

TECHNISCHE UNIVERSITÄT CHEMNITZ

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***Magisterarbeit***

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**The Acquisition of the English Tense and  
Aspect System by German Adult Learners**

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Chemnitz, den 13. September 2005

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## List of Abbreviations and Symbols

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|                      |   |
|----------------------|---|
| as .....             | aspect error  |
| agr.....             | agreement error   |
| BNC.....             | British National Corpus   |
| E .....              | event time  |
| Fut. Perf.....       | future perfect  |
| Fut. Perf. Prog. ... | future perfect progressive  |
| IL.....              | interlanguage   |
| iso .....            | in stead of   |
| LAD.....             | language acquisition device   |
| L1 .....             | first language  |
| L2 .....             | second language   |
| mod.....             | modus error   |
| MT.....              | mother tongue   |
| NP.....              | noun phrase   |
| PP .....             | prepositional phrase  |
| Past Perf. ....      | past perfect  |
| Past Perf. Prog..... | past perfect progressive  |
| Pres. Prog. ....     | present progressive   |
| Pres. Prog. Perf.... | present perfect progressive   |
| R .....              | reference time  |
| REAL Centre.....     | “Research in English and Applied Linguistics” (the research wing of<br>the Chair of English Language and Linguistics at the Chemnitz<br>University of Technology) |
| S .....              | speech-act time   |
| S. Fut. ....         | simple future   |
| SLA .....            | second language acquisition   |
| S. Past.....         | simple past   |
| S. Pres.....         | simple present  |
| SS03 .....           | students taking their exams in the summer term of 2003  |
| SS04 .....           | students taking their exams in the summer term of 2004  |
| te.....              | tense error   |
| te/as .....          | tense aspect combination error  |
| TL.....              | target language   |
| TUC.....             | Chemnitz University of Technology   |
| Vb.....              | verb error - correction character by language practice section of the<br>Anglistik/ Amerikanistik department of the TUC   |
| VP.....              | verb phrase   |
| WS03/04.....         | students taking their exams in the winter term of 2003/2004   |
| > .....              | subsequent  |
| < .....              | prior   |
| = and ,.....         | simultaneous  |
| ⊂.....               | inclusion   |
| ∑.....               | sum   |

# 1 Introduction

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The expression of time in languages is universal, whereas the means of expressing time are language specific. Hence the acquisition of a foreign language always involves the acquisition of different linguistic means to express time. Generally the writer/ speaker of a language can apply lexical means to do so, i.e. s/he may apply temporal adverbs, adjectives, substantives, prepositions, conjunctions, particles and verbs, and grammatical means, i.e. tenses, aspects, and syntactical means. Usually time is not conveyed by the use of only one of these means, but by employing several means,<sup>1</sup> what makes the acquisition of a second language all the more difficult.

This paper focuses on the acquisition of the English tense and aspect system by German adult learners, with the primary aim to reveal to what extent it is possible to achieve competence in the field of tense and aspect of English as a second language. Accordingly it shall be uncovered whether the following statement is true:

the relations between semantics and morphology are especially complex in the case of aspect. This is illustrated by the fact that the semantic content of aspect is expressed in different languages by a large variety of linguistic means. This is the reason why the expression of aspectual relations can hardly be mastered by non-native speakers.<sup>2</sup>

Pursuing this aim the paper concentrates on three major aspects: firstly, a general introduction into the field of time, and how time is perceived, as well as a general outline of tense and aspect is provided; secondly, an in depth study of the English tense and aspect system is presented, which will be contrasted with the German tense and aspect system and potential sources for errors are investigated; thirdly, some theoretical considerations about research in the field of second language acquisition are taken into account before an empirical study is conducted.

## 1.1 Hypothesis and Methodology

The underlying hypothesis of this paper is that the English tense and aspect system cannot entirely be acquired by German adult learners of English, or at least poses a major problem on them in that they have to reset the parameter of expressing time, they have to process information on temporal reference cognitively on the basis of their

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<sup>1</sup> cf. Dorfmueller-Karpusa, Käthi (1985). "The Expression of Time in Texts". In: Hüllen, Schulze (1985), p. 39.

<sup>2</sup> Dorfmueller-Karpusa, Käthi (1985), p. 44.

preexisting linguistic knowledge. To find out whether the hypothesis of Dorf­müller-Karpusa can be maintained or has to be rejected, an empirical study is carried out assessing students' exam essays. Errors, if there occur any, are counted and classified, subsequently attempts are made to find out why the errors were produced. Moreover, the distribution of errors and tenses is viewed in the context of the language learners' proficiency so as to draw some conclusions about the sources of the errors and the learning and production strategies employed by the language learners. The theoretical frame for this study is the comprehension of language learning as a cognitive process, in which errors occur as an indicator of language development. For this purpose, the English and the German tense and aspect systems are analyzed contrastively so as to discover areas of similarities where transfer from previous linguistic knowledge might be utilized to comprehend and produce linguistic structures in the second language, but also to uncover areas of divergence where no such transfer is possible and the learner has to construct new knowledge and to make this knowledge available for practical use. Nevertheless, transfer may also result in the production of errors if learners transfer linguistic knowledge from their mother tongue to the target language where it is inappropriate. Additionally, target language structures being distinct from the learners' mother tongue might be avoided in their production of language.

