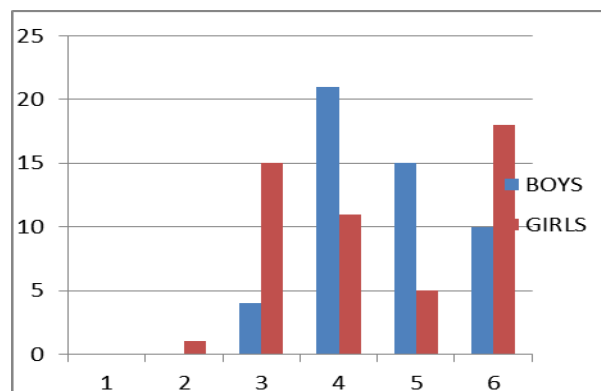


**FUTURE PERFECT TENSE**

Out of 100 students, both boys & girls no one has scored the highest of 5 marks, and also no one has scored the lowest of 0 marks. This shows that both boys & girls were not well known about the Future Perfect Tense.

**FUTURE PERFECT CONTINUOUS TENSE**

MARK	BOYS	GIRLS
5	0	0
4	0	1
3	4	15
2	21	11
1	15	5
0	10	18





## FUTURE PERFECT CONTINUOUS TENSE

Out of 100 students, both boys & girls no one has scored the highest of 5 marks, whereas 10 boys & 18 girls have scored the lowest of 0 marks. This shows that the girls were as behind as the boys in the performance of Future Perfect Continuous Tense test.

### Conclusion

English being an international language is being learned by people of different culture and countries. Indian English is not studied as a foreign language but as a second language the researchers aimed at the study of an evaluation of tense formation in higher secondary school level at Coimbatore district. In the present study the researcher analyzed a group of data collected from the students. The objective of the students in this study on evaluation of tenses to provide with certain remedial measures to help the tense formation learners to get rid of problems faced by the present learners at least in future.

From the analysis of data it is very clear that students in general make lot of errors in all the given exercises of tense formation the percentage of the errors differs between boys and girls. Tamil medium students were very poor competency of English grammar which proves that they have less important to English language.

All the students have taken interest to learn English but give to due to their mother tongues influences they are facing lot of problems to acquire English as second language.

This dissertation work has been taken up to explore the mother tongue influence El learners of Tamil speaking Higher Secondary School in Coimbatore Districts. 100 informants were administered various sample questions with view to high light the grammatical errors committed by them. Before the actual dissertation work started, a student questionnaire prepared and distributed to the informants to gather. The results have been discussed with in the Chapter with a brief analyses above the study.

### Remedial Measures

- Teachers should encourage the students to develop the habit of extra reading.
- Various kinds of planning must be developing in the learners in order to make his expose his/her intentions and conceptions in different situations.
- The teachers should rectified errors committed by the students in the class itself which will help students to avoid search errors.
- The students should be thought grammar with appropriate illustration so that they can be reminded if basic rules in the daily excises
- The teaching needs to encourage3 the students of giving sentences of their own.



- The students should improve their English knowledge.
- The teacher can teach grammar through some types of games also. Then it should be easy to understand by the students.
- The students also should have some interest to learn grammar.
- Mainly, exercise and home works to help to develop the knowledge about Grammar.
- The students should not memorize it. They should learn and Understand properly.

### **Future Research**

The present study is on the error in tense pattern of higher secondary school students. Future research can be focused on the error pattern while using English grammar in school level and collegiate level. Further studies can also be carried on specific problematic areas in English grammar where students make most number of errors.

### **Sum Up**

This concluding chapter highlights the research findings, remedial measures and future research.

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