Error Analysis of Perfect Aspect With Reference to Errors Made by Croatian Secondary School EFL Learners

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Error Analysis of Perfect Aspect With Reference to Errors Made by Croatian Secondary School EFL Learners

Master's Thesis

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SUMMARY

Croatian secondary school learners are expected to be grammatically competent in their usage of the Perfect Aspect in the English language. Grammatical competence refers to knowledge and ability to correctly use grammatical structures. Error Analysis strives to explain errors learners make in their usage of the target language.

This research attempted to examine and describe errors which learners make in their acquisition of the Perfect Aspect, and to what extent their mother tongue has influence on the acquisition. It was established that the greatest problem lies in the acquisition of the Future Perfect tense and its production. Of all three tenses (Future, Past, and Present Perfect Simple), Present Perfect was the least problematic. Indicative results point to the learners' lack of knowledge on the tense usage and formation, which was confirmed in their prevalent usage of the intralingual strategies of ignorance of rule restriction and incomplete rule application. The assumptions made about the possible influence of their mother tongue made in the contrastive analysis were confirmed by the results. Interlingual errors were also slightly more common than the intralingual ones, which could also be an indication of insufficient attention paid to the tenses in question during the language instruction.

Key words: Second Language Acquisition, Perfect Aspect, Contrastive Analysis, Error Analysis

SAŽETAK

Od učenika hrvatskih srednjih škola očekuje se da budu gramatički kompetentni u korištenju svršenog vida u engleskom jeziku. Gramatička kompetencija odnosi se na znanje i sposobnost točne uporabe gramatičkih struktura. Analiza pogrešaka pokušava objasniti pogreške koje učenici prave u svojoj uporabi ciljnog jezika.

Ovo je istraživanje pokušalo istražiti i opisati pogreške koje učenici rade tijekom usvajanja svršenog vida, kao i do koje razine njihov materinski jezik ima utjecaj na to usvajanje. Ustanovljeno je kako najveći problem leži u usvajanju budućeg svršenog vremena i u njegovoj produkciji. Od svih triju vremena (buduće, prošlo i sadašnje svršeno vrijeme), sadašnje svršeno vrijeme bilo je najmanje problematično. Indikativni rezultati upućuju na nedostatak znanja o uporabi i tvorbi glagolskih vremena, što je potvrđeno prevladavajućom uporabom strategije nepoznavanja pravila ograničenja i nepotpune uporabe pravila. Pretpostavke o mogućem utjecaju materinskog jezika donesene kontrastivnom analizom potvrđene su rezultatima istraživanja. Međujezične pogreške su također bile nešto češće od unutarjezičnih, što bi isto tako mogla biti naznaka nedovoljno posvećene pažnje tim vremenima tijekom poučavanja jezika.

Ključne riječi: usvajanje drugog jezika, svršeni vid, kontrastivna analiza, analiza pogrešaka

1. INTRODUCTION

Second Language Acquisition is a rather recent branch of Applied Linguistics which focuses on how people acquire a second language. The branch of Error Analysis has developed within its area during the 1960s, and it studies errors learners of a second language make while acquiring it. In relation to Error Analysis, it is important to mention Contrastive Analysis, which is the study of two or more languages whose goal is to identify the differences and similarities in their structures which influence a learner's L2 acquisition. This paper attempted to explore how Croatian secondary school learners acquire the Perfect Aspect in English language, which errors they make during their acquisition and whether their mother tongue is a significant influence on this acquisition.

The first part of this paper focuses on the theory behind the practical part of the research. It gives a short introduction into Second Language Acquisition and interlanguage theory, and it also gives an insight into the areas of Error Analysis and Contrastive Analysis, the theories which were applied in the practical part of the paper. It also provides information about language competences, or more specifically communicative competence, and its level of grammatical competence, understanding of which is important for understanding of the practical part of the research. The second part of this paper is a contrastive analysis of the perfect tenses in English and their equivalents in the Croatian language, which strived to assume and explain the interlingual errors learners might make during their acquisition. The third part of this research is the experimental (practical) part in which aims, participants, instruments, procedure, and results of the research conducted in the High School “Petar Preradović”, Virovitica are discussed.

2. THEORETICAL FRAMEWORK

2.1. SECOND LANGUAGE ACQUISITION

Second Language Acquisition, as a rather recent branch of Applied Linguistics, is "the systematic study of how people acquire a second language" (Ellis, 1997: 3). Since this has been a time when the world literally became a 'global village', people have experienced the need to learn a second language, not only as a pastime, but also as "a means of obtaining an education or securing employment" (Ellis, 1997: 3). Because of this, a need to discover more about how second languages are learned has occurred.

Even though it may seem that the meaning of the term 'second language acquisition' is obvious from its name, it still requires some explanation. First, the 'second' language does not necessarily mean 'the second'. In this context it can "refer to any language that is learned subsequent to the mother tongue" (Ellis, 1997: 3). This means that the 'second' can also mean a third or fourth language. It is also important to point out the difference between a 'second' and a 'foreign' language. In calling a language a 'second' language, "emphasis is placed equally on the mastery of receptive and productive skills with the goal of making the new language one's own and of becoming a productive, functioning member in the L2 society" (Bussmann, 2006: 419-420). Here we can talk about learning a language naturally, as a result of living in a country where it is spoken, or learning it in a classroom through instruction (Ellis, 1997). On the other hand, when talking about a 'foreign' language, we usually speak of languages which are usually learned "with more specific goals in mind, such as learning how to read specific types of written material, acquiring rudimentary listening skills, learning how to make oneself understood as a tourist in a foreign country, and so on" (Bussmann, 2006, 420).

To conclude, 'L2' acquisition can be defined as "the way in which people learn a language other than their mother tongue, and 'Second Language Acquisition' as the study of this" (Ellis, 1997: 3). Its main goals are to describe how L2 acquisition happens and to try to explain this process and why some learners tend to be more successful at it than others (Ellis, 1997).

2.2 INTERLANGUAGE

The concept of interlanguage was suggested by Selinker (1974) in order to draw attention to the possibility that the learner's language can be regarded as a distinct language variety or system with its own particular characteristics and rules. This means that an L2 learner is using a language system which is independent of both the TL and the learner's mother tongue at any particular moment in their learning process. The earliest formulation of the concept of interlanguage was proposed by Corder in 1967. One of its crucial contributions was its underlying assumption that the learner's knowledge is to be seen as a unified whole, in which new knowledge is integrated and systematically reorganized with previous knowledge of the native language. Corder (1981) however, names it "idiosyncratic dialect". Apart from these two terms, Nemser names the phenomenon "approximative system" (1971).

In the process of learning a second language, it is to be expected that learners produce ungrammatical or otherwise ill-formed utterances, when judged by the generally accepted rules of the language they are learning (Corder, 1981). In other words, interlanguage may be viewed as an adaptive strategy by which the learners *try* to construct the structural properties of the TL, and it uses simplification, reduction, overgeneralization, transfer, formulaic language, omissions, substitutions and restructurings (Selinker, 1974). Most often, it is socially unacceptable to correct the errors a foreigner makes while speaking. However, in a language classroom it is one of the most important tasks of the teacher, and it is also "a part of the skilled technique of the teacher to decide when correction is necessary and to do it in a way that helps the learner to acquire most expeditiously the correct form of the target language" (Corder, 1981: 65).

To know how to remediate these "faulty productions", it is important to make a distinction between an error and a mistake. Corder (1967) explains mistakes as 'non-systematic errors' or 'errors of performance' and says that we are immediately aware of these productions and can correct them with more or less complete assurance (Richards, 1974). Unlike these faulty productions, errors, or according to Corder 'systematic errors' or 'errors of competence', reveal the learner's "underlying knowledge of the language to date" (Corder, 1967: 167). In the end, if these productions are not addressed in the right way, they may assume a permanent place in the learner's interlanguage.

2.3. ERROR ANALYSIS

Error Analysis has developed within the area of Second Language Acquisition, and it studies errors learners of a second language make while acquiring it. It was established in the 1960s by S. P. Corder and his colleagues (Corder, 1967).

In the Routledge Dictionary of Language and Linguistics Error Analysis is defined in the following way:

> In second language acquisition, Error Analysis studies the types and causes of linguistic errors. This sometimes includes the evaluation and correction of errors. Errors may be classified according to (a) modality (i.e. level of proficiency in speaking, listening comprehension, writing, and reading); (b) levels of linguistic description (e.g. phonetics/phonology, orthography, graphemics, morphology, syntax, lexicon, phraseology, or stylistics); (c) form (omission, insertion, substitution, contamination, etc.); (d) type (systematic errors vs. occasional errors or errors in competence vs. errors in performance); and (e) cause (e.g. interference, development-related errors, interlanguage). In the evaluation of errors, the level of error (norm error vs. system error), the degree of communication breakdown, and the tendency towards fossilization play an equally important role. (Bussmann, 2006: 378)

For start, it is important to establish steps which are followed in any typical Error Analysis research. According to Gass and Selinker (2008), these are:

1. Collecting the data. This can be done with both written and oral data.
2. Identifying the errors. Explaining the kind of the error (wrong verb form, incorrect sequence of tenses, etc.)
3. Classifying the errors.
4. Quantifying the errors.
5. Analyzing the source.
6. Remediating. Evaluating and correcting the possible error.

Before starting to analyze the error, it is important to understand its source. When talking about sources of errors, we refer to errors as interlingual errors (errors which stem from a learners' mother tongue), intralingual errors (errors which stem from a lack of understanding the target language system), communication-strategy based errors (different communication strategies the learners use), and induced errors (caused by the way of teaching or similar) (James, 1998).

Interlingual errors are errors caused by the mother tongue system which interferes with acquiring the target language system. Here we can talk about positive L1 transfer, when the item transferred corresponds well with the target language item, and negative transfer, when it does not correspond well with the target language, resulting in an error. Another important

phenomenon that should be mentioned when talking about interlingual errors is *markedness* (James, 1998). Markedness here refers to parameter setting or resetting in L2 learning ('parameter' being a notion in Universal Grammar theory which sees L1 acquisition as "involving children being on the lookout for clues as to the nature of the language being used around them" (James, 1998: 182)). The concept of markedness refers to the tendency of linguistic phenomena to occur in binary opposition (marked vs. unmarked member). Here, marked pair denotes the more uncommon, more specialized and more complex item than the one unmarked. This pair is consequently harder to master. The interaction between classical Contrastive Analysis L1 transfer theory and markedness is obvious: "target language form will be difficult to learn if it is different from the corresponding L1 form, and if the target language form is marked (or more marked) while the L1 form is unmarked (or less marked)" (James, 1998: 183). Furthermore, the learners whose L1 and target language forms are different but whose L1 form is marked will not make the negative transfer to an L2 where that feature is unmarked – they will not commit this sort of interference error. In a nutshell: (i) an unmarked L1 form will be transferred to the L2 with resulting error if the L2 has a different parameter setting; (ii) a marked L1 form will not get transferred, so the interference error predicted by classical CA does not materialize (James, 1998).

Intralingual errors, on the other hand, happen due to target language causes. If the learners are ignorant of an item needed, they can engage their learning strategies to fill the gap. These can be the source of error, and according to James (1998), we can classify them as following:

1**.** False analogy: boy/boys – child/child*s;

2. Misanalysis: the learner has formed a hunch or a hypothesis concerning an L2 item, which is not based on L1 knowledge – it is unfounded: *They are carnivourous plants and *its name comes from (…)* *its is the s-pluralized form of it;

3. Incomplete rule application**:** converse of overgeneralization; undergeneralization: *Nobody knew where *was Barbie* – incomplete application of the interrogative formation rule;

4. Exploiting redundancy: unnecessary morphology and double signaling, e.g. signaling subjecthood both by word order and by inflection;

5. Overlooking co-ocurrence restrictions: *I would enjoy *to learn* (gerundial complement needed);

6. Hypercorrection (monitor overuse): akin to system simplification: when a learner believes that something is wrong or a false friend and chooses the wrong TL counterpart;

7. Overgeneralization, system-simplification: *Bill, *that had a great sense of unconventional morality (...)* – this strategy leads to overindulgence of one member of a set of forms and the underuse of others in the set (that excludes *who*).

Communication strategies are another common source of errors. According to James (1998), these are classified as holistic and analytic strategies. Holistic strategies lie on the learner's assumption that "if you can say X in the L2, then you must be able to say Y" (James, 1998: 187). In other words, lacking the required form "it must be all right to use another near-equivalent L2 item which they have learnt" (James, 1998: 187). Another term for this is *approximation.* Analytic strategies, on the other hand, express the concept indirectly, "by allusion rather than by direct reference: this is circumlocution" (James, 1998: 188). In other words, "the learners identify one or more criterial attributes of the referent and mention these in an attempt to refer to the entity in question" (James, 1998: 188), which leads to verbosity and vagueness.

Finally, induced errors are errors which stem more "from the classroom situation than from either the students' incomplete competence in English grammar (intralingual errors) or first language interference (interlingual errors)" (Stenson, as cited in James, 1998: 189). They are the result of "being misled by the ways in which the teachers give definitions, examples, explanations and arrange practice opportunities" (James, 1998: 189). In a nutshell, according to James (1998), we can classify these as (1) materials-induced errors; (2) teacher-talk induced errors; (3) exercise-based induced errors; (4) errors induced by pedagogical priorities; and (5) look-up errors.

2.4. CONTRASTIVE ANALYSIS

Contrastive Analysis is the study of two or more languages, with a goal to identify the differences and similarities in their structure. It was the favored paradigm for studying FL/SL learning and organizing its teaching in the 1950s and 1960s (James, 1998). Routledge Dictionary of Language and Linguistics offers a more extensive definition:

> Linguistic subdiscipline concerned with the synchronic, comparative study of two or more languages or language varieties (e.g. dialects). Generally, both differences and similarities in the languages are studied, although the emphasis is usually placed on differences thought to lead to interference (i.e. negative transfer, the faulty application

> of structures from one's native language to the second language). Here the role of theoretical linguistics consists primarily in developing suitable grammar models that make it possible to compare languages systematically, especially in view of interference. Contrastive Analysis emphasized the study of phonology and morphology. It did not address communicative contexts, i.e. contrasting socio-pragmatic conditions that influence linguistic production. (Bussmann, 2006: 250-251)

As James (1998) lists, the procedure of Contrastive Analysis involved a couple of steps. First, it was necessary to describe comparable features of mother tongue and target language (e.g. tense, the language of apologizing), and then "compare the forms and resultant meaning across the two languages in order to spot the mismatches that would predictably (with more than chance probability of being right) give rise to interference and error" (James, 1998: 4). In this way, it was possible to both predict and explain, depending on the degree of similarity between the mother tongue and target language, "up to 30 per cent of the errors that learners would be likely or disposed to make as a result of wrongly transferring L1 systems to L2" (James, 1998: 4).

However, by the early 1970s, some criticisms began to appear as to the reliability of Contrastive Analysis. It was mostly blamed for relying on "an outdated model of language description (Structuralism) and a discredited learning theory (Behaviorism)" (James, 1998: 4). Furthermore, many of the predictions made by Contrastive Analysis turned out to be "either uninformative (teachers had known about these errors already) or inaccurate: errors were predicted that did not materialize in interlanguage, and errors did show up where the Contrastive Analysis had not predicted" (James, 1998: 4).

Generally, the paradigm was rejected, but it still has its use within the area of Error Analysis.