## 2 Time in Language

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### 2.1 What Is Time? How Is It Perceived?

This paper is concerned with the grammatical representation of time in language, but before going into detail about tense and aspect, it has to be clarified what time actually is. Psychologically, time is a crucial concept of humans, since everything we experience is in some way related to time, even though we often do not perceive time intentionally. We measure everything we do in temporal units, such as *years, months, days, hours, minutes, seconds*, etc. and additionally in quantities *3 days, 5 minutes 10 years*, etc. But the perception of a certain phase of time depends on a reference point in time, i.e. to say something happened in the past, requires a definition of the present moment without which no past would exist. Hence the present moment is needed as a reference point to communicate temporal relationships and to separate the past from the future.<sup>3</sup> In view of

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<sup>3</sup> cf. Vater (1994), pp. 18, 28.

that Vater states: “Zeitwahrnehmung basiert auf der Annahme, daß Zeit eine eindimensionale Variable mit Vergangenheits-Zukunfts-Orientierung ist, die in [...] nummerierbare Momente geteilt werden kann.“<sup>4</sup> Moreover, time is perceived as being directed into the future, therefore humans focus on forthcoming future time in everything they do, taking into consideration that their actions have consequences, and once the moment in which something was done becomes history, time cannot be reversed to make corrections.

## 2.2 Diagrammatic Representation of Properties of Time

Time can diagrammatically be represented as a straight time line, on which events, processes and states<sup>5</sup> are located in temporal relation to each other.<sup>6</sup> Accordingly, if an event happened in the past relative to a fixed point on the time line, which might be referred to as a reference point, it would be placed left to the reference point, and if an event is to occur subsequently to the reference point it is placed to the right of it. The concept of the time line can thus be seen as representing the frontal axis<sup>7</sup> in the description of space. The conceptualization of passing of time can be compared with movement in space.<sup>8</sup> Represented in a diagrammatic manner, a time line would look the following way:



**Figure1:** Diagrammatic representation of time as a time line

<sup>4</sup> Vater (1994), p. 29, referring to Miller and Johnson-Laird (1979).

By moment Vater understands: “die kleinste psychologische Einheit, die untere Grenze erfahrbarer Gegenwart”, the opposite would then be the “obere Grenze für erlebte Gegenwärtigkeit: psychische Präsenzzeit  $T_p$  39 kann sich über viele Sekunden ausdehnen, wobei  $T_p$  mit dem Komplexitätsgrad des Wahrgenommenen ansteigt” Vater (1994), pp. 38-39.

<sup>5</sup> Comrie proposes the term ‘situations’ as relating to events, processes and states; he distinguishes situations according to their duration into punctual situations and occupying situations. Comrie, Bernard (1985). *Tense*. Cambridge: UP, p. 5.

‘Events’, ‘processes’ and ‘states’ are in semantics commonly grouped together as ‘eventualities’. This term goes back to the work of Cooper (1985). cf. Krifka (1989) *Nominalreferenz und Zeitkonstitution: Zur Semantik von Massentermen, Pluraltermen und Aspektklassen*. München: Fink, p. 138.

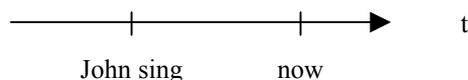
In this paper, the terms ‘situations’ and ‘eventualities’ are used interchangeably.

<sup>6</sup> It should be noted, however, that the representation of time as a straight line is just one concept and that other conceptualizations of time exist, for example cyclic concepts (cf. Comrie (1985), p.4; Vater (1994), p. 30), such as the cyclic change of seasons, the change of night and day, etc. However, the notion of a straight time line ideally serves the purpose of locating events, processes, states, etc. temporally prior, subsequent or simultaneously to a specific point on the time line.

<sup>7</sup> Three-dimensional space is described by three axes, the frontal axis describing front – back relations, the vertical axis describing up – down relations, and the lateral axis describing left – right relations. cf. Haspelmath, Martin (1997). *From Space to Time: Temporal Adverbials in the World’s Languages*. München, Newcastle: Lincom, p. 21.

<sup>8</sup> cf. Haspelmath (1997), pp. 21-22.

The utterance *John sang*, for example, is therefore to be placed left to the present moment to which it priorily happened.



