

## **English Present and Past Tense/ Aspect Errors in the Writing of the Native Speakers of Bangla**

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### **Abstract**

*This paper discusses the results of an investigation that has been carried out to identify the errors in the use of English present and past tenses/aspects in the writing of the native speakers of Bangla. All participants in this study are students of an English language course at the University of Chittagong whose first language(L1) is Bangla. The objective of the study is to determine (a) the different types of errors the students commit in the use of these tense/ aspect forms in their writing, and (b) to explain the sources that have caused these errors. The study shows that the students commit fewer errors in their use of English present simple and present progressive forms than in the use of present perfect/perfect progressive, and past simple/perfect/progressive/perfect progressive forms. The errors can be attributed to both factors, intralingual such as overgeneralization, incomplete application or ignorance of grammatical rules, and interlingual like the first language (L1) influence. The findings of this study have implications for English teaching and learning pedagogy in the context of Bangladesh.*

### **Introduction**

Grammatical correctness is one of the essential criteria based on which second language (L2) learners' language proficiency is generally measured. Hinkel (2002) mentions that in the evaluation of non-native speaker's writing, grammatical accuracy plays an important role. Among all the categories of grammar tense/aspect is a critical feature, and "the expression of tense and aspect through morphological markers.... constitutes an important indication of L2 learners syntactic and semantic competence" (Ayoun & Salaberry, 2008, p.556). Vaughn (1991) also mentions that in the overall assessment of L2 writing, "incorrectly used tenses occupy a

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prominent place among the factors that lead to low ratings of L2 writing” (cited in Hinkel, 2002, p.182).

Much research has been conducted on grammatical errors since Stephen Pit Corder (1967) first pointed out the importance of studying second language learners’ errors. Corder considers error analysis (EA) as a way to investigate the L2 learning process that includes the strategies or procedures employed by the learners in their discovery of the language. Many studies have focused on the types and sources of errors in the use of tenses/aspects in English as a second language (ESL) learners’ writing in particular (Hinkel, 1997, 2002; Richards, 1974; Riddle, 1986; Muftah, & Rafik-Galea, 2013). Hinkel (2002) observes that “[t]he contextualized uses of English tenses have been noted as one of the more difficult aspects of L2 grammar because inappropriate uses of tenses may obscure the meaning of text in writing” (p.182).). A study by Khanom (2013) shows that the ESL learners in Bangladesh commit the highest percentage of errors in the verb-tense forms in their writings. However, much less attention has been given to studying the errors of the Bangla native speakers’ use of English tense/aspect forms in their writing. Hence, this study has investigated the types and sources of errors related to English present and past tense/aspect forms in the Bangla speaking ESL learners’ writing to highlight it as one of the central issues in English teaching and learning pedagogy. This study addresses the following research questions:

1. What types of errors do the Bangla speaking ESL learners commit in using English present and past tense/aspect forms in their writing?
2. What sources can be considered as the causes of the errors related to these tense/aspect forms in their writing?

### **Theoretical Framework**

#### **Error Analysis**

Corder (1973) defines errors as “those features of the learner’s utterances which differ from those of any native speaker” (p. 260). In Richards et al.’s (1985) opinion, error, either in speech or in writing of an L2 learner, refers to “the use of a linguistic item (e.g., a word, a grammatical word, a speech act, etc.) in a way which a fluent or native speaker of the language regards as showing faulty or incomplete learning” (p. 95).

Corder (1974) suggests the following steps to carry out an error analysis (EA) in any studies: (1) collection of a sample of learner language,

(2) identification of errors, (3) description of errors, (4) explanation of errors, and (5) evaluation of errors (in Ellis, 1994).

Ellis (1994) mentions that the first thing in EA is to select the samples of learner language that will be used for the analysis and to decide how these samples will be collected. Natural and spontaneous samples like free composition, translation, and picture composition are generally preferred as ways to collect data to analyze learner's errors. These data can be collected cross-sectionally (i.e., at a single point in time) or longitudinally (i.e., at successive points over a period of time).

In the next stage of identifying learner's error, it is fundamental to determine the standard against which a particular item is considered erroneous. Generally, standard written dialect is considered the correct language norm (Ellis, 1994). In error analysis, it is also crucial to distinguish between mistakes and errors because they are technically two very different phenomena. Corder (1967) describes errors as a failure of competence and mistakes as a failure of performance. He suggests that error is systematic, which the learner is unable to correct themselves and mistake as non-systematic, which even native speakers are capable of making and can be corrected without help.