3. LANGUAGE COMPETENCES

3.1. COMMUNICATIVE COMPETENCE

What is communicative competence? The easiest way to explain it would be to just look at the words the term is comprised of, which mean quite literally "competence to communicate" (Bagarić, 2007). Canale and Swain (1981) understood this competence as a synthesis of an underlying system of knowledge and skills needed for communication. A more extensive explanation is brought by Routledge Dictionary of Language and Linguistics:

> Coined by D. Hymes in his ethnography of communication, this term is a critical expansion of Noam Chomsky's concept of competence (which concerns only the linguistic capabilities of the ideal speaker-hearer, so that the social function of language remains unadressed). Communicative competence is the fundamental concept of a pragmalinguistic model of linguistic communication: it refers to the repertoire of know-how that individuals must develop if they are to be able to communicate with another appropriately in the changing situations and conditions. In this model, speaking is understood as the action of transmitting symbols (i.e. interaction). Communicative competence is the descriptive goal of various social-psychological disciplines. (Bussmann, 2006: 208)

"Recent theoretical and empirical research on communicative competence is largely based on three models of communicative competence" (Bagarić, 2007: 97): the model of Canale and Swain (comprised of grammatical, strategic, discourse, and sociolinguistic competence (Canale & Swain, 1981)), the model of Bachman and Palmer (comprised of language and strategic competence, language competence being comprised of organizational knowledge which is then comprised of grammatical and textual knowledge, and strategic competence being comprised of pragmatic knowledge which is then comprised of knowledge of pragmatic conventions and knowledge of sociolinguistic conventions (Bachman & Palmer, 1996)), and the description of components of communicative language competence in the Common European Framework (CEF) (their model being comprised of language, pragmatic and sociolinguistic competence (CEF, 2001)). However, it is also important to mention a model proposed by Celce-Murcia, Dörnyei, and Thurrell in their work *Communicative competence: A Pedagogically Motivated Model with Content Specification* (1995), which is comprised of linguistic, strategic, sociocultural, actional, and discourse competence.

3.2. GRAMMATICAL COMPETENCE

Grammatical competence may be called either ‘grammatical competence’ or ‘linguistic competence’, depending on the model we are referring to, but in a nutshell, it can be defined as “knowledge of, and ability to use, the grammatical resources of a language” (CEF, 2001: 121). Furthermore, grammatical competence is the “ability to understand and express meaning by producing and recognizing well-formed phrases and sentences in accordance with these principles (as opposed to memorizing and reproducing them as fixed formulae)” (CEF, 2001: 122).

The description of grammatical organization involves the specification of:

• *elements*, e.g.: morphs; morphemes-roots and affixes; words

• *categories*, e.g.: number, case, gender; concrete/abstract, countable/uncountable; (in)transitive, active/passive voice; past/present/future tense; progressive, (im)perfect aspect

• *classes*, e.g.: conjugations; declensions; open word classes: nouns, verbs, adjectives, adverbs, closed word classes

• *structures*, e.g.: compound and complex words; phrases: (noun phrase, verb phrase, etc.); clauses: (main, subordinate, co-ordinate); sentences: (simple, compound, complex)

• *processes* (descriptive), e.g.: nominalisation; affixation; suppletion; gradation; transposition; transformation

• *relations*, e.g.: government; concord; valency (CEF, 2001: 122)

3.2.1. EVALUATING GRAMMATICAL COMPETENCE

The idea behind developing any grammar-test is always to obtain information about how well a student knows grammar, or in other words, to evaluate his or her grammatical competence. In developing grammar assessments, we first need to “articulate the purpose(s) of the test, consider the constructs, and identify the situational domain(s) in which we would like to make inferences about the testtakers’ grammatical ability” (Purpura, 2004: 102). After we have considered and stated all of the above, we can then “select specific language-use tasks from the domain to serve as a basis for test construction” (Purpura, 2004: 102). In considering the constructs and the tasks together, we need to first define what grammatical knowledge testtakers need to have in order to be able to perform the given tasks successfully. This process of defining constructs for test is called ‘construct definition’ (Purpura, 2004). In specifying the precise area(s) of grammatical knowledge for measurement, Purpura (2004)

provided a 'theoretical definition' of the test construct, based on which we are able to "determine what kinds of evidence we would need to observe in the test performance to support claims of grammatical ability" (2004: 105). This definition not only allows us to design test task to gather the evidence needed to support are claims, but it also allows us to examine if our test actually measures what we say it does, i.e. we are able to investigate the 'construct validity' of the test. (Purpura, 2004).

According to Purpura (2004: 106), the steps we need to follow in test-task development are these:

> (1) identify the test purpose(s), the use of the test results, and the potential impact of the test on test-takers and on further instructions; (2) identify the target language use domain; (3) identify a range of language use tasks from the target language use domain; (4) select the target language use tasks(s) for this test; (5) define the constructs to be measured (i.e. the claims we want to make about what testtakers know and/or can do) by identifying the areas of grammatical knowledge (meanings and forms) needed to complete the task.

This specification of test tasks is an initial step in the operationalization of test constructs (Purpura, 2004). Test tasks "provide a means of controlling what is being measured, what evidence needs to be observed to support the measurement claims, what specific features can be manipulated to elicit the evidence of performance, and finally how the performance should be scored" (Purpura, 2004: 145).

In choosing a particular task type, we need to be sure of the response we want to get. Task types according to Purpura (2004) are:

> (1) *Selected response tasks.* Multiple-choice activities; true/false activities; matching activities; discrimination activities; lexical list activities; grammaticality judgment activities; noticing activities.
>
> (2) *Limited-production tasks*. Gap-filling activities, cloze activities, short-answer activities, dictation activities, information-transfer activities; some information-gap activities; dialogue (or discourse) completion activities.
>
> (3) *Extended-production tasks*. Summaries, essays; dialogues, interviews; role-plays, simulations; stories, reports; some information-gap activities; decision-making activities. (2004: 127)

To conclude, in developing grammar tasks, "we need to strive to control, or at least understand, the effects of these tasks in light of the inferences we make about examinees' grammatical ability" (Purpura, 2004: 145).

4. CONTRASTIVE ANALYSIS – THE PERFECT TENSES AND THEIR EQUIVALENTS IN THE CROATIAN LANGUAGE

4.1. PAST PERFECT SIMPLE

In English, the Past Perfect[1] Simple usually has the meaning of 'past-in-the-past', and can be regarded as an anterior version either of the Present Perfect or the Past Simple (Quirk et al., 1985). For example:

> *When we bought it, the house had been empty for several years.* (Quirk et al., 1985: 195)

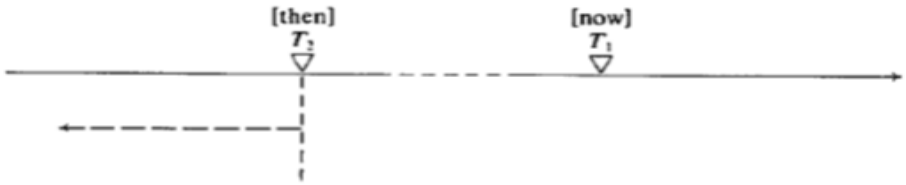


Figure 1. The timeline for the Past Perfect from Quirk (1985: 195).

More technically, the Past Perfect may be said to "denote any event or state anterior to a time of orientation in the past. The three meanings of 'state', 'event' or 'habit' can all occur." (Quirk, 1895: 196)

> *My aunt had lived in Italy for many years when she was young.* (state)
>
> *The goalkeeper had injured his leg, and couldn't play.* (event)
>
> *When she was alive, I had visited her regularly.* (habit)

The Past Perfect Simple consists of the past tense of an auxiliary plus a past form of the lexical verb (Comrie, 1985: 78). In other words, the Past Perfect consists of *had* plus a *past participle.*

A tense in the Croatian language which is equivalent to the Past Perfect tense in English is the Pluperfect[2] tense. Pluperfect (or Plusquamperfect) is used to express finite past (when we want to emphasize not only the action, but also the state which was created by its consequences, and when that state refers to a time before a certain given time, we use the

[1] In Quirk's *Comprehensive Grammar* (1985) , the tenses, which will in this paper be called Perfect (Present and Past Perfect), are named Present Perfective and Past Perfective. According to Wolfgang Klein (2009), the perfect forms cannot be on a par with the perfective and imperfective aspect, because they are found within the perfect – e.g. Present Perfect Simple contains two aspects: the perfect and the perfective; Present Perfect Progressive contains the perfect and the imperfective. Another reason why the perfect forms constitute a tense system on their own is their specific auxiliary marking (Klein, 2009).

[2] Interestingly enough, this is how the tense Past Perfect used to be called in English (Comrie, 1985).

finite past) (Barić et al., 2005). Instead of the Pluperfect tense, the Perfect (*Cro. Perfekt; English counterpart: Simple Past*) is more commonly used. The Pluperfect is used only when one wants to specifically emphasize that the finite past is in question. Therefore, the Pluperfect is rather rare and is stylistically marked (Barić et al., 2005).

An example for the finite past:

A bio je rekao da mu ga donosi. (Barić et al., 2005: 414)

Another meaning of the Pluperfect in Croatian language is anteriority. If we neutralize the finiteness mark, the Pluperfect loses the meaning of finiteness, and keeps only the time mark. In this case, it signifies an event, state or habit which happened before another action in the past (Barić et al., 2005).

An example of anteriority:

A kada se opet bila javila svijest u meni o sebi samome, stao me spopadati strah. (Barić et al., 2005: 415)

Generally, the Pluperfect can be understood as the finite past, and the sole content of the sentence in which it appears suggests which case is in question. (Barić et al., 2005)

In Croatian language, the Pluperfect consists of the Imperfect (*Cro. Imperfekt)* or Perfect (*Cro. Perfekt*) form of the auxiliary *to be* plus a *past participle* (Barić et al., 2005).

Since the Pluperfect in Croatian language can be considered a marked item (it is rarely ever used and it is even stylistically marked, i.e. it is uncommon in everyday language use), it can be assumed that the learners of ESL (or EFL) will commit an error by transferring the unmarked item (in this case the Croatian *Perfekt* into the English *Past Simple*). The negative transfer will occur resulting in underuse of the Past Perfect Simple in English language, and overuse of the Past Simple.

4.2. PRESENT PERFECT SIMPLE

The Present Perfect differs from Past Simple in "relating a past event state to a present time orientation" (Quirk et al., 1985: 192). Therefore, in situations where either the Present Perfect or the Past Simple can be appropriately used, it is normally felt that they are not interchangeable, but that the Present Perfect relates the action more directly to the present time (Quirk et al., 1985).

Where did you put my purse? (1)

Where have you put my purse? (2) (Quirk et al., 1985: 192)

The difference between these two questions is the following: in the first sentence, the speaker asks the addressee to remember a past action, while in the second the speaker concentrates on the purse's present whereabouts.

Other meanings of the Present Perfect are (Quirk et al., 1985: 192):

(1) State leading up to the present. *That house has been empty for ages.*

(2) Indefinite event(s) in a period leading up to the present. *Have you (ever) been to Florence?*

(3) Habit (i.e. recurrent event) in a period leading up to the present. *Mr. Terry has sung in this choir ever since he was a boy.*

Of these meanings, (1) corresponds to the 'state past' use of the Past Simple, but differs from it in specifying that the state continues at least up to the present moment; (2) corresponds to the 'even past', but differs from it in that the past time in question is indefinite rather than definite; and (3) corresponds to the 'habitual' past, but, as with (1) the period identified must continue up to the present (Quirk et al., 1985: 192).

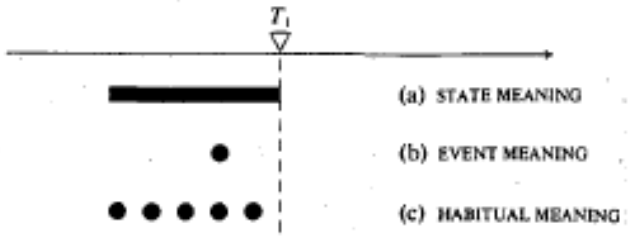


Figure 2. The timeline for the Present Perfect Simple (Quirk et al., 1985: 193).

The Present Perfect consists of the present tense of the auxiliary with a past form of the lexical verb (Comrie, 1985). In other words, Present Perfect consists of *have/has* plus *past participle.*

In the Croatian language, there is no tense similar in form to the Present Perfect tense in English. However, there is an occurrence called 'finite present', which denotes an action which happened in the past, but whose consequences are relevant to the present (Barić et al., 2005). This occurrence corresponds to one of the Present Perfect's meanings (in other words, it denotes a state leading up to the present).

An example of the finite present:

Ispružila se u naslonjaču. (i tako leži) (Barić et al., 2005: 410)

Furthermore, another meaning of the Perfect tense (*Cro. Perfekt*) in Croatian language which in designation corresponds to one of the meanings of the Present Perfect is the following: "the past which is not specified is generally expressed with the Perfect in which the finiteness

mark is neutralized" (Barić et al., 2005: 412). In other words, we are talking about indefinite event(s) in a period leading up to the present.

An example for unspecified past:

Još nisu ni most položili. (Barić et al., 2005: 412)

Given all the grammatical evidence, it can be assumed that the Croatian speakers of EFL/ESL will try to express the concept of the Present Perfect Simple with the Past Simple forms, due to the fact that the Perfect (*Perfekt*), which is used in Croatian for the concepts which correspond to the English Present Perfect, corresponds to English Past Simple. Thus it is possible that they will try to use the form which is more common in the Croatian language and which they recognize more easily in the English language. Another reason why this negative transfer may occur is because the learners might not recognize the Present Perfect as a tense on its own (as it is not a tense in the Croatian language).

4.3. FUTURE PERFECT SIMPLE

The Future Perfect Simple[3] has a meaning similar to that of the Past Perfect Simple, except that here the reference point is in the future rather than in the past (Comrie, 1985). For example, the formulation *I will have left* indicates that there is a reference point in the future, and that *my* departure is located temporally prior to the reference point (Comrie, 1985). Similarly as with the Pas Perfect Simple tense, the reference point needs to be deduced from the context: "the meaning of the form says only that there must be such a reference point, and gives no indication of where the reference point should be sought" (Comrie, 1985: 69).

In short, in both the Past Perfect and the Future Perfect, the situation is located in the past relative to a reference point, as can be seen on the figure below.

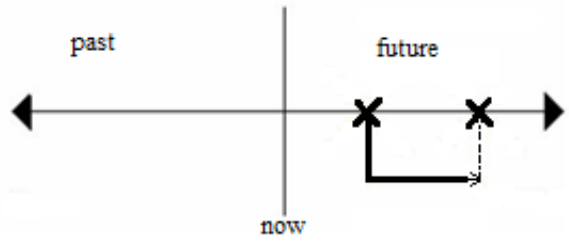


Figure 3. The timeline for the Future Perfect Simple.

[3] Quirk et al. (1985) do not mention this tense as such and do not give the proper description as they doeo with the Present and the Past Perfect tenses due to their treatment of *will/shall* as modal verbs providing modality sense and not only their grammatical meaning as primary auxiliaries and due to their denouncing the existence of the future tense.

The Future Perfect consists of the future tense of auxiliary with a past form of the lexical verb. In other words, it consists of the Future Simple of *have* (*will have*) plus *past participle.*

In the Croatian language, there is a tense which, in its form, somewhat corresponds to the Future Perfect. It is called the Future Anterior tense (*Cro. Futur II or Futur egzaktni*). In a nutshell, its meaning also corresponds to its English equivalent (it denotes an action which happened before another action in the future) (Barić et al., 2005). However, the main difference is in the syntax of the two languages we are analyzing. For example, in English this tense will appear in the main clause, whereas in the Croatian language it always appears in the subordinate clause.