**Figure2:** Diagrammatic representation of *John sang*

Besides, the diagrammatic representation of time as a time line makes the infinity of past and future time as well as the continuity of time visible. A fourth property of time should be mentioned here, density: time is dense, i.e. “given any two moments of time, there exists another moments that lies between them.”<sup>9</sup>

Nevertheless, it should be borne in mind that time is a purely mental concept of humans to make the environment measurable. Klein opens a more dramatic view on time, he says: “Time and space are the basic categories of our experience and our cognition, and without them, no well-coordinated collective action, hence no human society, would be possible.”<sup>10</sup>

### 2.3 Deixis and Temporal Reference

A central concept in the expression of time is deixis. It relates time, place and person references of an utterance directly to the situation in which the utterance is made. Consequently, the meaning of such references depends on the context.<sup>11</sup> Deictic information of an utterance can be made lexically, for example the personal and locational information in the sentence *I met him there*, or it can be made grammatically as in the tense of the verb. Therefore a more complex definition of deixis is provided by Jaszczolt:

Deixis is the phenomenon of encoding contextual information by means of lexical items or grammatical distinctions to provide this information only when paired with this context. In other words, it means lexicalizing or grammaticalizing contextual information, that is making it into obligatory grammatical or lexical distinctions.<sup>12</sup>

Tenses are used to locate situations in time, therefore tenses are deictic categories that occur in most sentences.

<sup>9</sup> Bennet, Michael (1981). “Of Tense and Aspect: One Analysis”, p. 13.

<sup>10</sup> Klein, Wolfgang (1994). *Time in Language*. London, N.Y.: Routledge, p. 1.

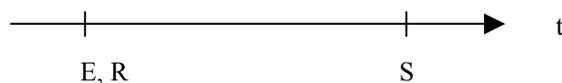
<sup>11</sup> cf. Crystal, David (1992) (3<sup>rd</sup> ed.). *A Dictionary of Linguistics and Phonetics*. Cambridge: Blackwell, p. 90.

<sup>12</sup> Jaszczolt, Kasia M. (2002). *Semantics and Pragmatics: Meaning in Language and Discourse*. London, N.Y.: Longman, p. 191.

It is important at this point to clarify that tense is not directly related to physical time, rather it is a grammatical category that expresses temporal relations.<sup>13</sup> Hence, in utterances like *The sun rises in the east* the finite verb does not express a temporal relationship between the time of utterance and a certain point of time, *rises* is therefore is not deictic, it is atemporal. Utterances like *The sun rises in the east* can be related to from any point of time and would always be true, such utterances are called eternal truths, an other example for this would be the statement that *two and two makes four*.

Three more concepts have to be introduced at this point, since they stand in direct relation to deixis: event time, reference time and speech act time. These concepts derive from Reichenbach's seminal work on temporal logic and allow for a global description of English tenses. First, event time (E): event time is the time at which an eventuality takes place. Second, reference time (R): reference time at which a situation is evaluated, i.e. assuming that there are different levels of time, a past level on which a situation occurred and a present level, two possibilities arise to evaluate the past situation, either on the past level itself, or on the present level, which is precisely the difference of the simple past and the present perfect of the English language. Chapter 4.1.2 and 4.3.2 provide more information about these two tenses. And third, speech-act time (S): speech-act time is the point of time at which a utterance is made. E and R can refer to punctual situations and similarly to durative situations, the point of speech however is usually conceptualized as a punctual situation on the time line.

The relationship between R and S defines the prototypical meaning of simple tenses. In the case of relative tense, however, the relation ship between E, R, and S states the meaning of the tenses. For now, only one example is provided, since in the next chapter detailed information about tenses is to be provided. The previous example *John sang* can diagrammatically be represented as follows:



**Figure 3:** Diagrammatic representation of a situation in the past which is referred to from the speech-act time

Here, *John sang* is an eventuality that happened and was evaluated in the past and is referred to from S.

<sup>13</sup> cf. *Metzler Lexikon Sprache* (2000)(2<sup>nd</sup> ed.). Stuttgart, Weimar: Metzler, p. 726.

### 3 Tense and Aspect: A General Outline

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As mentioned at the very beginning of the introductory chapter, there are several ways of expressing time in speech. Comrie distinguishes lexically composite expressions, lexical items and grammatical categories.<sup>14</sup> Lexically composite expressions are adverbials, such as *a decade ago*, *last century*, *last year*, *last week*, this kind of expressions is highly productive, so that there is an almost infinite amount of adverbials. Lexical items are adverbs like *today*, *tomorrow*, *yesterday*, *now*, *then*, *etc.* which present a finite amount of lexically expressed time references. Lexical expressions of time are non-obligatory. The grammatical expressions of time are tense and aspect. Tense is the subject of the following chapter, aspect is examined subsequently.