Description of errors takes place after the identification step. This step aims to create categories and subcategories for errors, which can help develop a comprehensive taxonomy of L2 errors. To describe errors, Corder (1974) (in Ellis, 1994) suggests a framework according to the systematicity of errors. A pre-systematic error occurs when the learner does not know the existence of a particular rule of the target language, a systematic error occurs when the learner discovers a wrong rule, and a post systematic error occurs when the learner knows the rule but cannot use it consistently. Hence, according to Corder, post systematic errors can be described as mistakes.

Explanation of errors involves determining their sources in order to account for why they have been made. According to Ellis (1994), "this stage is the most important for SLA research as it involves an attempt to establish the processes responsible for L2 acquisition." (p.57). Richards (1974) distinguishes three sources of second language learners' errors:

1. Interference or Interlingual errors that are caused by the interference of learners' first language (L1).

2. Intralingual errors that reflect general characteristics of language acquisition such as faulty generalization, incomplete application of rules, and failure to learn conditions under which rules apply.
3. Developmental errors occur when learners attempt to build up a hypothesis about the target language based on limited experiences.

Richards (1974) further subdivides intralingual and developmental errors into overgeneralization, ignorance of rule restrictions, incomplete application of rules, and false concepts hypothesis.

Overgeneralization errors develop when the learner incorrectly applies a deviant structure in a new situation based on previous knowledge in the target language, e.g., “He can sings” where correct English forms can be “He can sing” or “He sings.” (Ellis, 1994, p. 59)

Ignorance of rule restrictions involves when the learner applies rules to a context where they are not applicable, e.g., “He made me to go rest” as an extension of the pattern “He asked/wanted me to go.” (Ellis, 1994, p. 59)

Incomplete application of rules arises when a learner fails to use a fully developed structure. It usually occurs when a learner finds that he/she can communicate almost successfully by using simple rules rather than more difficult grammatical ones, e.g., “You like to sing?” in place of “Do you like to sing?” (Ellis, 1994 p. 59)

In the case of the false concepts hypothesis, the learners do not fully understand a distinction in the target language, e.g., the use of “was” and “is” as a marker of past and present tense in “One day it was happened” and “He is speaks.” (Ellis, 1994 p. 59)

However, the distinction between intralingual and interlingual errors is not always as simple to identify as it may sound. Richards’s (1974) differentiation of intralingual errors is sometimes challenging to distinguish. Ellis (1994) comments that the sub-categorization of intralingual errors is not unproblematic but should be credited for providing operational procedures for establishing which errors are intralingual.

### **Time, Tense, and Aspect**

Tense has been explained as a category that indicates the time of an action, event, or state that is denoted by that verb (Crystal, 2003; Leech, 2002; Swan, 2005). However, tense and its relation to time have drawn much attention in current grammar literature and have been explained from different perspectives. Crystal (2003) does not see any “stateable

relationship” (p.459) between time and tense and cites examples of English in which language present tense may indicate future or past time, depending on the context.

The other important element related to tense is ‘aspect.’ Palmer (1984) points out that in all languages, “there is aspect as well as, or instead of, tense, tense supposedly referring to time and aspect to completion, duration and similar concepts” (p. 86). Crystal (1984) explains aspect as “[a] category used in the grammatical description of verbs (along with tense and mood), referring primarily to the way the grammar marks the duration or type of temporal activity denoted by the verb” (p.36). He mentions that in some languages, an aspectual contrast is made between *perfective*, which refers to the completion of an action, and *imperfective*, which refers to duration without specifying completion.

There are mainly two tenses in English- the past and the present; there is no future tense in English, and the future is expressed by using different forms (Leech, 1987; Leech & Svartvik, 2002; Palmer, 1984; Swan, 2005). Aspect in English, according to Leech (1987), concerns the way “a verbal action is experienced or regarded, for example as complete or in progress” (p.415). The tense/aspect forms in English can be described in the following way:

The present simple refers to a state that occurs at present, to mention general truth, for a formal declaration (Leech & Svartvik, 2002), to indicate things that occur regularly or all the times, to talk about series of actions or events, to refer to a permanent situation or to give directions and instructions (Swan, 2005). The present continuous refers to temporary actions and situations that are continuing around the present moment (Swan, 2005) or temporary habits (Leech & Svartvik, 2002). The past simple refers to a state or event at a definite time in the past, which can be identified by either a past-time marker (temporal adverbial) in the same sentence or understood through linguistic expressions in previous statements or by “context outside language” (Leech & Svartvik, 2002, p. 69). Past progressive indicates that something was continuing around a particular past time (Swan, 2005). Present perfect indicates a past event with a result in the present moment; it also refers to an indefinite event or habit in a period leading to the present time (Leech & Svartvik, 2002). The present perfect progressive indicates similar meaning to the present perfect, but the period leading up to the present expresses limited duration (Leech & Svartvik, 2002). The past perfect (simple or progressive) means “ ‘past in the past’; that is, a time further in the past as seen from a definite time in

the past” (Leech & Svartvik, 2002, p.71). So, the past perfect means to “‘go back’ for a moment when we are already talking about the past, to make it clear that something had already happened at the time we are talking about” (Swan, 2005 p. 397); Similarly, past perfect progressive refers to actions or situations that had continued up to the past moment that has been talked about. (Swan, 2005).

The tense/aspect categorization in English, as discussed above, has functioned as the basis for analyzing errors in this study.

### **Methodology**

A qualitative approach has been adopted in this research. This approach is a holistic one that needs to consider many factors to contextualize and interpret the information gathered in the process (Dornyei, 2007).

The site of the study was the University of Chittagong, a public university in Bangladesh. Twenty undergraduate students including male and female (age range 19-25) participated in the study who were selected randomly from the hundred student in a Spoken English course. The participants had qualified in a proficiency test to be enrolled in the language program. All the participants were studying in different disciplines at the university and were native speakers of Bangla who learned English as a compulsory second language in their past twelve years of education. The study was limited to University of Chittagong as a representative sample considering the convenience and the time limit for data collection. The students selected were a smaller representation of all the students of University of Chittagong since they have similar characteristics of the whole population.

This study’s data collection procedure comprises students’ written documents (collected twice) and student focus group interview. Thus, the triangulation method of collecting data was carried out to ensure the reliability and validity of the research (Cohen and Manion, 1994). The data were collected cross-sectionally.

Written documents had been collected two times in a particular interval to identify errors. Students were asked to write a composition comprising 250-300 words on ‘Societal Change over the Last Ten Years’ where they were expected to use present and past tense/aspect forms. Besides, in a classroom task, students were asked to provide two examples for all present and past tense/aspect forms and translate some sentences from Bangla into English. Sentences in Bangla were selected with a focus on the present perfect, present perfect progressive, past perfect, and past perfect progressive forms

in English. Bangla sentences were framed according to the researchers' intuition as native speakers of Bangla.

The group interview with nine students out of twenty participants was held to generate more personalized, in-depth information and free responses (Seligar & Shohamy, 2003) regarding their understanding of the different tense/aspect forms.

## **Results and Discussions**

### **Findings from composition and examples of different tense/aspect forms**

In this study, the morphosyntactic features of tense/aspect forms were considered while analyzing the students' written documents. Emphasis was given on how the learners demonstrated the association of forms with meaning and use in their writing (Bardovi-Harlig, 2001; Keck & Kim, 2014; Larsen-Freeman, et al., 2016). Besides, it had been examined if the students could use a correct form consistently and contextually in their writing. Hence, to analyze the dataset, deductive coding has been carried out emphasizing the following themes:

- a) Use of a particular tense/aspect form
- b) Use of a tense/aspect form consistently
- c) Use of a tense/aspect form contextually

Finally the dataset was coded into different tense/aspect categories. The analysis is described below:

### **Present simple**

The students' examples to show their knowledge of different tense/aspect forms revealed that they had proficiency in using the simple present form in general. However, a student wrote in the composition: (1) "But *today* people *lived* in a brick building[sic] house." In this sentence, despite the presence of the present time marker, he could not use the correct form, that is, the present simple. The error in example (1) might have occurred due to incomplete knowledge of English lexical time markers and their referential use and can be considered intralingual.

### **Present progressive**

The students demonstrated proficiency in using the present progressive form to express continuous action in its most general sense. Still, the following sentences can be identified as inappropriate uses of the present progressive form:

(2) “He *is living* in this area”- Generally, the present simple can be used to express a state when somebody lives in an area permanently, whereas the present progressive indicates that someone is living in an area for the time being. In example (2), the student inappropriately used the present progressive form as he did not use any expression of limited duration, e.g., *now*, in the sentence, to indicate a temporary state.