Example in Croatian:

***Ako budete radili**, onda ćete nešto i steći.* (Barić et al., 2005: 506)

In Croatian, the Future Anterior consists of the perfective present of *to be* plus the *past participle.* In English, the Future Perfect would not be used in the place of the Future Anterior here. Translation:

***If you work**, you will earn something too.* (First Conditional)

Example of the Future Perfect tense in English:

By the time you come home, she will already have left.

Translation in Croatian:

Kad se ti vratiš kući, ona će već otići.

It is clear that a more neutral or unmarked form of Future I is used as Croatian equivalent and the distinction in the time reference is achieved by using Present Simple tense in the subordinate clause, as is the case in the English example, too.

It is visible from these examples that the Future Perfect could be problematic for the ESL/EFL learners. It is rather unlikely that they will transfer it into conditional sentences in English (even though the Future Anterior is used mostly conditionally in the Croatian language) because the Future Anterior form in the Croatian language is marked (it is not used often). However, it is possible that the learners will commit errors with the Future Perfect forms; they may fail to recognize the concept of anteriority even though it exists in their mother tongue because it is not used in the same linguistic contexts. This may result in the overuse of the Future Simple tense which corresponds to the Future I in the Croatian language because Future I is used in Croatian in the contexts in which the Future Perfect is used in English. Also, Future I is generally used to express any kind of future and is therefore more commonly used than the Future Anterior, which makes the former the first tense a learner may access while thinking about any concept in the future.

5. ERROR ANALYSIS OF PERFECT ASPECT WITH REFERENCE TO ERRORS MADE BY CROATIAN SECONDARY SCHOOL EFL LEARNERS

5.1. AIMS

The main aim of this research was to find out to what extent Croatian secondary school learners acquire the Perfect tenses, and to find out what errors they make in the process. This was done with the idea of giving the EFL teachers 'directions' as to which problems in the acquisition of the tenses they could expect and to which they should pay more attention. One of the aims was also to find out whether learners' mother tongue affects their acquisition of the Perfect tenses, as well as how it affects, why, and if the negative transfer is a greater problem than the lack of knowledge of target language.

The main research questions, to which this research strived to answer, were: (1) Which tense is the most problematic of the three researched tenses (the Present Perfect Simple, the Past Perfect Simple, or the Future Perfect Simple)?; (2) What is the relation between the receptive and productive knowledge (i.e. were there more mistakes made in the receptive or the productive part of the test)?; (3) What is the relation between the production and distribution of the tenses (i.e. do the learners have problems with form acquisition)? (3.1.) What are the most problematic categories within both?; (4) What is the relation between interlingual and intralingual errors (i.e. does the greater problem lie in the learners' mothertongue or the target language)? (4.1.) What was the most pronounced strategy in both?; (5) Were the predictions made by the contrastive analysis earlier in this paper materialized?

5.2. PARTICIPANTS

The survey was administered on 46 secondary school students. Two classes were tested: a 3rd and a 4th grade. They consisted of 23 students each. The whole survey was done in the High School "Petar Preradović" in Virovitica. The prerequisite was that all learners should be acquainted with all three tenses in question. To be as precise as possible, it was made sure that all students tested used the same course book in their learning (*Solutions upper-intermediate*), and followed the same program. They were taught by the same teacher as well.

5.3. INSTRUMENT

To test the learners' knowledge, a two-part test was created. The first part consisted of the receptive knowledge tasks, whereas the second part consisted of the productive knowledge part. The sole structure of the test was organized and created according to Purpura's guidelines in his book *Assessing Grammar* (2004).

The sentences provided in the first part of the test were modeled on the sentences found on the grammar sites *Past Perfect* (2010), *Present Perfect* (2010), *Future Perfect* (2010), and *Future Perfect Simple and Progressive Tenses* (2013), as well as on the examples found in Quirk's *Comprehensive Grammar* (1985). The sentences provided in the second part of the test were created according to the rules in the Croatian Grammar (*Barić et al., 2005*), Quirk's *Comprehensive Grammar* (1985), and Comrie's *Tense* (1985).

The first part of the test probing the receptive knowledge consisted of a twelve item multiple-choice cloze. In all, there were four sentences for each tense which were mixed up, so that the test does not appear predictable. There were two positive, one negative, and one interrogative sentence for each tense. The same pattern was followed in the next part.

The second part of the test, which tested the productive knowledge of the tenses, consisted of the twelve Croatian sentences which required translation. The sentences were done with reference to the Croatian Grammar (*Barić et al., 2005*) in order to make sure that the correct tense equivalents were used. In the case of the Past Perfect tense (or Pluperfect), a more common item was chosen in order to avoid stylistically marked sentences.

In total, the test consisted of 24 items.

5.4. PROCEDURE

The test was administered to 46 learners during the same week. The teacher was asked not to discuss the tenses in question before or after the test, so that the other class would not be familiar with the problem the test was looking into. The feedback information, which consisted of error analysis and the most problematic areas, was brought to the school the following week so that the teacher could discuss it in more detail with her students. The research in general dealt mainly with the number and the category of the learners' errors.

The testing was conducted by the researcher during the students' regular classes of English. It was announced that they would be writing a test which explored their grammar knowledge level, so that the focus on the particular tenses in question would be avoided. Their

teacher was present during the procedure as a monitor. The students had 30 minutes to solve the test. They were asked to solve the receptive part first, and the productive part second. Then they wrote down their answers on the test.

The aim of the second stage of the study was to make a database of errors and to point out which errors occurred. Each answer was given the number of times a particular error occurred. This was done with the help of MS Excel 2010. For more details, see APPENDIX 2.

The third stage of the study focused on the analysis of errors in the tenses. In the receptive part of the test, the analysis strived to recognize the source of the error, i.e. why a certain answer was chosen rather than the other. As noted in the APPENDIX 3, all error classification was done as presented in James, 1998: 179-189, and Richards, 1974: 172-181. In the productive part of the test, two analyses were made. The first one dealt with erroneous usage and formation (as done in Richards, 1974: 183-188), and it strived to distinguish errors in the production of verb groups, and errors in the distribution of verb groups. All the verb combinations that do not exist in English languages were listed as errors in the production of verb groups. Verb combinations that do exist in the English language, but which are wrongly used, were listed as errors in the distribution of verb groups. Furthermore, next to each error there was a comment as to why a certain utterance was wrong (categories which appeared erroneously most were *tense, tense formation* (tense formation concerns only positive sentences, whereas the following two categories concern negative and interrogative sentences), *negation formation*, *interrogative formation, person, spelling, voice* (passive), *aspect*, or *lexical item*. Further in the analysis, another observation was made and the errors were classified again into two new categories – intralingual errors and interlingual errors. This time, the whole test was examined (not only the productive part as it was the case with the classification above) to establish why exactly learners chose or produced certain answers. The answers considered to be caused by a lack of knowledge of target language system were classified as intralingual, and those influenced by the learners' mother tongue were classified as interlingual. Moreover, these errors were then distributed into a table consisting of the two larger columns – *Interlingual Errors* and *Intralingual Errors.* Next to each error there was information written as to its source. For the complete classification and list of errors, see APPENDIX 3-5.

The fourth stage of the study was to calculate the percentage for all the information needed to answer the above noted research question.

The statistical analysis of errors was done in IBM SPSS 21, and all the visual interpretation of results (errors) was done in MS Excel 2010.

5.5. RESULTS

The results are shown in three parts. The first part concerns the statistical analysis of errors made in the receptive and the productive part of the test. The second part concerns further analysis of the productive part of the test, which yielded a new classification of errors in production, and errors distribution. Those errors were then more closely examined and interpreted with reference to the grammatical category. The third part concerned again the whole test, and the classification of intralingual and interlingual errors. These were then analyzed to find out which strategies had been used, and to what extent.

Table 1[4]. The percentage of errors made by learners in the receptive and the productive part of the test for all tenses.

TENSE	Receptive errors	Productive errors	Receptive + productive errors
Future Perfect Simple	67.40%	81.52%	74.46%
Past Perfect Simple	46.21%	72.83%	59.52%
Present Perfect Simple	28.81%	45.11%	36.96%
All tenses	47.47%	67.57%	57.51%

The results have shown that in the receptive part of the test, learners have made errors 67.40% of the time for the Future Perfect Simple tense, 46.21% for the Past Perfect Simple, and 28.81% for the Present Perfect Simple. In total, 47.47% of receptive errors were made throughout the test. As for errors in the productive part of the test, numbers have shown a slightly different situation. Errors in the Future Perfect Simple have appeared 81.52% of the time, in the Past Perfect Simple 72.83%, and in the Present Perfect Simple 45.11%. In total, productive errors comprise 67.57% of the researched sample. If we look at the Table 1, we can see that a total of all errors (both in the receptive and the productive part of the test) goes as following: 74.46% of errors were made in solving the tasks in Future Perfect Simple, 59.52% in the Past Perfect Simple, and only 36.96% in the Present Perfect Simple. In the

[4] To see visual interpretation of each table (Table 1.-Table 5.), see APPENDIX 6.

whole test, the success rate was 42.49%, meaning that the learners solved the test probing their knowledge of the perfect aspect erroneously at the rate of 57.51%.

In the productive part of the test, learners had made errors which were, by a detailed analysis, divided into two categories: errors in production and errors in distribution. The following table (Table 2) shows the percentage of a certain type of error. For a more detailed analysis of specific errors, see APPENDIX 3-5.

Table 2. The percentage of errors in production and distribution from the productive part of the test (learners' translations) for all tenses.

TENSE	Errors in production	Errors in distribution
Future Perfect Simple	18.48%	63.04%
Past Perfect Simple	19.57%	53.26%
Present Perfect Simple	13.59%	31.52%
All tenses	17.21%	49.27%

The statistical analysis of the above mentioned errors has shown that errors in production do not take up a significant percentage of errors. For the Past Perfect Simple tense, 19.57% of the productive part of the test took up errors in production, for Future Perfect that percentage was 18.48%, and for Present Perfect 14.59%. Across all tenses, 17.21% faulty productions appeared as errors in production. Errors in distribution, however, take up a more significant percentage of the given answers. So for example, in the tasks which probed the learners' knowledge of the Future Perfect Simple tense, 63.04% of the answers were classified as errors in distribution. For the Past Perfect Simple tense that percentage was 53.26%, and for the Present Perfect Simple 31.52%. Finally, across all tenses 49.27% of answers were labeled 'errors in distribution'.

Furthermore, errors in production and distribution were examined in more detail to see which morphological categories were most problematic while producing a certain grammatical construction (see APPENDIX 3-5 for a detailed morphological analysis). The percentage of specific categories can be seen in the table below (Table 3). It should be noted that some of the errors overlap, i.e. that one and the same example may contain several different errors. This is why the percentage of each error (tense, negation formation, etc.) denotes its relation to all answers taken into consideration. E.g. the error of tense has been made in 94.44% of all the samples which were marked as having an error in production etc.

Basically, each error category was observed on its own, which is the reason why the percentages do not add up to 100%.

Table 3. The percentage of the most problematic categories within errors in production and distribution.

TENSE	PAST PERFECT S.			PRESENT PERFECT S.			FUTURE PERFECT S.			ALL TENSES		
	prod.	distrib.	total	prod.	distrib.	total	prod.	distrib.	total	prod.	distrib.	total
CATEGORY												
tense	94.44%	98.98%	97.76%	100%	100%	100%	97.06%	99.14%	98.67%	96.84%	99.26%	98.64%
negation formation	61.11%	0.00%	16.42%	32%	0.00%	9.64%	32.35%	0.00%	7.33%	43.16%	0.00%	11.17%
interrogative formation	22.22%	0.00%	5.97%	36%	0.00%	10.84%	35.29%	0.00%	8%	30.53%	0.00%	7.90%
tense formation	8.33%	0.00%	2.24%	28%	0.00%	8.43%	32.35%	0.00%	7.33%	22.10%	0.00%	5.72%
voice	2.78%	7.14%	5.97%	0%	6.91%	4.82%	0.00%	6.91%	5.33%	0.74%	6.99%	5.45%
lexical item	13.89%	2.04%	5.22%	12%	6.91%	8.43%	2.94%	0.86%	1.33%	9.00%	2.57%	4.36%
aspect	2.78%	6.12%	5.22%	4%	1.72%	2.41%	5.88%	1.72%	2.67%	9.47%	3.31%	3.54%
spelling	5.56%	0.00%	1.49%	12%	0.00%	3.61%	8.82%	0.00%	2%	8.42%	0.00%	2.18%
person	5.56%	4.08%	4.48%	8%	8.62%	6.02%	0.00%	0.00%	0.00%	4.21%	2.57%	2.10%

As can be seen from the results, the error in choosing the correct tense seems to be the most prevalent. To speak in more detail, when it comes to errors in production of the Past Perfect Simple tense, 94.44% of errors are those concerning the tense. In errors of distribution, this number goes up to 98.98%. In both production and distribution, errors concerning the tense comprise 97.76% of errors in total. In the Present Perfect tense, 100% of errors are errors of tense. The Future Perfect tense exhibits very similar results: 97.06% of tense errors in production, 99.14% in distribution, and 98% in total. Across all tenses, the numbers go as following: in total production errors, tense errors reach up to 96.84% of all errors in production, in distribution 99.26%, and together combined that percentage is 98.64%. In the category of negation formation, the errors take up a following percentage: in Past Perfect's errors in production, there are 61.11% of errors. In distribution, there are no errors, and combined with those in production, the percentage is 16.42%. In Present Perfect, there are 32% of negation formation errors in production, none in distribution, and 7.33% when combined. In total these errors take up 43.16% of all production errors in the productive part of the test. In distribution, there were no such errors made. In all errors combined, that percentage is 11.17% of all errors in the productive part of the test. This is the second largest

amount of errors in total. Interrogative formation was slightly more successful than the above mentioned. In the Past Perfect tense, 22% of interrogative formation errors were made in errors of production, none in those of distribution, and 5.97% when combined. There are no such errors in errors of distribution (as is the case above) because all the formation errors were automatically classified as errors in production – because the answers in question were a failed attempt in formation which resulted in impossible grammatical constructions. Furthermore, in Present Perfect the numbers go as following: interrogative formation errors comprise 36% of errors in production, and 10.84% of errors in total. In Future Perfect, that number is rather similar to the numbers above – there were 35.29% of such errors in errors of production, and 8% in errors in total. Across all tenses, there is still a rather high percentage of such errors in production (30.53%), but in all errors combined, that number barely reaches 7.90%. The results show that the case is different with the category tense formation. In Past Perfect, only 8.33% of errors in production were tense formation errors, while in distribution there were none. There were only 2.24% of such errors when combined all the tenses together. In Present Perfect, the learners made 28% of tense formation errors in production, none in distribution, and 8.43% in total. Future Perfect shows higher percentage – 32.35% in production, none in distribution, and 7.33% when combined. Across all tenses, the numbers go as following: 7.33% in production, none in distribution, and 5.72% errors in total. Errors in using the wrong, passive voice were less common. In Past Perfect, there were only 2.78% of those errors in errors of production, 7.14% in those of distribution, and 5.97% of voice errors in distribution and production errors combined. In Present Perfect, there were no voice errors in errors of production, but there were 6.91% of them in errors of distribution. There were 4.82% of such errors in both production and distribution errors. In Future Perfect there were again no such errors in errors of production. There were, again, 6.91% of errors in errors of distribution. Together combined, that percentage is 5.33% of errors. Across all tenses, percentages are somewhat low: 0.74% for errors in production, 6.99% for errors in distribution, and 5.45% for all errors combined. Having examined wrongly used lexical items, we can see that the percentage is slightly higher than in aspect and spelling errors, but it is still a rather low amount. In Past Perfect, the amount of lexical errors is 13.89% in errors of production, 2.04% in distribution, and 5.22% in both combined. In Present Perfect that amount is 12% in errors of production, 6.91% in distribution, and 8.43% in total. In the Future Perfect Simple, lexis was a smaller problem, as the results show. There were 2.94% of errors in errors of production, only 0.86% of them in distribution, and 1.33% of errors in both distribution and production. Across all tenses, the number of errors in production was 9%,