#### 3.1 Tense

Comrie defines tenses as “grammaticalised expressions of time”.<sup>15</sup> Note, however, that there are languages that did not grammaticalize time as tenses, such as Chinese Mandarin, these languages are called tenseless. In English and German, however, tenses are grammaticalized and formed by morphological marking of the verb and are obligatory in use. The morphological boundness and obligatory use differentiates grammaticalized expressions of time from lexicalized expressions, since they are optional in use and adverbials are furthermore formed syntactically.<sup>16</sup> Since tenses are obligatory in use, finite verb constructions almost always indicate time reference, the exception to this rule was pointed out in the previous chapter.

The fact that tenses are a grammaticalized category requiring morphological marking, implies that time references which are not morphologically marked cannot be called tenses. Consequently, English has only two tenses, present and past, since they derive from a morphological word formation of the base verb. Future is a periphrastic<sup>17</sup> expression of time reference, i.e. future time reference is conveyed through syntactic means, i.e. separate words, to express the same grammatical relationship as inflections.<sup>18</sup> Bearing in mind that future references have a modal character, since a

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<sup>14</sup> cf. Comrie (1985), p. 8.

<sup>15</sup> Comrie (1985), p. 9.

<sup>16</sup> Comrie (1985), p. 12.

<sup>17</sup> The *Metzler Lexikon Sprache* defines periphrastic verbs as verb forms that are formed with auxiliaries, in contrast to verb forms that are formed through morphological inflection of the main verb. cf. *Metzler Lexikon Sprache*, p. 130.

<sup>18</sup> cf. Crystal (1992), p. 255.

prediction of future events is always a difficult thing to do, the English tense system can be viewed as binary, consisting of past and non-past.<sup>19</sup> However, for the benefit of the complete picture which is to be provided in this paper and to help making the understanding of the following chapters easier, it is important to have the objections against an English future tense in mind and nevertheless to rely on the characterization of a future tense. After all there are languages that have grammaticalized past, present and future tenses, for example Latin and Spanish.

### **Meanings and Implicatures**

The example of the English future allows for a differentiation between basic and secondary meanings. The basic meaning of future is the indication of future time reference, while the various modal uses of the future are secondary meanings. Hence it can be said that the meaning of a grammatical category consists of a basic meaning, which can be regarded to as prototypical, and secondary, or peripheral, meanings. This distinction follows the prototype theory, of which an evident description was forwarded by Comrie: “[A] definition in terms of prototypes characterizes the most typical member of the set, and other entities can then be classified in terms of their degree of similarity to or differences from this prototypical set-member.”<sup>20</sup>

Moreover, a distinction must be made between actual meaning and implicature. While the meaning of a linguistic item is context independent, the implicature of the same item is context dependent, i.e. one item can be interpreted in different ways according to the context it appears in. The differentiation between meaning and implicature is crucial for a semantic analysis, nevertheless, the distinction frequently is difficult. Thus the meaning of the English future is basically one of mood, i.e. mood is the context independent meaning of future, while it can in different contexts be interpreted as temporal reference.<sup>21</sup>

#### **3.1.1 Simple Tenses**

As already mentioned, tense is a deictic category, or as Comrie puts it “tense relates the time of the situation referred to to some other time, usually to the moment of speaking,”<sup>22</sup> nevertheless there are differences among tenses regarding their deictic

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<sup>19</sup> cf. Jaszczolt (2002), p. 263.

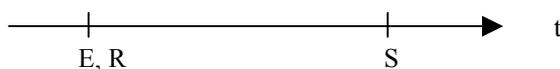
<sup>20</sup> Comrie (1985), p. 22.

<sup>21</sup> cf. Comrie (1985), pp. 23-24, for more information on implicatures see cf. Lyons, John (1977). *Semantics, Vol. 2*. Cambridge: UP, ch. 14.3.

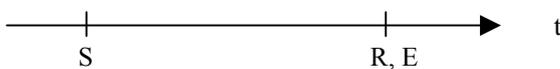
<sup>22</sup> Comrie, Bernard (1976). *Aspect*. Cambridge: UP, pp. 1-2.

center. Simple tenses are also called absolute tenses, because they include the present moment as the deictic center in their meaning. They basically consist of one word that is morphologically marked and relate either to past or present; future is also referred to as a simple tense, disregarding its periphrastic structure. Furthermore, simple tenses are aspectually neutral.