(3) “I *can crossing* the road without anyone[s] help” – The student erroneously used *-ing* with the verb *cross* in a structure that has the modal *can* instead of an auxiliary *be* verb. Thus, the sentence is wrong from a tense/aspect perspective.

Errors in examples (2) and (3) seemed to occur due to ignorance of rule restrictions and can be considered intralingual.

### **Present perfect**

Some students demonstrated partial knowledge or incorrect understanding of the present perfect form. For example, to exemplify this form, they wrote, (4) “We *have to go* there” and (5) “I *have* a book.” Here, instead of using the verb *have* as an auxiliary in the sentence, they used the verb as a semi-modal in example (4) and as a full verb to mean possession in example (5). The versatility of the *have* verb in English (Palmer, 1987) could have resulted in the formation of false concept hypotheses in the learners; thus, these errors can be considered intralingual or developmental.

### **Present perfect progressive**

Two types of errors related to present perfect progressive could be distinguished. The first one is where the students omitted the durational time marker when required, and the second one is where the students used the wrong present progressive form. Example of the first type of error: (6) “She has been doing her homework”; and of the second type: (7) “I *am studying* since[sic.] five years.”

In example (6), the student omitted constructions with durational markers, e.g., *for three hours*, to contextualize the action. This demonstration of partial knowledge of the present perfect progressive could have occurred due to the incomplete application of rules and can be considered intralingual. Error in example (7) can be considered interlingual. Bangla does not have an English like present perfect progressive form in its tense/aspect system (Racova, 2009, 2010). This absence of a structure with separated auxiliaries (have + been +...-ing) might have influenced the

construction of the English sentence. English construct “I am studying” corresponds to the Bangla present progressive form *porchi*.

### **Past simple**

Some students used the wrong form of verbs in sentences to indicate the past simple. An example of such an error is, (8) “Our country was *knowed* by the name of twelve months.” As this example is from composition, the pastness was evident in the context. However, in sentences that exemplified the past simple, reference to a definite past time, e. g., *yesterday*, was mostly missing. A few students incorrectly used the present form of a verb even in the presence of a past time marker: (9) “*In past* we *spend* time by playing.”

In examples (8), students seem to have made use of previously learned strategies in new situations by adding the morpheme *-ed* for regular past inflection to the base form of verbs that take irregular forms in the past. The error in example (9) can be either a result of an erroneous perception of time markers and its relation to the tense/aspect form or, it can be a case of lack of knowledge of the past form of the verb ‘spend.’ Richards (1974) marks such type of phenomenon as redundancy reduction which is associated with overgeneralization. Thus, these three errors can be considered intralingual.

### **Past progressive**

Most students did not use the past progressive form in their composition. In the examples of past progressive form, they wrote sentences like: (10) “He was doing his homework.”

Here, an addition of a clause, e.g., *when I entered the room*, to the sentences they wrote, would have indicated that the event was happening around a past moment. Error in example (10) reveals an incomplete application of rules.

In another example, a student wrote, (11) “I was killing them.” The word *kill* in the sentence is an achievement verb that denotes an action that takes place instantaneously (see Vendler’s classification of verbs in Zielonka, 2004) and does not take *-ing* morpheme to indicate continuity of action. The verb *kill* can take the *-ing* morpheme only to mean a temporary action, to indicate a situation which is, e.g., creating extreme pain, like, *my backache is killing me*. Thus, such errors can be perceived as intralingual.

### **Past perfect**

The students largely avoided using the past perfect form in their composition even though the topic of the composition provided them with

ample scope to use it. In the past perfect examples, students wrote sentences like (12) “I had done the work.”

Here, students could have added a definite past reference, e.g., *before he came to our house*, to their sentences to indicate that the event or action took place before another past moment. Like the previous two forms, the student seemed to have acquired partial knowledge of the past perfect and demonstrated errors related to the incomplete application of rules. Also, it is to be noted that in Bangla, perfective action in the past can be expressed by several means. (Racova, 2009). Interference of Bangla (L1) constructs might have posed difficulty to the learners to understand the past perfect form in English.

### **Past perfect progressive**

None of our students used this form in their composition, and none could produce correct past perfect progressive form in their examples either. The examples also differed in structure. One example followed a present perfect progressive form: (13) “He had been reading the book since morning,” while all other examples skipped the past moment up to which the mentioned event or action continued: (14) “He had been trying to solve the math.”