2.57% in distribution, and 4.36% in total. In the category of aspect[5], the percentages are again rather low. In Past Perfect, there are 2.78% aspect errors in errors of production, 6.12% in errors of distribution, and 5.22% when combined. In Present Perfect, the percentage is 4% for errors in production, 1.72% in distribution, and 2.41% when both are combined. In the Future Perfect Simple, that number is 5.88% of errors in errors of production, 1.72% in distribution, and 2.62% in total. Across all tenses, the percentage of errors in production is 9.47%, 3.31% for errors in distribution, and 3.54% for all errors combined. When it comes to orthographical errors, or errors in spelling, the percentage is even lower. All spelling errors were accounted for in the production part, since wrong spelling signalizes a faulty production which is non-existent in the English language. Therefore, in Past Perfect the percentage is 5.56% for errors in production, and only 1.49% if we are looking at the number of all errors. In the Present Perfect Simple, this percentage is somewhat higher (12%), but looking at the errors in total, it comes down to only 3.61%. In the Future Perfect Simple tense, the amount of spelling errors is 8.82%, and in total only 2%. Across all tenses that number is 8.42% in all errors of production, and 2.18% in all errors combined. Finally, the category of person was also less problematic. The results show that 5.56% of errors in production were errors of person in the Past Perfect tense. There were 4.08% of errors in distribution in the same tense, and 4.48% when combined. In the Present Perfect tense that amount was 8% for production, 8.62% for distribution, and 6.02% when combined. There were no such errors in the Future Perfect tense. Across all tenses, the amount is 4.21% of all errors in production, 2.57% of errors in distribution, and only 2.10% of errors in total.

The sample was examined again, and another classification was made – the errors from both the productive and the receptive part of the test were described with reference to their origin. For a statistical analysis of intralingual and interlingual errors for the researched tenses, see the table below (Table 4.)

[5] It is to be noted that the category of aspect has been presented in the distinction of the progressive and the perfective aspect. All errors marked as tense errors in the analysis above can also be marked as aspect errors (see footnote 1), but since only the perfect perfective tenses have been examined in this research, it was necessary to make this distinction as well.

Table 4. The percentage of intralingual and interlingual errors across all tenses.

TENSE	Intralingual errors	Interlingual errors
Future Perfect Simple	34.51%	39.95%
Past Perfect Simple	32.88%	26.63%
Present Perfect Simple	13.86%	23.10%
All tenses	27.08%	29.89%

As the results have shown, intralingual errors comprise 34.51% of all errors made in the Future Perfect Simple tasks, 32.88% of all errors in the Past Perfect Simple, and 13.86% of all errors in the Present Perfect Simple. Across all tenses, the amount of all intralingual errors is 27.08% of all errors. Interlingual errors, on the other hand, comprise even 39.95% of errors in the Future Perfect tasks, 26.63% in the Past Perfect, and 23.10% in the Present Perfect. Across all tenses, that number slightly surpasses the number of overall intralingual errors (29.89%).

Furthermore, intralingual and interlingual errors were examined with reference to the strategies learners turned to in their task solving, which resulted in erroneous structures. Statistical analysis gave the results which can be seen in the table below (Table 5).

Table 5. The percentage of the intralingual and interlingual strategies used across all tenses.

TENSE	PAST PERFECT S.	PRESENT PERFECT S.	FUTURE PERFECT S.	ALL TENSES
INTRALINGUAL ERRORS - STRATEGY				
ignorance of rule restriction	43.80%	78.43%	79.53%	67.25%
incomplete rule application	26.45%	25.49%	25.21%	25.72%
overgeneralization	28.93%	0.00%	1.57%	10.17%
misanalysis	0%	5.88%	21.26%	9.05%
exploiting redundancy	10.74%	15.69%	0%	8.81%
overlooking coocurrence restrictions	4.96%	1.96%	18.91%	8.61%
hypercorrection	0.00%	0.00%	10.24%	3.41%
false analogy	1.65%	1.96%	0%	1.20%
INTERLINGUAL ERRORS - STRATEGY				
negative transfer (literal translations of grammatical structures)	14.29%	100.00%	100.00%	71.43%
markedness	85.71%	0.00%	0.00%	28.57%

As the results have shown, the strategy used most in cases of intralingual errors was *ignorance of rule restriction*. It caused 67.25% of all errors across all tenses. In specific tenses, the numbers go as following: in the Past Perfect tasks the percentage was 43.80%, in

the Present Perfect it was 78.43%, and in the Future Perfect even 79.53% of all errors. This strategy is followed by *incomplete rule application*, which caused 25.72% of all errors. More specifically, in the Past Perfect tense this strategy caused 26.45% of errors, in Present Perfect 25.49%, and in Future Perfect 25.21%. Furthermore, another commonly used strategy was *overgeneralization*, which caused 10.17% of all errors. In the Past Perfect tense, this strategy caused 28.93% of errors, and in the Future Perfect tense only 1.57%. However, it was not used in solving the Present Perfect Simple tasks. The strategy of *misanalysis* (or *false hypothesizing*) caused 9.05% of errors across all tenses. There were no cases of misanalysis found within the tense of Past Perfect, while in Future Perfect it caused 21.26% of the errors. In Present Perfect only 5.88% of errors were caused by this strategy. *Exploiting redundancy* caused 8.81% of errors across all tenses. In the Past Perfect tense this percentage goes up to 10.74% of errors, while in the Present Perfect tense it goes even higher – to 15.69%. However, in trying to solve the Future Perfect tasks, this strategy was not used at all. Furthermore, another strategy used was *overlooking co-occurrence restrictions*. It caused 8.61% of errors in total across all tenses. Specifically, it caused 4.96% of errors in the Past Perfect tense, barely 1.96% of errors in the Present Perfect tense, and even 18.91% of errors in the Future Perfect tense. Two of the least used strategies were *hypercorrection,* and *false analogy*. *Hypercorrection* did not cause any errors in either Past Perfect or Present Perfect, but it caused even 10.24% of errors in Future Perfect. When looking at all tenses together, this percentage comprises only 3.41% of all errors in total. *False analogy* was used even less, causing only 1.20% of errors across all tenses – 1.65% of errors in Past Perfect, 1.96% in Present Perfect, and none in Future Perfect. In interlingual errors, there were two problematic occurrences accounted for in this analysis – markedness (negative transfer of an unmarked item), and negative transfer in the sense of literal translations of grammatical structures (in cases where there was no literal grammatical counterpart in Croatian language). The results have shown that the greater problem were literal translations, which comprised 71.43% of errors in total across all tenses. This strategy caused 14.29% of errors in the Past Perfect tense, and 100% of errors in the Present and the Future Perfect tense. Markedness, as a problem, appeared only in the Past Perfect tense with the percentage of 85.71% of errors caused by the learners' mother tongue. Looking across all tenses, this percentage comes down to 28.57% of errors in total.

5.6. DISCUSSION

As it can be seen from the Table 1, the Future Perfect simple has the largest amount of errors made, and it seems to be the most problematic of the tenses, although all three tenses scored quite low (had fewer correct than incorrect answers), or quite high in errors. The second most problematic tense seems to be the Past Perfect tense, and the least problematic is definitely the Present Perfect. The learners showed better knowledge on the receptive part of the test, especially in the Present Perfect tasks. The productive part of the test was quite problematic for all three tenses, though the Future Perfect tense should be specifically emphasized, and the Past right after. It is not surprising that results are such – we can assume that the knowledge of the Present Perfect is the best of the three because it is more commonly used than the other two tenses. For that reason, it is generally more discussed, practiced, and revised in secondary school classes. Since Future Perfect is rather rarely used, it is not surprising that the learners have difficulties with recognizing and producing it. When it comes to reception, learners were a bit better at it. The reason for this might be that learners are generally more exposed to the target language reception (through movies, music, etc.) than to its production. This could possibly indicate to the teachers that the language teaching should focus more on communication, so that the learners would get the first-hand experience in the language usage, which could especially be useful for the grammatical perception of time and the grammatical constructions which differ from those encountered in the learners' mother tongue. In other words, a whole new way of perceiving time and expressing it should be practiced more extensively.

Table 2 elaborates on the errors made in the productive part of the test. It shows the learners' knowledge of verb groups (errors in production) and usage of tenses (errors in distribution). Future Perfect again stands out here – it is surprising how learners cannot recognize the correct tense or access the correct form, and to what extent the forms provided by them were erroneous. For example, answers like these show a general lack of knowledge of verb groups: *would/prepared, will had finish, will be preapiring, will have make, is will arrived, does will came*. These faulty attempts show that the learners recognized the time in question was future, but failed to recognize the concept of anteriority, and therefore failed to access the correct grammatical form which expresses it. It is surprising that the Past Perfect had a higher erroneous production percentage; however, the provided answers were not as far away from the correct form: *have/destroy, has/distroied, has/destroyed.* They mostly managed to recognize the *auxiliary + main verb* formation, but failed to apply the rule completely (*past*

form of the auxiliary have + past participle of the main verb). There were also attempts to express the Past Perfect with the Past Simple – again, the correct time was recognized, but the concept of anteriority was not. The Present Perfect showed a rather low percentage of errors in production, and a bit higher percentage of those in distribution. As was the case with the former two tenses, the learners managed to recognize the time in which the action began, that is the past, but failed to see its connection to the other time in question, that is the present. Here, the distribution of the tense was more problematic, as the learners mostly chose to use a different tense to express the meaning of Past Perfect, mostly Past Simple (*didn't see, learned, was learned*). Some may argue that the reason for this might be the influence of American variety of English, and some that the reason may lie in the learners' mother tongue. Something more will be said on this topic a bit further in the paper. For the list of all errors, see APPENDIX 3-5.

Table 3 should be looked at having in mind its relation to Table 2. It shows grammatical categories which were the most problematic in the production and distribution of the tenses separately, and in total. It is obvious from the start, and can be concluded from the results above, that tense recognition is the most problematic. It scored as high as 98.64% in the overall errors made, which is a rather worrying fact, and is a further indication for the necessity of a more detailed instruction by a teacher. As expected, tense formation (positive, negative, and interrogative formation) was second most common grammatical category of error. The reason for acquisition difficulties may lie in, as noted above, inappropriate instruction, but it could also lie in the fact that the Croatian language lacks the equivalent tense usage and concept, as was noted in the contrastive analysis earlier in this paper. Of all tenses, the Future Perfect should be given the most attention, since it had the most mistakes in tense formation, as was noted above. Another category which turned out somewhat problematic was faulty use of the passive voice, which indicates a possible lack of knowledge on the voice formation and usage or lack of understanding of the concept. A wrong choice of lexical items, wrong spelling, and the category of person seem to be less prominent and are too individual to be taken as indications of general problems (since only a few students made errors in these categories). When looking at the category of aspect in the distinction of progressive and perfective aspect, it can be seen that it is not very problematic and it also seems to be rather individual, but of course if we are looking at the category of aspect having in mind the perfect aspect as a tense system on its own, then it is definitely the most problematic category.

Table 4 shows a further classification of errors into interlingual and intralingual errors. Since the productive part of the test was only translations, many interlingual errors were expected. Furthermore, earlier contrastive analysis also showed that the structure of the Croatian language could cause these errors too. The majority of interlingual errors can be seen in the results for the Future Perfect, which had the most intralingual errors, and in the results for the Past Perfect. These two tenses are specifically problematic in the sense of a lack of target language knowledge, as was elaborated above. The Present Perfect had the fewest intralingual errors (only 13.86%), which shows, when compared to the former two tenses (34.51% and 32.88%, respectively), a rather good knowledge of the target language system, as well as the tense recognition and usage. It is interesting however, that in general (across all tenses), there were more interlingual errors. The difference is, however, only in 2.81%, which can hardly be called significant.

Table 5 provides a better insight into the learners' intralingual and interlingual errors. The results of interlingual errors confirm the assumptions made by the contrastive analysis earlier in this paper. For example, the assumption that the learners will make a markedness error (transfer of the unmarked item) in the Past Perfect Simple since the Pluperfect is a marked item in Croatian, and it is even stylistically marked, was confirmed. The unmarked item in the Croatian language is *Perfekt* (Past Simple) and it was assumed it will be transferred into English sentences which express anteriority in the past. This was confirmed, and even 85.71% or Past Perfect errors were identified as being caused by the above mentioned phenomenon. Furthermore, the contrastive analysis assumed that the learners will try to use the Past Simple tense for expressing the concept of Present Perfect because in the Croatian language *Perfekt* is used for the concepts which correspond the English Present Perfect. This was also confirmed, as was already noted above – many of the learners' errors were attempts at forming some kind of a past tense – mostly Past Simple. However, these results should be approached with some caution as some of the errors attributed to interlingual influence could as well be caused by the influence of the American variety of English (in American English present resultative sense can be and is usually expressed with the Past Simple tense, so the students may have been influenced by a more familiar variation) (Algeo, 2007). The results also confirm the assumption that the learners will try to use Future Simple in places where Future Perfect should be used. This is, as it was stated in the contrastive analysis, due to the fact that Future I (which corresponds to English Future Simple) is commonly used to express future, and is used in the contexts in which Future Perfect would be used in English, which could be why the learners failed to recognize the expression of

anteriority. Future Anterior, which is a formal equivalent of the Future Perfect, is not used in the same grammatical contexts (in Croatian it is mostly used only conditionally), so the errors in this tense were not ascribed to the problem of markedness, but to the problem of literal translation[6]. Situation was different with the Past Perfect markedness errors – the Pluperfect in Croatian completely corresponds to the English Past Perfect and is used in the same contexts; both Pluperfect and *Perfekt* are correct in the Croatian language, but *Perfekt* is more common, and this is why transferring of *Perfekt* into Past Simple was described in terms of markedness. On the other hand, if we are looking at it strictly formally, we could say that all the negative transfers and usages of the Future Simple where Future Perfect tense should have been used could be ascribed to the idea of markedness, since the Future Anterior is somewhat marked in Croatian language, while Future I is unmarked, and this could be the reason why the learners did not recognize the concept of anteriority as well. When it comes to intralingual errors, the strategies used only confirm what was mentioned above – that the biggest problem lies in the learners' lack of grammatical knowledge of the tenses. As can be seen in the Table 5, the most prominent strategies are ignorance of rule restriction and incomplete application of rules. Students do not have the necessary knowledge about the tenses usage and formation – they do not know when a certain tense is used and break the rules of the particular grammatical form application. Another indicative result is that more attention should be paid to the tense formation, as was also noted above, since even 25.72% of intralingual errors occurred due to the incomplete rule application. A lack of knowledge about the tense creation rules might also be the reason for using the strategies of overgeneralization and misanalysis – learners are trying to form the wanted tense, but are guessing at its form and even usage. A little less frequently used strategies were exploiting redundancy (double signaling – e.g. signaling of the tense both with the auxiliary and the main verb – *did wanted*), and overlooking co-occurrence restrictions (due to unawareness of possible verb combinations – *wasn't seen*), which again points to the necessity of paying more attention to tense formation and verb groups. Two least problematic strategies, which were so rare that they could even be a matter of individuals, were hypercorrection (only a few learners showed the tendency to over-monitor themselves), and false analogy, which was used only a few times, and it only concerned the spelling of some verbs (*had/destroied* – the learner changed 'y' into 'i' as in adjective comparison).