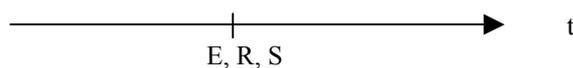
In past tense E is prior to S, and in future tense E is situated subsequently to S. In present tense E and S are not distinguishable, they form one single point on the time line. Diagrammatically past, present and future tense can be represented the following way:



**Figure 4:** Past tense



**Figure 5:** Future tense<sup>23</sup>



**Figure 6:** Present tense

This diagram shows explicitly that the deictic center in simple tenses is the present moment, to which every event is related to. Examples to illustrate the simple tenses, are:

- simple present tense: **doc/doc18 - 3** Our thanks **go** to the Lord Mayor and the Corporation of London for giving tonight's banquet.<sup>24</sup>  
**G5N 99** Okay, **don't turn** right, **don't turn** left, **go** straight on.<sup>25</sup>
- simple past tense: **doc/doc12 - 90** There is no doubt about the necessity of enlargement, as I **said** at the outset.  
**G0L 489** He **knew** it was dangerous, **knew** that his only hope **was** to flush them out.

The deictic center in present tense needs some further remarks. It is very unlikely that E, R and S coincide. Comrie brought only one type of situation forward that matches this picture exactly, performative speech acts. Performative speech acts are actions that are orally performed in the moment of speaking.<sup>26</sup> To execute this sort of speech act, performative verbs have to be used, such as *apologize*, *promise*, *despise* etc. Hence the

<sup>23</sup> The definition of the future tense in English appears to be a contentious issue among researchers and is discussed in chapter 4.1.3 in detail, therefore no example is provided here for future tense.

<sup>24</sup> This example was taken from the English German Translation Corpus edited by the REAL Centre. Further examples of this corpus can be identified by their corpus reference beginning with a code of small letters and a succeeding numeric code.

<sup>25</sup> This example was taken from the BNC. Further examples from this corpus can be identified by their corpus reference beginning with a code consisting of capital letters sometimes including numerals and a subsequent numeric code.

<sup>26</sup> Crystal defines performative speech-acts as “an action [...] ‘performed’ by the virtue of the sentence having been uttered”. Crystal (1992), p. 255.

sentence *I name this ship Titanic*<sup>27</sup> is a performative action when uttered, since the momentary event of naming the ship happens simultaneously to the utterance.<sup>28</sup>

A situation that comes closest to performative speech-acts with regard to the closeness of R and S and, which is more common, is the simultaneous commentary of an eventuality as it is, for example used in sports reports, etc. It differs from performative speech acts in that the eventuality which is being commented on is usually not a momentary, but rather a durative situation and the situation is commented on with a temporal retardation between the moment when the situation is perceived and the moment a speech act is formulated. The conceptualization of the present tense as a concurrence of R and S, however, allows for an explanation why eternal truths are atemporal. Eternal truths do not unite reference and speech-act time in a single moment, the present moment is not the deictic center in eternal truths, in fact, they have none.

### 3.1.2 Compound Tenses

Compound tenses are in the English and the German language formed periphrastically and analytically,<sup>29</sup> and convey aspectual meaning.<sup>30</sup> They are composed of an auxiliary, which is morphologically marked to indicate time reference, and the participle of the main verb. Although it has been proposed above that tense is a deictic category, it has to be mentioned here that according to Binnick, only the simple tenses are deictic since they refer directly to S as the deictic center, while the relative tenses, i.e. compound tenses, are anaphoric, i.e. they do not refer to S as the deictic center but to R, which might be located prior or subsequent to S.<sup>31</sup> Thus compound tenses locate E relative to R which is not identical with S. The property of tenses to refer to reference points other than the present moment can be explained with aspectual properties of the compound tenses, which can also be referred to as combinations of tense and aspects. The next chapter gives an insight into the topic of aspect and make this claim more understandable.

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<sup>27</sup> Example taken from Comrie (1985), p. 37.

<sup>28</sup> cf. Comrie (1985), p. 37.

<sup>29</sup> An analytic verb form is, according to the *Metzler Lexikon Sprache*, a verb form “die nicht (nur) durch Flexion des Stammes gebildet wird, sondern aus flektiertem Hilfsverb und infinitivischem, partizipialem u.a. Vollverb besteht.“ *Metzler Lexikon Sprache*, p. 42.

<sup>30</sup> cf. Binnick, Robert I. (1991). *Time and the Verb: A Guide to Tense and Aspect*. N.Y., Oxford: Oxford UP, p. 453.

<sup>31</sup> cf. Binnick (1991), p. 423.

### 3.2 Aspect

A further grammatical category expressing time in language is aspect. Many formulations can be found in the literature describing the subject of aspect, each emphasizing a different detail. Leech et al., for example describe aspect as “[...] the way we view an action or state, in terms of the passing of time.”<sup>32</sup> This point of view is similar to that of Burgschmidt and Götz, who describe aspect as “die Sicht des Handlungsablaufes”<sup>33</sup> Quirk et al. propose the following definition: “Aspect refers to a grammatical category which reflects the way in which the verb action is regarded or experienced with respect to time.”<sup>34</sup> Comrie classifies “[...] [a]spects [...] [as] different ways of viewing the internal temporal constituency of a situation”<sup>35</sup>, with which Huddleston et al. largely consent.<sup>36</sup> What all these definitions have in common is the subjective point of view that is attributed to the articulation of aspect, yet only one mentions that aspect is a grammaticalized form of time reference and one refers to the internal temporal structure. As diverse as these overall definitions of aspect are, it is obvious that outcomes of research being carried out on the subject of aspect depend largely on the starting point of the research, a definition of the field of research. Hence aspect is a field of great discontinuity, nevertheless, attempts are made, to find a proper way of including the most important concepts and ideas.