Here, example (13) can be considered an error of overgeneralizing the present perfect rule. Example (14) omitted required past time marker, e.g., *until last night*. Hence, the example demonstrated errors related to the incomplete application of rules. These errors can be considered intralingual. Also, like the present perfect progressive, the past perfect progressive is not a common linguistic form in Bangla (Racova, 2010), and as a result of the L1 influence, students might find this form in English difficult to understand and to use in their writing.

The errors in the use of tense/aspect forms discussed above were identified as pre-systematic and systematic errors, while the following feature in the students’ writing can be considered a post-systematic error.

### **Inconsistent use of same tense/aspect form**

A noticeable feature in the students’ writing is the inconsistent use of correct tense/aspect forms. For example, in the following quotation, a student started with the past time marker “in past” and used the past simple form accordingly, but later they used present simple in spite of the same time marker.

- (15) “*In past* most of the family *was* combined. But it no more exist. . . . *in past* man *have* enough time to communicate with each other. They *visit* ones house to know how *are* they.”

A similar kind of inconsistency is apparent in the following examples where the student shifts from past to present in the same context. (we have ignored other grammatical errors in the sentences):

- (16) “[O]nce the family of our society *was* joint family where *lived* father, mother, uncle aunt etc. There *was* so happiness in those families. Because that family’s all members *try* to do best work for their family members.

One student showed inconsistency in the use of mandatory auxiliary in the present progressive form. The following examples show the shifting:

- (17) Some of people **living** in city....  
. . . . these **are changing** day by day, the govt. officer *are* [sic] taking bribe.

This phenomenon of inconsistency in the use of tense/aspect forms, as is seen in examples (15) and (16), is common in even advanced ESL learners (Hinkel, 2002; Riddle, 1986). Hinkel (2002) comments that learners are not always “able to identify the contextual frame that calls for the use of a particular tense and may undervalue the importance of the meaning that the shifting tenses can impart to written text” (p.184). To describe the sources of past tense inconsistency, Riddle (1986) states that several factors like learners’ lack of adequate understanding of the actual meaning and discourse function of the form and surface-level constraints like “the form of the past tense marking, phonological environment, and verb frequency” (p. 280) can be considered accountable for such a phenomenon. Inconsistency in example (17) can be considered as a result of L1 interference as Bangla (L1) does not separate auxiliaries in the present or past progressive forms.

### **Findings from Translation**

#### **Present perfect progressive problem**

In case of translating *ami shokal theke deyalta rong korchhi* (I have been painting the wall since morning) and *ami onek khon dhore gaan shunchhi* (I have been listening to music for a long time), most students were able to write the present perfect progressive form correctly in English. There is a difference, though. While in the case of the first example, most

students were correct, for the second one, 6 out of 20 students used “ I am listening” instead of “I have been listening,” probably to keep in term with Bangla progressive form *shunhchi*. Interference of the students’ L1 is quite evident here.

### **Present perfect and simple past confusion**

While translating the following sentences in English, (i) *gotokal amar bondhu eshechhe* (My friend came yesterday), and (ii) *ami kaalke dhakay jaini* (I did not go to Dhaka yesterday), some students exhibited confusion about the correct English tense/aspect form. While translating the first sentence, maximum students (13) could use the correct past simple form in English. A few students used ‘had come,’ possibly, to keep in term with the Bangla time adverbial *gotokal*, that is, ‘yesterday’ combined with the Bangla perfective form *eshechhe*. Schaden’s (2009) observation is also noteworthy in this regard. He observes that while present perfect may not be combined with a past-denoting temporal adverbial like *yesterday* in English, “such combinations are perfectly felicitous” (p.117) in other languages. However, most students translated the second sentence correctly in English past simple. Only a few have used ‘have gone’ and ‘had gone’ though.

### **Past perfect and past perfect progressive problem**

While translating the following Bangla sentence into English, *ami class e ashar age library te giechhilam* (I had been to the library before I came to the class), most of the students were able to translate it correctly using the past perfect form. While translating the Bangla sentence, *Train ashar age ami dui ghonta dhore opekkha korechhilam* (I had been waiting for you for two hours before the train arrived), fewer students were able to put it in correct English past perfect progressive form. Bangla speaking ESL learners’ difficulties related to this form have been discussed under past perfect errors.