[6] Since it was established in the contrastive analysis that the Croatian language lacks the appropriate and explicit equivalents for the Present and Future Perfect, all errors made in those tenses were described as literal translations of the tense which would be used in the Croatian translation of the sentence.

6. CONCLUSION

This research was conducted in order to explore the way learners of secondary school, whose mother tongue is Croatian, acquire the English perfect aspect, or to be more specific, the three perfective tenses of the perfect aspect – Past Perfect Simple, Present Perfect Simple, and Future Perfect Simple. The research strived to identify and describe the errors learners make in the process of using the tenses, and to understand why those errors occur.

It was established that the most problematic of the three tenses was the Future Perfect Simple, which had the most errors in total of all tenses examined. The analysis showed to what extent this tense is problematic to learners of secondary school, and this problem is one of the indicative results of this research. The least problematic tense of the three was Present Perfect. Furthermore, as was expected, the productive part of the test yielded more errors. The receptive part was problematic as well, but not to the extent the productive part was, which leads us to believe more attention should be paid to sentence production. In the productive part, the distribution of the tenses presented a greater problem. This means the learners have more problems with usage of the tenses than with the production of verb groups. However, special attention should be paid to the production of the Future Perfect tense, since the results showed a significant lack of understanding of this particular form. In short, the greatest problem lies in the grammatical categories of tense, and tense formation (and of course aspect in this sense). Some minor problems lie in the usage of voice, lexis, aspect (progressive vs. perfective), spelling and in the application of category of person. This research also established that a slightly greater problem lies in the interference of learner's mother tongue. However, a lack of the target language knowledge is also rather significant, especially for the Future and the Past Perfect Simple tenses. The most prominent intralingual strategies included ignorance of rule restriction, and incomplete rule application, which confirms the previous analysis. These two were specially problematic, which is also an indicative result of this research. Other, less prominent strategies, included overgeneralization, misanalysis, exploiting redundancy, overlooking co-occurrence restrictions, hypercorrection, and false analogy. The most prominent interlingual strategy was literal translation of grammatical structures, although the phenomenon of markedness also presented a significant influence, especially in the Past Perfect tense. These results confirmed all the assumptions made in the contrastive analysis.

The conclusions drawn upon this research may, however, not be completely reliable as the testing was done on a rather small sample of learners. Even so, it gave a valuable insight

into the problem of the perfect aspect acquisition, and it showed the necessity of further research of the topic. The results of this research may be used as guidelines in further instruction of this particular tense system – they may provide an insight into the most problematic facet of the perfect aspect acquisition.

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8. APPENDIX 1 – TEST

IME I PREZIME: _____

ŠKOLA: _____

RAZRED: _____

Task 1. Read the sentences carefully and choose the correct form.

1. I did not have any money because I_____ my wallet.
a) lost b) had lost c) have lost

2. Anna _____ her homework yet, and she should already be in bed.
a) had not finished b) did not finish c) has not finished

3. Next year, they_____ married for 25 years.
a) will be b) will have been c) have been

4. Sue_____ that movie 5 times already.
a) saw b) has seen c) will have seen

5. Drew leaves for work at 8.30. She will not be home at 9 o'clock because she_____already_____to work.
a) will/go b) has/gone c) will/have gone

6. By the time Alex finished his studies, he_____ in London for over eight years.
a) had been b) is c) was

7. Sally_____ in a choir ever since she was a little girl.
a) has sung b) sings c) sang

8. _____ the guests already _____ the food by the time you arrived?
a) Did/eat b) Have/eaten c) Had/eaten

9. He_____ to Cape Town before 1997.
a) was not b) had not been c) has not been

10. _____you ever_____ to London?
a) Did/be b) Had/been c) Have/been

11. I expect you_____your mind by tomorrow.
a) will not have changed b) will not change c) are not going to change

12. Do you think you _____your homework by the deadline?
a) finished b) will have finished c) will finish

Task 2. Translate these sentences into English.

1. Naš je sin naučio čitati.

_____

2. Kad smo došli do obale, oluja je već uništila naše kule od pjeska.

_____

3. Još uvijek nisam pogledao onaj novi film.

_____

4. Kad se on probudi, mi ćemo već pripremiti ručak.

_____

5. Čovjeka je udario auto. Vozač ga nije vidio.

_____

6. Hoće li on već stići kući do 5 sati?

_____

7. Jesi li ti porastao od kada sam te zadnji put vidjela?

_____

8. Nemoj doći u 4 sata. Do tada još neću završiti večeru.

_____

9. Jesi li naručio to piće koje ti je konobar donio?

_____

10. Nikada nisam bio u Francuskoj.

_____

11. Nije učio njemački prije nego se odselio u Njemačku.

_____

12. Do sutra će se sve promijeniti.

_____

9. APPENDIX 2 – TOTAL NUMBER OF ERRORS PER ITEM

RECEPTIVE
Past Perfect Simple

(1) I did not have any money because I had lost my wallet.
have lost – 9
lost – 12

correct answers: 25
errors total: 21
unsolved: 0

(6) By the time Alex finished his studies, he had been in London for over eight years.
was – 12
is – 4

correct answers: 30
errors total: 16
unsolved: 0

(8) Had the guests already eaten the food by the time you arrived?
did/eat - 7
have/eaten – 20

correct answers: 19
errors total: 27
unsolved: 0

(9) He had not been to Cape Town before 1997.
was not - 6
has not been – 15

correct answers: 25
errors total: 21
unsolved: 0

Present Perfect Simple

(2) Anna has not finished her homework yet, and she should already be in bed.
did not finish – 7
had not finished – 3

correct answers: 36

errors total: 10
unsolved: 0

(4) Sue has seen that movie 5 times already.
saw – 19

correct answers: 27
errors total: 19
unsolved: 0

(7) Sally has sung in a choir ever since she was a little girl.
sings – 15
sang – 5

correct answers: 26
errors total: 20
unsolved: 0

(10) Have you ever been to London?
did/be – 1
had/been – 3

correct answers: 42
errors total: 4
unsolved: 0

Future Perfect Simple

(3) Next year, they will have been married for 25 years.
will be – 22
have been – 2

correct answers: 22
errors total: 24
unsolved: 0

(5) Drew leaves for work at 8.30. She will not be home at 9 o'clock because she will already have gone to work.
has/gone – 23
will/go – 3

correct answers: 20
errors total: 26
unsolved: 0

(11) I expect you will not have changed your mind by tomorrow.
are not going to change - 16
will not change – 24

correct answers: 6
errors total: 40
unsolved: 0

(12) Do you think you will have finished your homework by the deadline?
will finish – 32
finished – 2

correct answers: 12
errors total: 34
unsolved: 0

PRODUCTIVE
Past Perfect Simple

(2) Kad smo došli do obale, oluja je već uništila naše kule od pjeska. (had ruined)
destroyed – 2
is destroyed – 1
are smashing – 1
were ruined – 1
was/damaged – 1
was/ruin – 1
has/destroyed – 10
have/destroy – 1
has/distroied – 1
had/destroied – 1
? – 3

correct answers: 23
errors total: 20
unsolved: 3

(5) Čovjeka je udario auto. Vozač ga nije vidio. (had not seen him)
didn't see – 15
didn't saw – 7
didn't seen – 1
was not seen – 2
wasn't saw – 1
hasn't seen – 3

hasn't saw – 1
hasn't see – 1
haven't seen – 1
hadn't saw – 4

correct answers: 10
errors total: 36
unsolved: 0

(9) Jesi li naručio to piće koje ti je konobar donio? (Had you ordered)
do/order – 1
are/order – 1
are/ordered – 1
did/order – 16
did/? – 2
did/wanted – 1
did/searched – 1
did/ordered – 3
have/ordered – 11
have/order – 1
have/been ordered – 1
had/? – 1
? – 3

correct answers: 3
errors total: 40
unsolved: 3

(11) Nije učio njemački prije nego se odselio u Njemačku. (had not learned)
is not learn – 2
didn't learn – 10
didn't study – 4
didn't learned – 1
wasn't learning – 3
haven't learnt – 1
haven't learned – 1
haven't been learning – 2
haven't learn – 1
hasn't studied – 2
hasn't been learning – 1
hadn't been studying – 5
hadn't been learning – 2
hadn't learn – 2
hadn't been learn – 1

? – 1

correct answers: 7
errors total: 38
unsolved: 1

Present Perfect Simple

(1) Naš je sin naučio čitati. (has learned)
are lern – 1
is learned – 1
learnt – 3
learned – 19
learnd – 1
was learned – 1
was learn – 1
was learnd – 1
was learnt – 1
have/learned – 1
have learned – 1
has learn – 1
had learn – 3
had learned – 2
? – 1

correct answers: 8
errors total: 37
unsolved: 1

(3) Još uvijek nisam pogledao onaj novi film. (haven't seen)
didn't saw – 4
didn't watch – 6
didn't watched – 1
didn't looked – 1
wasn't looked – 1
haven't watch – 1
haven't looked – 1
hasn't seen – 1
hadn't watched – 4
hadn't saw – 1

correct answers: 25
errors total: 21
unsolved: 0

(7) Jesi li ti porastao od kada sam te zadnji put vidjela? (Have you grown up)
are/growing – 1
are/get higher – 1
do/grow up – 1
did/grow up – 13
did/grew up – 2
did/get bigger – 1
have/been grow up – 1
have/grow up – 2
have/grew up – 2
had/grow – 1
? – 2

correct answers: 19
errors total: 25
unsolved: 2

(10) Nikada nisam bio u Francuskoj. (I have never been)

correct answers: 46
errors total: 0
unsolved: 0

Future Perfect Simple

(4) Kad se on probudi, mi ćemo već pripremiti ručak. (we will have prepared)
were prepared – 1
prepare – 1
are/making – 1
will/make – 8
will prepare – 8
will/finish – 1
will have (the lunch) ready – 1
are/going to prepare – 2
will be preapiring – 1
will be prepairing – 1
will be/prepared – 1
will be/made – 1
(lunch) will be done – 1
have been prepared – 1
have prepared – 1
would/prepared – 1

would prepare – 3
will have/make – 1
will have been making – 1
will had finish – 1
? – 1

correct answers: 8
errors total: 37
unsolved: 1

(6) Hoće li on već stići kući do 5 sati? (Will he have arrived)
does/will came – 1
is/will arrived – 1
is/going to come – 1
is/going come – 1
is/going to be – 1
did/come – 1
would be/come – 1
would/came – 3
would/come – 1
would/arrive – 1
will/came – 2
will/come – 6
will/arrive – 4
will/be – 4
will/get – 1
will/arrived – 2
will/make it – 1
will/had arrived – 1
? – 2

correct answers: 11
errors total: 33
unsolved: 2

(8) Nemoj doći u 4 sata. Do tada još neću završiti večeru (I will not have finished)
can't finished – 1
am not going to finish – 1
didn't finish – 1
will not finished – 2
won't finis – 1
won't finish – 14
won't done – 1

won't make – 1
won't prepared – 1
won't prepare – 1
won't finished – 1
will not have (the dinner ready) – 1
will not be finished – 1
won't be finished (with lunch) – 1
won't be finished (with dinner) – 1
wouldn't/finished – 1
would done – 1
wouldn't be finish – 1
wouldn't finish – 1
won't have finish – 1
wouldn't have finished – 1
haven't finished – 1
had not finished – 1
? – 2

correct answers: 7
errors total: 37
unsolved: 2

(12) Do sutra će se sve promijeniti. (will have changed)
is going to change – 7
will change – 16
will changed – 2
will be change – 3
will be different – 4
will be changed – 8
would be/change – 1
would be changed – 1
had changes – 1

correct answers: 3
errors total: 43
unsolved: 0

10. APPENDIX 3 – ERROR ANALYSIS OF PAST PERFECT SIMPLE

RECEPTIVE PART
Past Perfect Simple

(1) I did not have any money because I had lost my wallet.

Intralingual Errors		***Interlingual Errors***	
have/lost	incomplete rule application – the process of backshifting of the auxiliary 'have' has not been done; aditionally, the resultative sense of the clause 'I've lost my wallet' with present time reference is probably a much more frequent construction, which prompted this answer as well	lost	markedness – an unmarked parameter unsuccessfully transfered (in Croatian Past Simple is unmarked and is often used instead of the Pluperfect, which is marked); however, this could also possibly be an intralingual error (in AmE present resultative sense is usually expressed with Past Simple[7], so the students may have overlooked both the time reference and the dialectal variation)

(6) By the time Alex finished his studies, he had been in London for over eight years.

Intralingual Errors		***Interlingual Errors***	
is	ignorance of rule restriction – lack of knowledge about the usage Present Simple is used	was	markedness – an unmarked parameter unsuccessfully transfered

(8) Had the guests already eaten the food by the time you arrived?

Intralingual Errors		***Interlingual Errors***	
have/eaten	overgeneralization – prompted by the adverb	did/eat	markedness – an unmarked parameter

[7] As noted in John Algeo's book *British or American English? A Handbook of Word and Grammar Patterns.* (2007: 26-28)

	'already' which automatically prompts the use of Present Perfect; constructional misanalysis – the consequence of overgeneralization; incomplete rule application of backshifting		unsuccessfully transfered

(9) He had not been to Cape Town before 1997.