Coming back to Comrie’s definition of aspect as viewing the internal temporal structure of eventualities, this is a central point setting aspect apart from tense. Tense, as mentioned earlier, is a deictic category, whereas aspect is not deictic, nonetheless, both, tense and aspect, are concerned with time.<sup>37</sup> The difference between the temporal relations of tense and aspect is that tense relates the reference time of a situation to the

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<sup>32</sup> Leech, Geoffrey; Benita Cruickshank; Roz Ivanič (2<sup>nd</sup> ed.) (2001). *An A-Z of English Grammar and Usage*. Harlow: Pearson Education, p. 54.

<sup>33</sup> Burgschmidt, Ernst; Dieter Götz (1974). *Kontrastive Linguistik Deutsch/ Englisch: Theorie und Anwendung*. München: Max Hueber, p. 40.

<sup>34</sup> Quirk, Rudolph et al. (1993). *A Comprehensive Grammar of the English Language*. London, N.Y.: Longman, p. 188.

<sup>35</sup> Comrie (1979). *Aspect: An Introduction to the Study of Verbal Aspect and Related Problems*. Cambridge: UP, p. 3.

<sup>36</sup> Huddleston, Rodney; Geoffrey K. Pudlum (2002). *The Cambridge Grammar of the English Language*. Cambridge: UP, p. 117.

<sup>37</sup> Note, however, that some linguists consider aspect as equally deictic, since it is concerned with the relation of E to a reference frame R. For this reason, Dorfmueller-Karpusa regards aspect as internally deictic, since it involves the relation of an event to an internal point of reference, and to tense as externally deictic, since it involves the relation of an event to an external point. cf. Dorfmueller-Karpusa, Käthi (1985); Fuchs, Anna (1988). “Dimensionen der Deixis im System der deutschen Tempora” and Gisa Rauh (1988). “Temporale Deixis”, both in: Ehrlich, Vater (1988).

time of utterance, which is usually the deictic center, whereas aspect relates the time of reference to the event time. For that reason Comrie refers to tense as ‘situation external time’, as it relates eventualities to the present moment or another point of reference, and to aspect as ‘situation internal time’, since it is concerned with the internal temporal constituency of eventualities, and not with its relation to a reference point.<sup>38</sup>

As to the subjective point of view that aspect conveys and that aspect is a grammatical category, these are only partial truths, since aspect can also be expressed lexically. There are languages that do not express aspect grammatically but through lexical means and others use both, lexical and grammatical aspect. Moreover, lexical aspect, is independent from the writer’s/ speaker’s point of view in that the aspectual meaning is inherent to the meaning of the verb, although the choice of the verb is the writer’s/ speaker’s. Therefore a clear distinction has to be made between grammatical and lexical aspect. The following chapter concentrates on grammatical aspect. Lexical aspect is the subject of chapter 3.2.2.

### **3.2.1 Grammatical Aspect**

Grammatical aspect is usually expressed through morphological inflection. The prototypical representation of grammatical aspect occurs in Slavonic languages, where verbs can take different forms according to the characteristics of the situations they refer to. The traditional distinction made in Slavonic languages between perfective and imperfective aspect, is “overtly and morphologically marked.”<sup>39</sup> Additionally, the perfective aspect of a verb is the marked, whereas verbs that are non-perfective are the unmarked member of the opposition. Today the distinction of perfective and imperfective aspect is also made in other languages, although maybe in different ways. One crucial difference between Slavonic and Western European languages is that aspect is not overtly marked in the latter.<sup>40</sup>

Regarding the meaning of the two aspects, according to Comrie, the perfective aspect takes a position outside of the situation from which the writer/ speaker retrospectively views an eventuality as an entity, therefore no distinction is made into possible phases of the eventuality. Conversely, the imperfective aspect views eventualities from inside and is

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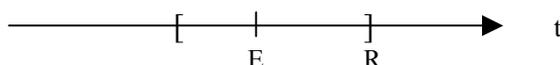
<sup>38</sup> cf. Comrie (1976), p. 5.

<sup>39</sup> Binnick (1991), p. 136.