### **Findings from Focus Group Interview**

In the group interview, it was observed that most of the students had basic understandings of English present and past tense/aspect though their knowledge of most of the forms was partial. In the case of the present simple form, the students informed that they were not aware of the uses of this form to express anything other than referring to a present state or general truth. In using the past forms, students seemed ignorant that the indication of the pastness of an event or situation needed to be contextually inferred or precisely mentioned in the sentence using a past time construct.

They used the basic structures of the tense/aspect forms (e.g., *past form of have+ past participle* to express past perfect form) without understanding their implication.

The students seemed to know the lexical time markers well and could use a tense/aspect correctly in sentences if the temporal adverbials were present. However, some markers posed difficulty for them, particularly when they thought about the time and situation in terms of their native language Bangla, as Hinkel (1997) mentions that in the acquisition of temporality in an L2, “the learners’ L1 referential constructs play a crucial role in their acquisition of temporality in discourse and the linguistic means of making temporality” (p. 292).

### **Conclusion and Implications**

This study was carried out to identify, describe and diagnose the English present and past tense/aspect errors in the Bangla speaking ESL learners’ writing. The overall finding of the study reveals that the students committed fewer errors in their use of certain forms like English present simple and present progressive than in the use of present perfect/perfect progressive, and past simple/perfect/progressive/perfect progressive. Errors in the tense/aspect forms can be attributed to both factors, intralingual like overgeneralizations, incomplete application or ignorance of grammatical rules, false concept hypothesis, and interlingual factors or first language (L1) influence.

Besides providing information to identify sources of errors in the use of tense/aspect forms, the group interview reveals some facts about the English language teaching method that may have impacted the learners’ acquisition of the English tense/aspect forms. From the interview, it has emerged that students in Bangladesh are taught English from primary through tertiary levels in a deductive way. That is, the students learn/drill a particular form in English rigorously without adequate contextualized practice. This phenomenon reflects Hinkel’s (2002) observation that “the teaching of L2 tenses is often carried out under the umbrella of grammar curriculum, learners often do not establish an effective connection between the knowledge gained in grammar class and their actual writing” (p.183). Moreover, most of the time, students are taught English through their L1, which is also evident from other studies (Hamid & Honan, 2012; Nuby et al., 2019). Consequently, this overt dependence on L1 instruction leads to confusion among the learners concerning the proper use of certain tense/aspect forms in English, as there are apparent differences between

Bangla and English tense-aspect systems. Therefore, errors due to L1 transfer are noticeable in learners' writing.

In light of the finding of this study, it can be suggested that in English teaching pedagogy, particular emphasis should be given on the areas where learners tend to commit errors, and accordingly, contextualized teaching of English tense/aspect forms should be stressed. Moreover, teaching materials/grammar books should provide pragmatically meaningful sentences as examples of different tense/aspect forms rather than just sticking to structurally correct sentences. Hinkel (2002) recommends using authentic text as teaching materials "to help learners develop familiarity with the notion of a contextual time frame and its conventions in L2 writing" (p.85). Besides, language instructors should adopt an inductive manner to teach English tense/aspect, as teaching methods like grammar discovery tasks allow learners to examine how tenses are used in time frames in natural language and increase their implicit and explicit knowledge of grammar (Ellis, 2002).

However, this study is not without limitations. It has investigated the writing of a small number of students at only one academic institute. Besides, all the study participants were not interviewed, which could have provided the researchers with a better understanding of the sources of the errors. Hence, the data presented in this study require further investigation to reveal the implicit nature of errors in the use of English tense/aspect forms in Bangla speaking ESL learners' writing.

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**Appendix**

a) Focus group interview questions:

1. What do you know about English tense and aspect system?
2. Do you have any idea about the lexical time markers in English?
3. Do you think your mother tongue Bangla influences your learning of English Tenses

b) Translate the following sentences into English:

1. আমি সকাল থেকে দেয়ালটা রঙ করছি।
2. গতকাল আমার বন্ধু এসেছে।
3. রবীন্দ্রনাথ অনেক উপন্যাস লিখেছেন।
4. এই সোমবার তোমার বাসায় গিয়েছিলাম।
5. আমি ক্লাসে আসার আগে লাইব্রেরীতে গিয়েছিলাম।
6. ট্রেন আসার আগে আমি দুই ঘন্টা ধরে অপেক্ষা করেছিলাম।
7. আমি অনেকক্ষণ ধরে গান শুনছি।