Intralingual Errors		***Interlingual Errors***	
has not been	overgeneralization – L chose the Present Perfect form because of the similar, more commonly used construction – *he has never been to*	was not	markedness – an unmarked parameter unsuccessfully transfered

PRODUCTIVE PART

Past Perfect Simple

(2) Kad smo došli do obale, oluja je već uništila naše kule od pjeska. (had ruined)

Erroneous usage and formation **had + participle**					
Errors in the Production of Verb[8] *Groups*		*comment (wrong:)*	*Errors in the Distribution of Verb Groups*		*comment (wrong:)*
was/ruin	was + stem	tense, tense formation[9], voice	destroyed	verb + ed	tense
have/destroy	have + stem	tense, tense formation, person	is destroyed	is + verb + ed	tense, voice
has/distroied	has + misspelled participle	tense, tense formation, spelling	are smashing	are + stem + ing	tense, aspect, lexeme

[8] classification made as in: Richards, 1974: 183-188

[9] since aspect is wrong in all non-perfect tenses, it was not separately marked – only the progressive tenses were aditionaly indicated (as all the perfect tenses in question are also perfective)

had/destroied	had + misspelled participle	spelling	were ruined	were + verb + ed	tense, voice
			was/damaged	was + verb + ed	tense, voice, lexeme
			has/destroyed	has + participle	tense

Intralingual Errors[10]		***Interlingual Errors***	
was/ruin	ignorance of rule restriction – L was unsure of the correct past tense and its usage; incomplete rule application – L misconstrued Passive	destroyed	markedness – an unmarked parameter unsuccessfully transfered
have/destroy	ignorance of rule restriction – lack of knowledge about the use of the Present Perfect tense; L failed to recognize the 3rd person singular; incomplete rule application – failed to access past participle instead of stem in the chosen Perfect tense	is destroyed	negative L1 transfer – attempted to transfer the Past Simple (hrv. Perfekt) form literally – is = je, destroyed = uništio; failed to recognize the produced TL item was actually the passive form
has/distroied	ignorance of rule restriction – failure to recognize the restrictions of Present Perfect; false analogy – changed "y" into "i" as in adjective comparison ("happy" – "happiest")		
had/destroied	false analogy – spelling, as above		
are smashing	ignorance of rule restriction – ignorance of the usage of the provided tense; overgeneralization – this particular L seems to be the most familiar		

[10] errors classification, description, and diagnosis presented as in James, 1998: 179-189, and Richards, 1974: 172-181

	with the Present tenses and therefore he/she decided to access one in this case too		
were ruined	ignorance of rule restriction – ignorance of the usage and formation of the tense – wrong person selected within the chosen tense (not a matter of voice though it might appear so, as L wrote *the wind were ruined*)		
was/damaged	ignorance of rule restriction – L was unsure of the correct past tense and its usage, ignorant of the correct form, ignorant of the passive/active differentiation; incomplete rule application – no backshifting		
has/destroyed	ignorance of rule restriction – L failed to notice the action happened in the past, despite the signaling in the first part of the sentence; incomplete rule application – no backshifting		

(5) Čovjeka je udario auto. Vozač ga nije vidio. (had not seen him)

Erroneous usage and formation **had + participle**					
Errors in the Production of Verb Groups		*comment (wrong:)*	*Errors in the Distribution of Verb Groups*		*comment (wrong:)*
didn't saw	did + not + irregular verb (past form)	tense, negation formation	didn't see	did + not + stem	tense
didn't seen	did + not + participle	tense, negation formation	was not seen	was + not + participle	tense, voice
wasn't saw	was + not +	tense,	hasn't seen	has + not	tense

	irregular verb (past form)	negation formation		+ participle	
hasn't saw	has + not + irregular verb (past form)	tense, negation formation	haven't seen	have + not + participle	tense, person
hasn't see	has + not + stem	tense, negation formation			
hadn't saw	had + not + irregular verb (past form)	tense, negation formation			

Intralingual Errors		***Interlingual Errors***	
didn't saw	exploiting redundancy – signaling the past tense with both auxiliary and the main verb; ignorance of rule restriction – trying to use Past Simple while ignorant of its usage	didn't see	markedness – an unmarked parameter unsuccessfully transfered
didn't seen	ignorance of rule restriction and incomplete rule application – L failed to acces the correct auxiliary for the Perfect tense, unaware of the imposible co-occurrence (did + participle)		
wasn't saw	ignorance of rule restriction – L does not understand the concept of the Past Perfect Simple tense, tries to form the past with his incomplete knowledge of the past tenses formation; also ignorance of rule restriction for Passive (the first sentence which *is* passive might have confused the Ls with the following shift		

	into active voice)		
wasn't seen	ignorance of rule restriction – L does not know when to apply which auxiliary and overlooking the impossible co-occurrence of the particular auxiliary and the participle; also possibly ignorance of rule restriction for Passive as above		
hasn't saw	ignorance of rule restriction – L is unaware of the correct usage of the Present and Past Perfect Simple; incomplete rule application – missing participle and the lack of backshifting		
hasn't see	ignorance of rule restriction – wrong usage and formation of the Present Perfect; L does not recognize the Past tense		
hadn't saw	incomplete rule application – failed to acces the participle form		
hasn't seen	ignorance of rule restriction – L failed to recognize the difference between Present and Past Perfect tense; the lack of backshifting – incomplete rule application		
haven't seen	ignorance of rule restriction as above, but also incomplete rule application as above, and wrong person		

(9) Jesi li naručio to piće koje ti je konobar donio? (Had you ordered)

Erroneous usage and formation **had + participle**					
Errors in the Production of Verb Groups		*comment (wrong:)*	*Errors in the Distribution of Verb Groups*		*comment (wrong:)*
are/order	are + stem	tense, interrogative formation	do/order	do + stem	tense
did/wanted	did + verb + ed	tense, interrogative formation, lexeme	are/ordered	are + participle	tense, voice
did/searched	did + verb + ed	tense, interrogative formation, lexeme	did/order	did + stem	tense
did/ordered	did + verb + ed	tense, interrogative formation	have/ordered	have + participle	tense
have/order	have + stem	tense, interrogative formation	have/been ordered	have + been + participle	tense, voice
had/?	had + ?	interrogative formation, lexeme			
did/?	did + ?	tense, lexeme			

Intralingual Errors		***Interlingual Errors***	
are/order	ignorance of rule restriction – L is unaware of the differences between the present and the past tenses, unaware of the correct auxiliary-main verb co-occurrence	are/ordered	negative transfer – literal translation, except for the intralingual mistake (ignorance of the correct person) *are – si*; *ordered – naručio*
did/wanted	exploiting redundancy – double signaling of the past tense and ignorance of rule restriction (a lack of knowledge about the usage); avoidance (accesses the most familiar lexical item)	did/order	markedness – an unmarked parameter unsuccessfully transfered
did/searched	exploiting redundancy	did/?	an attempt of

	and ignorance of rule restriction as above, also avoidance (wrong lexical item)		transfering the unmarked parameter, but also (intralingual) a lack of lexical knowledge
did/ordered	exploiting redundancy and ignorance of rule restriction as above		
have/order	ignorance of rule restriction – unsure of the correct tense, incomplete rule application – L failed to acces the correct verb form (uses stem instead of participle), also failed to backshift		
had/?	avoidance – lack of lexical knowledge		
do order	incomplete rule application – does not understand the past/present differentiation, probably uses the most familiar tense (possible overgeneralization) without the proper knowledge about its usage		
have/ordered	incomplete rule application – wrong tense, present instead of past, but correct aspect		
have/been ordered	incomplete rule application – L misused Passive		

(11) Nije učio njemački prije nego se odselio u Njemačku. (had not learned)

Erroneous usage and formation **had + participle**					
Errors in the Production of Verb Groups		*comment (wrong:)*	*Errors in the Distribution of Verb Groups*		*comment (wrong:)*
is not learn	is + not + stem	tense, negation formation	didn't learn	did + not + stem	tense
didn't learned	did + not	tense,	didn't study	did + not +	tense

	+ verb + ed	negation formation		stem	
haven't learn	have + not + stem	tense, negation formation, person	wasn't learning	was + not + verb + ing	tense, aspect
hadn't learn	had + not + stem	negation formation	haven't learnt	have + not + verb + ed	tense, person
hadn't been learn	had + not + been + stem	tense, negation formation, aspect	haven't learned	have + not + participle	tense, person
			haven't been learning	have + not + been + verb + ing	tense, person, aspect
			hasn't studied	has + not + participle	tense
			hasn't been learning	has + not + been + verb + ing	tense, aspect
			hadn't been studying	had + not + been + verb + ing	tense, aspect
			hadn't been learning	had + not + been + verb + ing	tense, aspect

Intralingual Errors		***Interlingual Errors***	
is not learn	ignorance of rule restriction – unaware of the correct tense or aspect as well as form, unaware of the impossible auxiliary/verb co-occurrence, failed to produce the tense	didn't learn	markedness – an unmarked parameter unsuccessfully transfered
didn't learned	exploiting redundancy by double signaling; ignorance of rule restriction, i.e. lack of knowledge about the usage of the Past Simple tense as well as the Past Perfect Simple	didn't study	markedness – an unmarked parameter unsuccessfully transfered
haven't learn	ignorance of rule restriction and incomplete rule application – managed	wasn't learning	negative transfer – literal translation: *wasn't – nije; learning – učio*

	to notice the aspect but failed to distinguish between the present and the pasz form, also failed to acces the participle instead of the stem		(imperfective lexical aspect of the verb *učiti* in Croatian language)
hadn't learn	incomplete rule application – failed to accest the participle form	hadn't been studying	possible negative transfer – plusquamperfect in Croatian language *Nije bio učio – učio* as an unfinished verb form
hadn't been learn	ignorance of rule restriction – failed to notice the difference between the progressive and perfective aspect; incomplete rule application – stem instead of the -ing form in the wrongly chosen progressive aspect	hadn't been learning	negative transfer, wrong hypothesizing about the aspect as above
haven't learned	incomplete rule application – L is unaware of the present/past distinction, not well faimiliar with the rule of usage, also wrong person		
haven't been learning	incomplete rule application – L does not distinguish between the progressive and the perfective aspect, did not recognize the correct person, no backshifting		
hasn't studied	incomplete rule application – L is unaware of when the tense is used; no backshifting		
hasn't been learning	incomplete rule application as above, unaware of the usage of the progressive aspect		
haven't learnt 1	as above (backshifting)		

11. APPENDIX 4 – ERROR ANALYSIS OF PRESENT PERFECT SIMPLE

RECEPTIVE PART

Present Perfect Simple

(2) Anna has not finished her homework yet, and she should already be in bed.

Intralingual Errors		***Interlingual Errors***	
had not finished	ignorance of rule restriction – L failed to apply the correct rule, unaware of the correct usage of the Past Perfect	did not finish	negative transfer – translation (*nije završila*); also possible intralingual error due to the influence of American variety

(4) Sue has seen that movie 5 times already.

Intralingual Errors		***Interlingual Errors***	
X		saw	negative transfer – translation (*je vidjela*); as above, possible intralingual error

(7) Sally has sung in a choir ever since she was a little girl.

Intralingual Errors		***Interlingual Errors***	
sang	ignorance of rule restriction – L lacks knowledge about the correct usage of the Present Perfect and the Past Simple tense, accesses the "simpler" and the more familiar form	sings	negative transfer – translation (*pjeva*)

(10) Have you ever been to London?

Intralingual Errors		***Interlingual Errors***	
had/been	ignorance of rule restriction – L does not distinguish between the Past and the Present Perfect usage	did/be	negative transfer – translation (*Jesi li ikada bio...*)

PRODUCTIVE PART

Present Perfect Simple

(1) Naš je sin naučio čitati. (has learned)

Erroneous usage and formation **have + participle**					
Errors in the Production of Verb Groups		*comment (wrong:)*	*Errors in the Distribution of Verb Groups*		*comment (wrong:)*
are lern	are + misspelled stem	tense, tense formation, spelling, person	is learned	is + verb + ed	tense, voice
learnd	misspelled verb + ed	tense, spelling	learnt	irregular verb (past form)	tense
was learn	was + stem	tense, tense formation	learned	verb + ed	tense
was learnd	was + misspelled verb + ed	tense, tense formation, spelling	was learned	was + verb + ed	tense, voice
has learn	has + stem	tense, tense formation	was learnt	was + irregular verb (past form)	tense, voice
had learn	had + stem	tense, tense formation	have learned	have + participle	tense, person
			had learned	had + participle	tense

Intralingual Errors		***Interlingual Errors***	
are lern	ignorance of rule restriction – L is unaware of the Present Perfect usage, formation, impossible verb/auxiliary co-occurrence, lack of lexical knowledge	is learned	negative transfer – literal translation – *is – je; learned – naučio*, combined the familiar verb forms so that they would sound closer to Croatian
learnd	false analogy – L added *–d* instead of *–ed* for past; ignorance of rule restriction – false usage of the Past Simple	learnt	negative transfer – translates the tense used in the Croatian system

was learn	ignorance of rule restriction – L does not have the knowledge about the proper usage of the wanted tense and aspect, does not know how to form the wanted tense or the Past Simple tense (which he/she was going for)	learned	negative transfer as above
was learnd	exploiting redundancy and negative transfer – L tried to signal the past tense used in Croatian with both the auxiliary and the stem; ignorance of rule restriction – does not know when to use the Present Perfect Simple tense; misanalysis – uses *–d* instead of *–ed*		
has learn	incomplete rule application – L failed to access the participle		
had learn	ignorance of rule restriction and incomplete rule application – missing participle		
was learned	ignorance of rule restriction – L does not recognize the correct tense or form, does not recognize the passive		
was learnt	as above		
have learned	incomplete rule application – L failed to access the correct person form		
had learned	ignorance of rule restriction – wrong tense used due to a lack of knowledge on its usage		

(3) Još uvijek nisam pogledao onaj novi film. (haven't seen)

Erroneous usage and formation **have + participle**					
Errors in the Production of Verb Groups		*comment (wrong:)*	*Errors in the Distribution of Verb Groups*		*comment (wrong:)*
didn't saw	did + not + irregular verb (past form)	tense, negation formation	didn't watch	did + not + stem	tense
didn't watched	did + not + verb + ed	tense, negation formation	wasn't looked	was + not + verb + ed	tense, voice, lexeme
didn't looked	did + not + verb + ed	tense, negation formation, lexeme	haven't looked	have + not + participle	tense, person, lexeme
haven't watch	have + not + stem	tense, negation formation, person	hasn't seen	has + not + participle	tense
hadn't saw	had + not + irregular verb (past form)	tense, negation formation	hadn't watched	had + not + participle	tense

Intralingual Errors		***Interlingual Errors***	
didn't saw	ignorance of rule restriction (lack of knowledge on the usage and formation of the wanted tense); exploiting redundancy: double signaling of the past tense	didn't watch	negative transfer – tried to translate the tense from the Croatian language – *nisam pogledao = didn't watch*
didn't watched	as above		
didn't looked	as above, but also a lack of lexical knowledge; possible negative transfer: *look = pogledati*		
haven't watch	incomplete rule application – L failed to access the participle		
hadn't saw	ignorance of rule restriction and incomplete rule		

	application – L failed to acces the participle, lack of knowledge about the tense usage		
wasn't looked	a lack of lexical knowledge; ignorance of rule restriction, usage, and formation; L accessed the simplest past form (false hypothesizing by observing the Croatian sentence)		
haven't looked	a lack of lexical knowledge		
hasn't seen	incomplete rule application – L failed to use the correct person		
hadn't watched	ignorance of rule restriction – L does not know the rules of the Past Perfect and Present Perfect tense		

(7) Jesi li ti porastao od kada sam te zadnji put vidjela? (Have you grown up)

Erroneous usage and formation **have + participle**					
Errors in the Production of Verb Groups		*comment (wrong:)*	*Errors in the Distribution of Verb Groups*		*comment (wrong:)*
are/get higher	are + verb + adjective	tense, lexical item, interrogative formation	are/growing	are + verb + ing	tense, aspect, lexical item
did/grew up	did + irregular verb (past form) (phrasal verb)	tense, interrogative formation	do/grow up	do + phrasal verb	tense
have/been grow up	have + been + phrasal verb	tense, aspect, interrogative formation	did/grow up	did + phrasal verb	tense
have/grow up	have + phrasal verb	tense, interrogative formation	did/get bigger	did + verb + adjective	tense, lexical item
have/grew up	irregular	tense,			

	verb (past form)	interrogative formation			
had/grow	had + stem	tense, interrogative formation, lexical item			

Intralingual Errors		***Interlingual Errors***	
are/get higher	ignorance of rule restriction – L is unaware of the wanted tense usage; possible negative transfer – *visoko – high – narasti – get higher;* usage of a simpler and more familiar auxiliary form (*are*)	did/grow up	negative transfer – transferred the tense from the Croatian system (*perfekt*)
did/grew up	ignorance of rule restriction (lack of knowledge about the proper tense), and exploiting redundancy – double signaling	did/get bigger	negative transfer (the tense), borrows an item similar to the meaning of the Croatian translation: *narasti – povećati se – postati veći – get bigger*
have/been grow up	ignorance of rule restriction – lack of knowlege about the progressive aspect as well as about its formation		
have/grow up	incomplete rule application – L failed to access the participle		
have/grew up	incomplete rule application – L failed to access the participle		
had/grow	ignorance of rule restriction and incomplete rule application – lack of knowledge about both the Present and Past Perfect tense; L failed to use the correct verb form after the auxiliary		
are/growing	ignorance of rule restriction – L does not have the knowledge		

	about the progressive aspect, probably uses the more familiar tense		
do/grow up	as above, L avoids to use any other kind of tense apart from the one he/she is most familiar with		

(10) Nikada nisam bio u Francuskoj. (I have never been)

Erroneous usage and formation **have + participle**					
Errors in the Production of Verb Groups		*comment (wrong:)*	*Errors in the Distribution of Verb Groups*		*comment (wrong:)*
X			X		

Intralingual Errors		***Interlingual Errors***	
X		X	

12. APPENDIX 5 – ERROR ANALYSIS OF FUTURE PERFECT SIMPLE

RECEPTIVE PART
Future Perfect Simple

(3) Next year, they will have been married for 25 years.