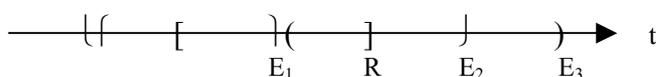
<sup>40</sup> cf. Binnick (1991), p. 456.

as such [...] crucially concerned with the internal temporal structure of the situation, since it can both look backwards towards the start of the situation, and look forwards towards the end of the situation, and indeed is equally appropriate if the situation is one that lasts through all time, without any beginning and without end.<sup>41</sup>

Hence it can be said that the imperfective aspect focuses only on a certain point of time inside a situation, not considering the beginning or the end of a situation. The temporal relationships between E and R in the two aspects are distinct, the perfective aspect locates E within R, while E and R in the imperfective aspect are overlapping.



**Figure 7:** Perfective aspect



E overlapping R can be interpreted in different ways, hence E can start before R and end some within the boundaries of R (represented in the figure as  $[E_1]$ ) or it can extend over R's right boundary and continue (represented as  $[E_2]$ ), or E can start within the boundaries of R and end after it (represented as  $(E_3)$ ).

**Figure 8:** Imperfective aspect

Comrie points out that the meaning of the perfective aspect does not indicate that situations are not durative, but that it is just the effect of viewing a situation from the outside which makes a situation seem punctual. Furthermore, does the outside viewpoint denote a 'complete' situation, not a 'completed' situation, indicating a completed situation would put too much emphasis on the termination of the situation, but the completion of a situation is only one possible meaning of a situation.<sup>42</sup>

Contrasting the lack of reference to the internal temporal structure of a situation of the perfective aspect, the imperfective aspect gives explicit reference toward the internal temporal structuring of a situation. However, the distinction of perfective and imperfective aspect does not affect the compatibility of the two, they may co-occur within the same verb phrase (VP) and not contradict each other. In case of a co-occurrence the semantic features of imperfective and perfective aspect supplement each other. English examples are the present perfect progressive and the past perfect progressive, since the progressive aspect contains an imperfective notion and the perfect aspect may include perfective notion, as in the following sentences:

- present perfect progressive: **KAH 161** Mary Shirley, a new teacher in the Kent area, is another trail-blazer who **has been stirring** interest with her special classes for the elderly and their carers [sic].

<sup>41</sup> Comrie (1976), p. 4.

<sup>42</sup> cf. Comrie (1976), pp. 16-21.

- past perfect progressive: **AC2 2502** It was the older man, who **had been occupying** Mark's large black leather chair, who spoke.

Binnick describes the semantic features of the perfective aspect as short duration, resulting from a comparison with the imperfective aspect which suggests a longer period of a situation due to its atelic characteristic, limited duration, because the perfective is telic,<sup>43</sup> inchoative and resultative, since the perfective often refers to either the commencement or the result of a situation. Other features of the perfective are named: non-progressive, semelfactive, punctuative, dynamic and transitory. Conversely, the following semantic features are imputed to the imperfective aspect: progressive, iterative, habitual, static and permanent.<sup>44</sup>

**Table 1:** Working definitions of temporal properties of perfective and imperfective aspect

| Aspect       | Properties  | Definitions   |
|--------------|---|---|
| perfective   | <b>inchoative</b>                                   | Indicates the initiation of some process or action.   |
|              | <b>resultative</b>                                  | Indicates the result of some situation.   |
|              | <b>semelfactive</b>                                 | Indicates that an event takes place only once.  |
|              | <b>punctuative</b><br>(also<br>punctual)            | Indicates that a situation might occur at a certain point of time which cannot be divided into smaller units, i.e. linguistically time can be described as non- dense in contrast to physical time. |
| imperfective | <b>dynamic</b>                                      | Indicates a change in the state of a situation.   |
|              | <b>transitory</b>                                   | Binnick does not provide definitions for this term, yet from the meaning of the word, it is understood to refer to a change of state as well.   |
|              | <b>progressive</b>                                  | Indicates the continuation of a situation.  |
|              | <b>iterative</b>                                    | Indicates that a situation occurs repeatedly.   |
|              | <b>habitual</b>                                     | Indicates that something is done habitually.  |
|              | <b>static</b><br>(also stative<br>and<br>permanent) | Indicates a persistent situation, without change of state.  |

It is important to be aware of the fact that the semantic features, as they are listed above, do not necessarily occur all at the same time, it is the context and the inherent lexical meaning of the verbs that affect the interpretation of the grammatical aspects. Thus the examples of the present and past progressive above may be considered to have limited duration and be progressive, since they are presented as going on for a certain period of time, but which will not last forever, yet the temporal boundary when the situation will end is not specified. The interpretation of the sentence *We are eating up the cake*, which is used by Binnick, is at the same time progressive, resultative, durative<sup>45</sup> and telic in

<sup>43</sup> Situations are described as telic when they have a specific end in view.

<sup>44</sup> cf. Binnick (1991), p. 154.