Intralingual Errors		***Interlingual Errors***	
have been	ignorance of rule restriction – lack of knowledge about the Present Perfect Simple (which was here chosen)	will be	negative transfer – literal translation – *bit će oženjeni – will be married*

(5) Drew leaves for work at 8.30. She will not be home at 9 o'clock because she will already have gone to work.

Intralingual Errors		***Interlingual Errors***	
has/gone	false hypothesizing and incomplete rule application due to the neglect of the reference time (future)	will go	negative transfer – literal translation – *otići će – will go*

(11) I expect you will not have changed your mind by tomorrow.

Intralingual Errors		***Interlingual Errors***	
are not going to change	ignorance of rule restriction – lack of knowledge about the usage of the chosen and wanted tense	will not change	negative transfer – literal translation – *nećeš promijeniti – will not change*

(12) Do you think you will have finished your homework by the deadline?

Intralingual Errors		***Interlingual Errors***	
finished	ignorance of rule restriction – L is not familiar with the proper usage of either of the tenses; chooses the most familiar form	will finish	negative transfer – literal translation – *ćeš završiti – will finish*

PRODUCTIVE PART

Future Perfect Simple

(4) Kad se on probudi, mi ćemo već pripremiti ručak. (we will have prepared)

Erroneous usage and formation **will + have + participle**					
Errors in the Production of Verb Groups		*comment (wrong:)*	*Errors in the Distribution of Verb Groups*		*comment (wrong:)*
will be preapiring	will + be + misspelled verb + ing	tense, tense formation, spelling, aspect	were prepared	were + participle	tense, voice
would/prepared	would + verb + ed	tense, tense formation	prepare	stem	tense
will be prepairing	will + be + verb + ing	tense, aspect, spelling	are/making	are + verb + ing	tense, aspect
will have make	will + have + stem	tense, tense formation	will/make	will + stem	tense
will had finish	will + had + stem	tense, tense formation	will prepare	will + stem	tense
			will/finish	will + stem	tense
			will have (the lunch) ready	will + have + noun + adjective	tense
			are/going to prepare	are + going to + stem	tense
			will be/prepared	will + be + participle	tense, voice
			will be/made	will + be + irregular verb (past)	tense, voice
			(lunch) will be done	noun + will + be + participle	tense, voice
			have been prepared	have + been +	tense, voice

				participle	
			would prepare	would + stem	tense
			have prepared	have + participle	tense
			will have been making	will + have + been + -ing form	tense, aspect

Intralingual Errors		***Interlingual Errors***	
were prepared	ignorance of rule restriction – L produced an incorrect verb form due to his/her lack of knowledge about the correct form and usage	will/make	negative transfer – translation – *pripremit ćemo; napravit ćemo ručak* (more common in Croatian language, therefore – make)
prepare	ignorance of rule restriction – lack of knowledge about the tenses, L uses the tense which is the easiest to access, possible overgeneralization (uses Present Simple for any tense)	will prepare	negative transfer – translation – *pripremit ćemo – will prepare*
are/making	as above, also possible overgeneralization	will/finish	negative transfer – translation of the tense (*pripremit ćemo – završit ćemo*); lack of lexical knowledge
will have (the lunch) ready	ignorance of rule restriction – wrong tense used	(lunch) will be done	negative transfer – translation – *will be done – bit će gotov*; L transferred the tense
are/going to prepare	ignorance of rule restriction		
will be preapiring	ignorance of rule restriction – lack of knowledge about word formation and usage of the progressive aspect, as well as the aspect in question		
will be prepairing	as above		
will be/prepared	ignorance of rule restriction but also lack of lexical knowledge and overlooking co-		

	occurrence restrictions		
will be/made	as above		
have been prepared	ignorance of rule restrictions – lack of knowledge about the passive form of the Present Perfect Simple, as well as the tense in question – L does not make a distinction		
have prepared	ignorance of rule restriction – L used Present Perfect, ignoring its usage restrictions		
would/prepared	ignorance of rule restriction and overlooking co-occurrence restrictions – impossible construction: would + verb + ed		
would prepare	ignorance of rule restriction – L did not apply the rules of formation for the Perfect Future Simple tense		
will have/make	incomplete rule application – L failed to access participle instead of stem in Perfect Future formation		
will have been making	ignorance of rule restriction – while a correct tense had been noticed, wrong aspect (progressive) was used		
will had finish	incomplete rule application – L noticed the future perfect tense but failed to produce it due to his/her lack of knowledge about the form		

(6) Hoće li on već stići kući do 5 sati? (Will he have arrived)

Erroneous usage and formation **will + have + participle**					
Errors in the Production of Verb Groups		*comment (wrong:)*	*Errors in the Distribution of Verb Groups*		*comment (wrong:)*
does/will came	does + will + irregular verb (past)	tense, interrogative formation	is/going to come	is + going to + stem	tense
is/will arrived	is + will + verb + ed	tense, interrogative formation	is/going to be	is + going to + stem	tense
is/going come	is + going + stem	tense, interrogative formation	did/come	did + stem	tense
would be/come	would + be + stem	tense, interrogative formation	would/come	would + stem	tense
would/came	would + irregular verb (past)	tense, interrogative formation	would/arrive	would + stem	tense
will/came	will + irregular verb (past)	tense, interrogative formation	will/come	will + stem	tense
will/arrived	will + verb + ed	tense, interrogative formation	will/arrive	will + stem	tense
will/had arrived	will + had + participle	tense, interrogative formation	will/be	will + stem	tense
			will/get	will + stem	tense
			will/make it	will + phrasal verb	tense

Intralingual Errors		***Interlingual Errors***	
does/will came	ignorance of rule restriction – lack of knowledge about the wanted tense; false hypothesizing – L notices the complexity of the action but fails to form the tense or the interrogative form correctly; he/she uses the most familiar auxiliary to form the question	will/come	negative transfer – tense translation

is/will arrived	ignorance of rule restriction and false hypothesizing as above, as well as overlooking co-occurrence restriction (impossible occurence: is + will + verb + ed)	will/arrive	negative transfer – tense translation
is/going to come	ignorance of rule restriction – L is unaware of the rules for the provided or wanted tense usage; uses the more familiar future tense	will/be	negative transfer – tense translation
is/going come	as above ignorance of rule restriction but also incomplete rule application – missing *to* in *going to*	will/get	negative transfer – tense translation
is/going to be	as above, ignorance of rule restriction	will/make it	negative transfer – tense translation; accessing a different semantical field than required – *stići – manage to arrive, make it*
did/come	ignorance of rule restriction – wrong tense usage, L lacks knowledge about the usage		
would be/come	ignorance of rule restriction – apart from the tense, L is unsure about the usage of modal *would* and co-occurrence restrictions – would + be + come is impossible		
would/came	ignorance of rule restriction, overlooking co-occurrence restrictions (would + not + came)		
would/come	as above, ignorance of rule restriction		
would/arrive	as above		
will/came	ignorance of rule restriction and		

	overlooking co-occurrence restrictions (will + irregular past form)		
will/arrived	ignorance of rule restriction and overlooking co-occurrence restrictions: will + arrived is impossible		
will/had arrived	incomplete rule application – failed to apply the correct form of the verb *have*		

(8) Nemoj doći u 4 sata. Do tada još neću završiti večeru (I will not have finished)

Erroneous usage and formation **will + have + participle**					
Errors in the Production of Verb Groups		*comment (wrong:)*	*Errors in the Distribution of Verb Groups*		*comment (wrong:)*
can't finished	can + not + verb + ed	tense, negation formation	am not going to finish	am + not + going to + stem	tense
will not finished	will + not + verb + ed	tense, negation fomration	didn't finish	did + not + stem	tense
won't finis	will + not + misspelled stem	tense, negation formation, spelling	won't finish	will + not + stem	tense
won't done	will + not + participle	tense, negation formation, lexeme	won't make	will + not + stem	tense
won't prepared	will + not + verb + ed	tense, negation formation	won't prepare	will + not + stem	tense
won't finished	will + not + verb + ed	tense, negation formation	will not have (the dinner ready)	will + not + have + noun + adjective	tense
wouldn't finished	would + not + verb + ed	tense, negation formation	will not be finished	will + not + be + participle	tense, voice
would done	would + participle	tense, negation formation	won't be finished (with lunch)	will + not + be + participle + with +	tense, voice, lexeme

				noun	
wouldn't be finish	would + not + be + stem	tense, negation formation	won't be finished (with dinner)	will + not + be + participle + with + noun	tense, voice
won't have finish	will + not + have + stem	tense, tense formation	wouldn't finish	would + not + stem	tense
			wouldn't have finished	would + not + have + participle	tense
			haven't finished	have + not + participle	tense
			had not finished	had + not + participle	tense

Intralingual Errors		***Interlingual Errors***	
can't finished	ignorance of rule restriction; false hypothesizing on the basis of a similar form *couldn't have finished*	won't finish	negative transfer – tense translation
am not going to finish	ignorance of rule restriction	won't make	negative transfer – tense translation; ignorance of the TL lexical item, substitution
didn't finish	ignorance of rule restriction – doesn't differentiate between past and future tenses	won't prepare	negative transfer – tense translation, substitution of the wanted lexical item
will not finished	ignorance of rule restriction, overlooking co-occurrence restrictions: L formed an impossible construction (will + not + verb + ed)		
won't finis	ignorance of rule restriction; lack of orthographical knowledge		
won't done	ignorance of rule restriction as well as overlooking co-occurrence restrictions		

	(will + not + participle)		
won't prepared	as above		
won't finished	as above		
will not have (the dinner ready)	ignorance of rule restriction – wrong tense used due to a lack of knowledge about the tense in question		
will not be finished	as above		
won't be finished (with lunch)	as above		
won't be finished (with dinner)	as above		
wouldn't finished	ignorance of rule restriction, uncertainty of which modal to use – overlooking co-occurrence restrictions (would + not + verb + ed)		
would done	ignorance of rule restriction as well as overlooking co-occurrence restrictions (would + participle)		
wouldn't be finish	ignorance of rule restriction, overlooking co-occurrence restrictions: impossible construction – would + not + be + stem		
won't have finish	ignorance of rule restriction, overlooking co-occurrence restrictions – does not notice the impossibility of the provided construction – will + not + have + stem		
wouldn't have finished	ignorance of rule restriction – uncertainty of modals usage		
haven't finished	ignorance of rule restriction – L used the Present Perfect tense due to his/her lack of knowledge on its usage		
had not finished	as above, but here Past Perfect was used		

(12) Do sutra će se sve promijeniti. (will have changed)

Erroneous usage and formation **will + have + participle**					
Errors in the Production of Verb Groups		*comment (wrong:)*	*Errors in the Distribution of Verb Groups*		*comment (wrong:)*
will changed	will + verb + ed	tense, tense formation	is going to change	is + going to + stem	tense
will be change	will + be + stem	tense, tense formation	will change	will + stem	tense
would be/change	would + be + stem	tense, tense formation	will be different	will + be + adjective	tense
had changes	had + verb + es	tense, tense formation	will be changed	will + be + adjective	tense
			would be changed	would + be + adjective	tense

Intralingual Errors		***Interlingual Errors***	
is going to change	ignorance of rule restriction – lack of knowledge about both tenses in question	will change	negative transfer – tense translation
will changed	ignorance of rule restriction as above, overlooking co-occurrence restrictions (will + verb + ed is impossible); possible incomplete rule application – L attempted to create Future Perfect, but was satisfied with just one auxiliary		
will be change	as above		
will be different	ignorance of rule restriction, hypercorrection – L chose the construction which has a smiliar meaning, probably trying to avoid the verb *change*		
will be changed	as above		

would be/change	ignorance of rule restriction and overlooking co-occurrence restrictions resulting in an incorrect construction		
would be changed	as in *will be changed* but also: L is unsure of the modal verbs usage		
had changes	ignorance of rule restriction; misanalysis – L noticed the perfect tense but failed to recognize and produce it		
wouldn't finish	ignorance of rule restriction, uncertainty of which modal to use		

13. APPENDIX 5 – VISUAL INTERPRETATION OF DATA

Visual interpretations of Table 1. (The percentage of errors made by learners in the receptive and the productive part of the test for all tenses.)

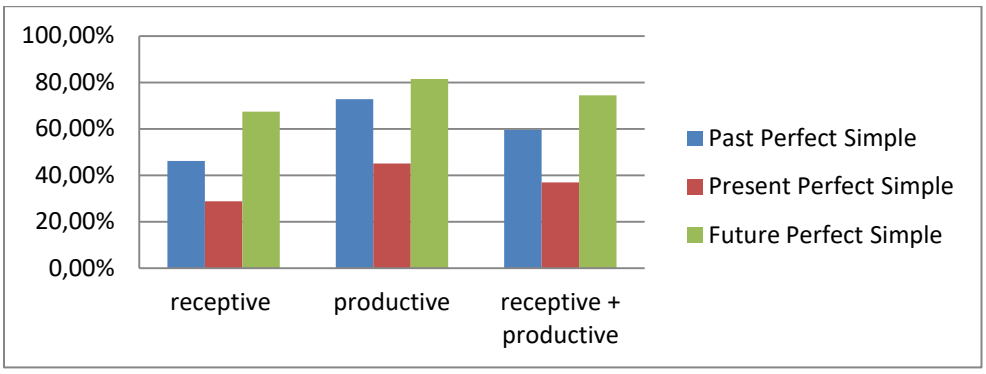


Figure 1. The percentage of receptive and productive errors.

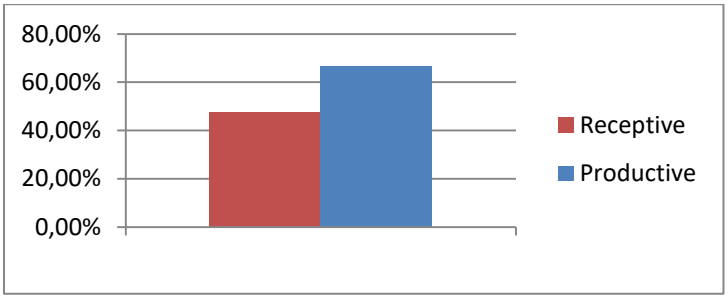


Figure 2. Total of errors for all tenses.

Visual interpretation of Table 2. (The percentage of errors in production and distribution from the productive part of the test (learners' translations) for all tenses.)

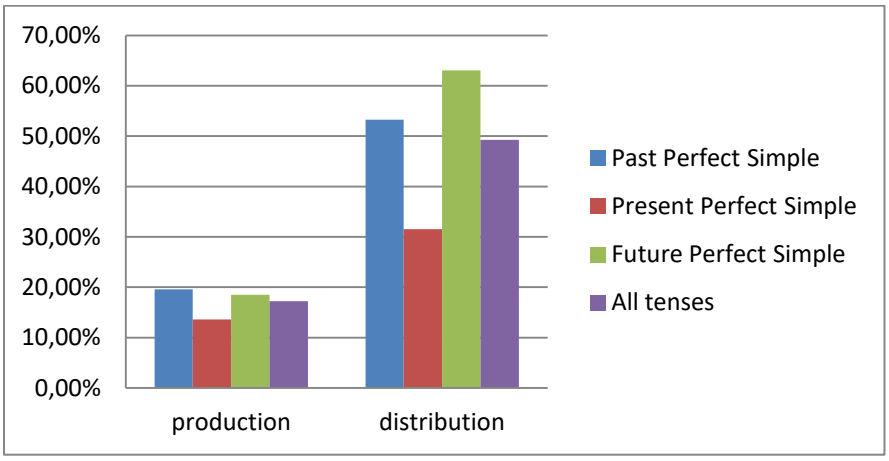


Figure 3. The Percentage of errors in production and distribution.

Visual interpretations of Table 3. (The percentage of the most problematic categories within errors in production and distribution.)

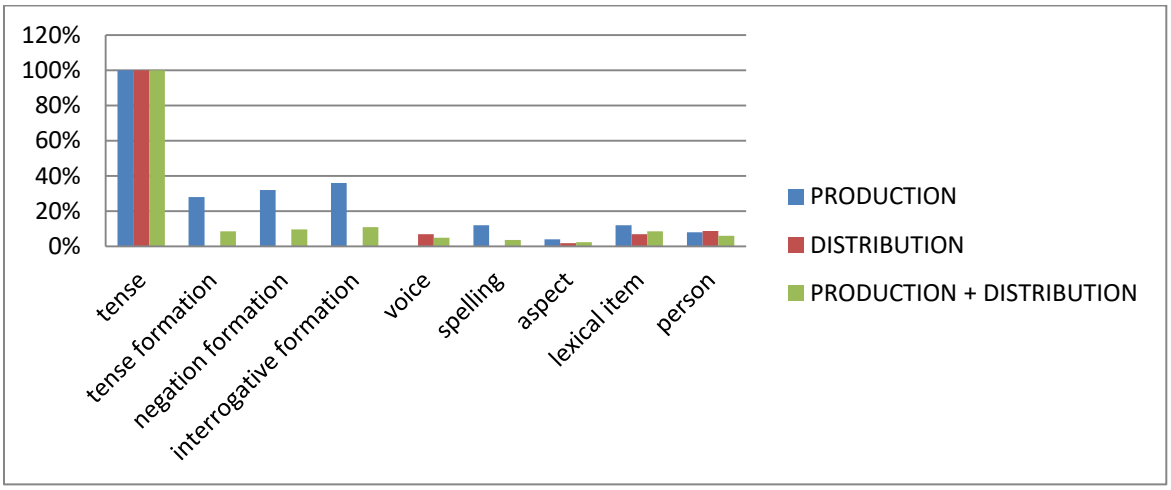


Figure 4. Most problematic category – Present Perfect Simple.

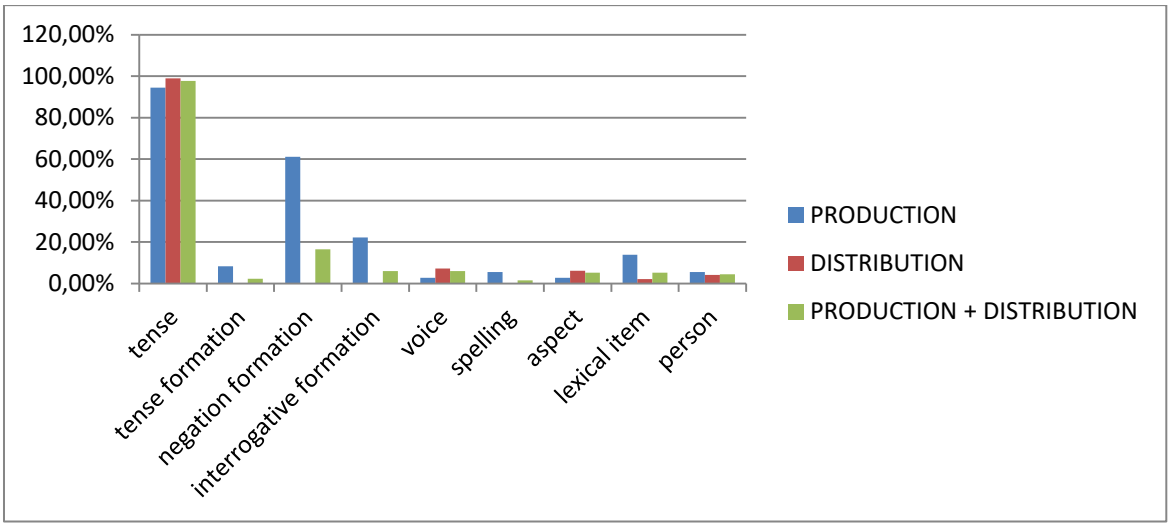


Figure 5. Most problematic category – Past Perfect Simple.

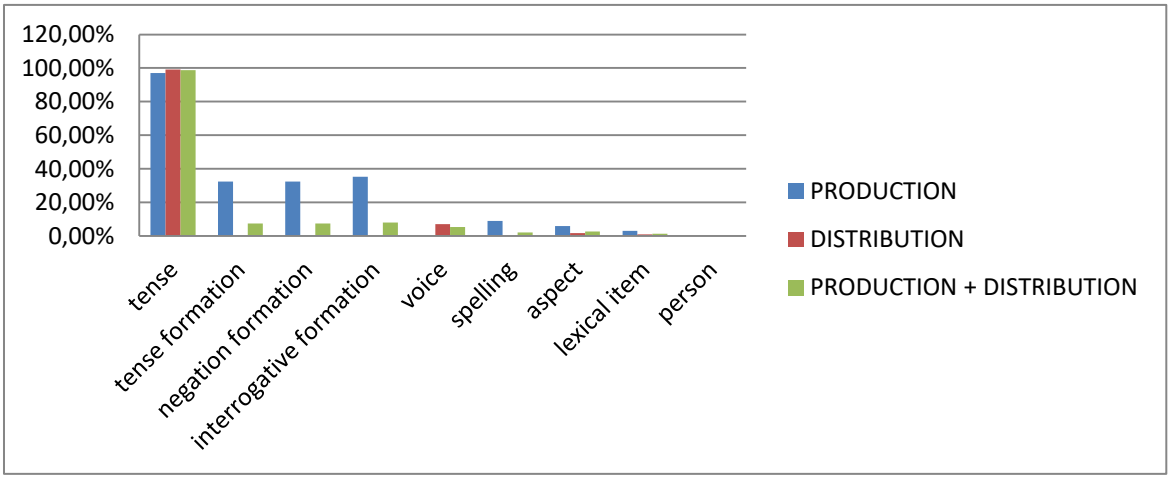


Figure 6. Most problematic category – Future Perfect Simple.

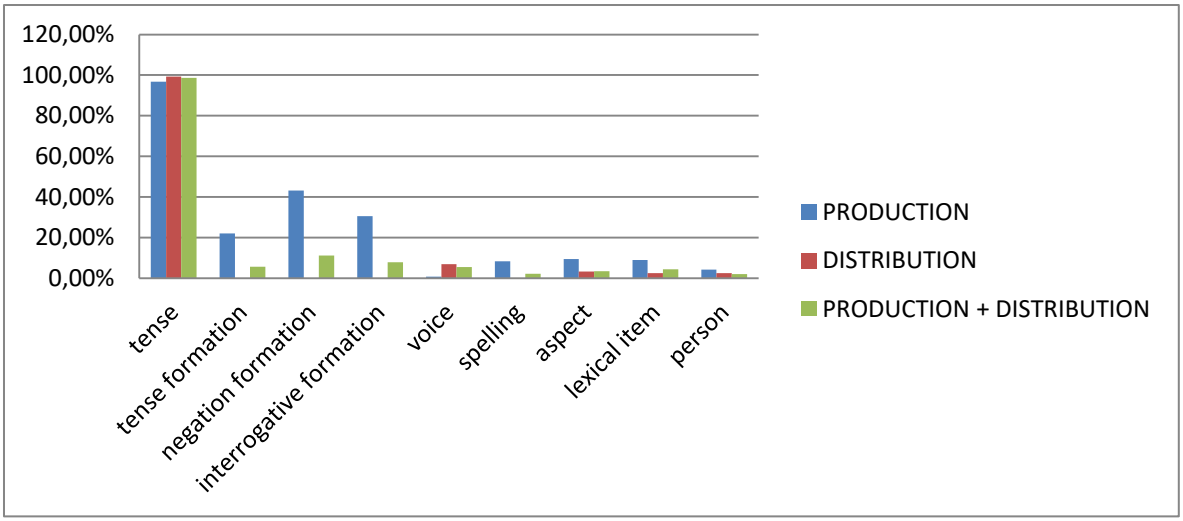


Figure 7. Most problematic category for all tenses.

Visual interpretation of table 4. (The percentage of intralingual and interlingual errors across all tenses.)

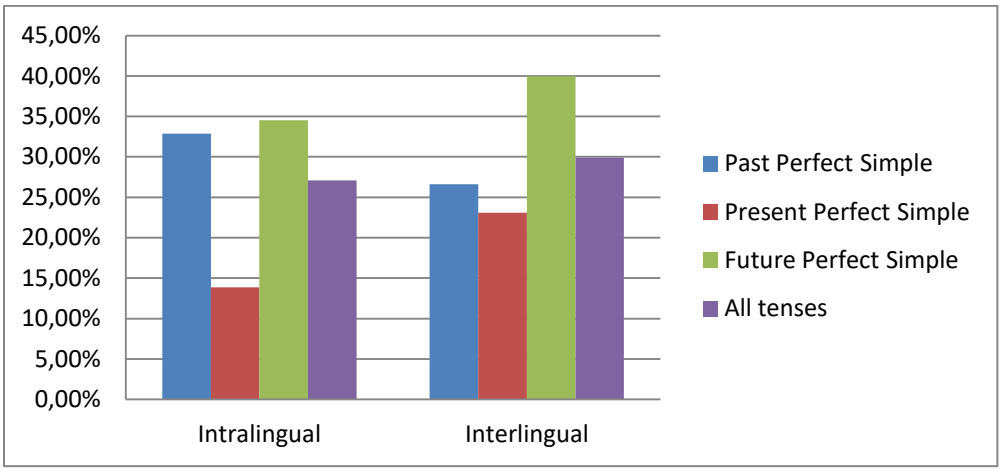


Figure 8. The percentage of intralingual and interlingual errors.

Visual interpretations of Table 5. (The percentage of the intralingual and interlingual strategies used across all tenses.)

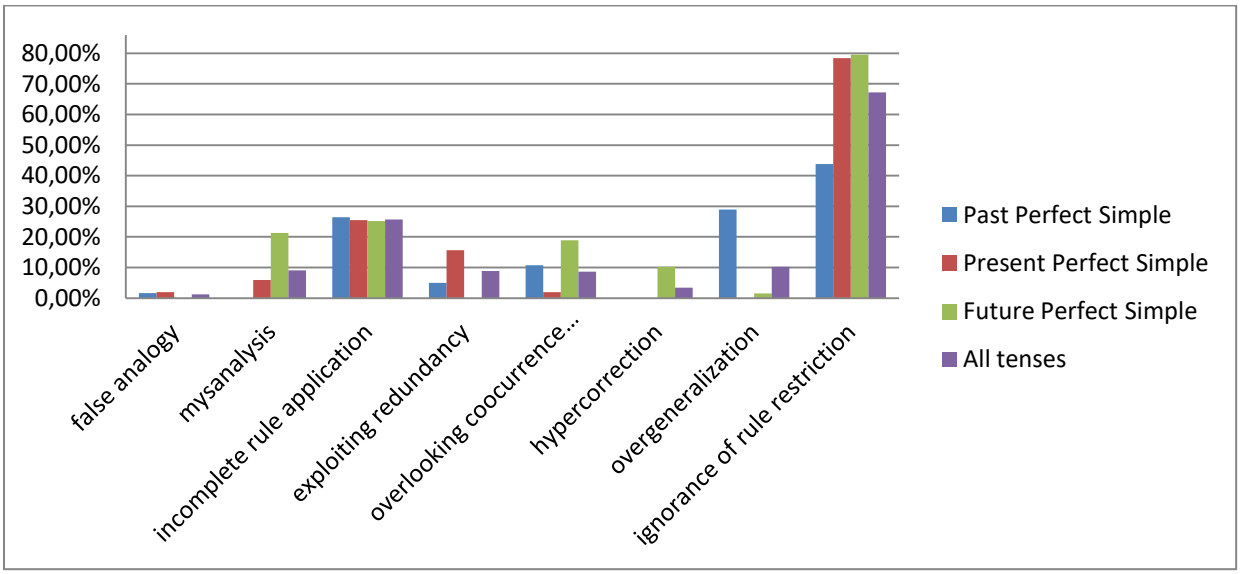


Figure 9. Most pronounced strategy – intralingual errors.

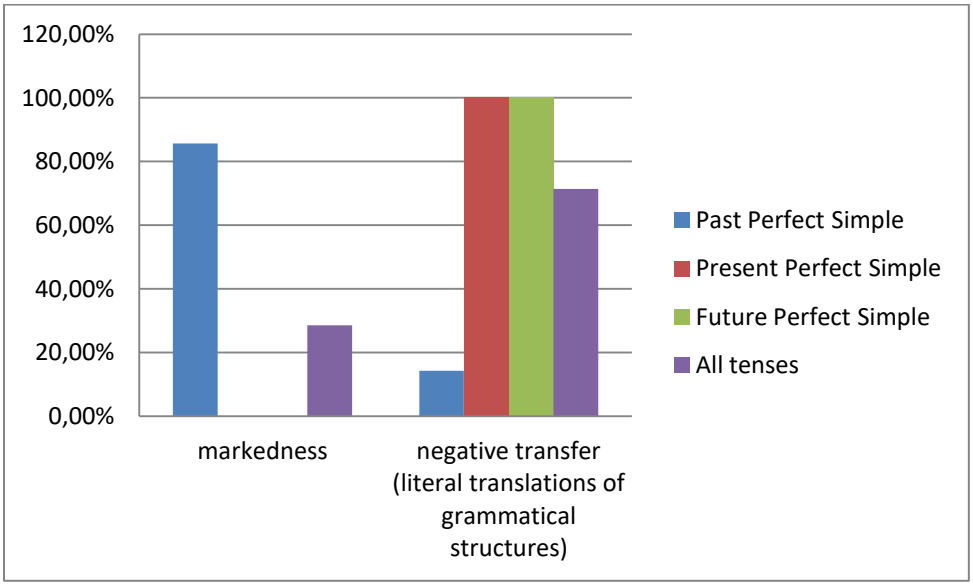


Figure 10. Most pronounced strategy – interlingual errors.