<sup>45</sup> See Table 4 for definitions of durativity.

meaning, while nothing is known from the context, whether the cake eating occurs semelfactively or iteratively.

Moreover, a subdivision of the imperfective aspect is possible, taking the different ways of internal temporal structuring of eventualities into account. This is considered in a more profound way in chapter 4.1 where the English aspect system is examined.

### 3.2.2 Lexical Aspect

Lexical aspect refers to the temporal character of the lexical content, hence lexical aspect is not merely restricted to verbs, it also applies to compound expressions. Originally the lexical aspect referred to secondary meanings of a base verb whose meaning was modified by particles, like the German words *erblühen* and *verblühen* which derive from *blühen*, but emphasize the beginning or the end of the process. Lexical aspect can mark the durativity, iterativity, inchoativity, stativity, etc.<sup>46</sup> of situations and is therefore is also known as *Aktionsart*, which stresses the temporal characteristics of verbs. Hence the statement of Binnick that lexical aspect is in contrast to the grammatical aspect an entirely lexical category<sup>47</sup> is not acceptable without some further remarks. In English it might be true that the lexical aspect is marked by lexical means such as the addition of particles to verbs that emphasize a certain phase of a process, such as *eat* and *eat up*, which emphasizes the end of the process of eating, but the German equivalent of *eating up*, *aufessen* derives morphologically from *essen*, furthermore in German the morphological forming of *Aktionsarten* has also repercussions on syntax, hence it is to be understood as a morpho-syntactic category.

*Aktionsarten* include features such as change in state, duration or phase.<sup>48</sup> These features, inherent to verbs, are closely connected with time, hence verbs can be categorized according to their features.

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<sup>46</sup> cf. Klein (1994), pp. 16-17.

<sup>47</sup> cf. Binnick (1991), p. 170.

<sup>48</sup> cf. Klein (1994), p. 31.

### 3.2.3 Aspectual Classes

A classification of the inherent semantic content of verbs is that by aspectual classes, which are also quite often called Vendler categories.<sup>49</sup> Vendler classifies English verbs according to their semantic properties, which he calls time schemata.<sup>50</sup> Dahl calls a categorization of verbs in relation to their semantic properties the “ontology of temporal entities”.<sup>51</sup> However, Vendler, states that “the use of a verb may also suggest the particular way in which that verb presupposes and involves the notion of time.”<sup>52</sup> Accordingly he distinguishes states, activities, accomplishments and achievements.<sup>53</sup> He provides the following descriptions and examples: on the one hand *running* and *pushing a cart* are activities<sup>54</sup> having the property of not having terminal point,<sup>55</sup> on the other hand *running a mile* or *drawing a circle* are accomplishments<sup>56</sup> having a terminal point.<sup>57</sup> To differentiate telic and atelic qualities of situations two questions can be posed, *For how long ...* (did he push the cart)? asks for atelic properties of situations and *How long did it take to ...* (run the mile)? asks for telic properties.<sup>58</sup> It is salient here that telicity obviously combines with quantity, since the questions asking for telicity and atelicity simultaneously inquire a certain amount of time a specific situation needed to take place. Considering that the verb *to run* is atelic, it becomes telic when it combines with a specific quantity like *a mile*, hence it can be said that atelic verbs attain telic quality if they combine with quantity. Similarly, *to drink whisky* is atelic, whereas *to*

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<sup>49</sup> Other classifications of verbs according to their semantic features regarding phasal structures are known, but will not be discussed at his point.

For an overview of various ways of semantic classification of verbs, see Binnick (1991), chapter 6. b: “The Ontology of Situations”.

For a discussion of the Vendler categories and Kenny’s typological classification of Verbs, see Mourelatos, Alexander (1981). “Events, Processes, and States”. In: Tedeschi, Zaenen (1981), pp. 191-212.

<sup>50</sup> Vendler’s differentiation of situations according to their semantic properties has since been applied to other languages as well and can therefore be referred to in this general frame about aspect.

<sup>51</sup> Dahl, Östen (2001). “Tense and Aspect”. In: Wilson, Keil (2001), p. 831.

<sup>52</sup> Vendler, Zeno (1957). “Verbs and Times”. In: Schopf (1974), p. 217.

<sup>53</sup> Note that these are situation types, which are denoted by verbs. For this reason these categories are also called situation aspect or *Situationsart*.

<sup>54</sup> Activities are described by Krifka, referring to Dowty (1979), as expressing that “eine Entität eine Zustandsveränderung vollzieht, allerdings tut sie dies ständig, und die einzelnen Zustände müssen nicht sprachlich ausgedrückt werden können.” Krifka, Manfred (1989), p.113.

<sup>55</sup> A quality which can also be regarded to as atelic.

<sup>56</sup> Accomplishments and achievements (which are described below) are characterized by Krifka, referring to Dowty (1979), as expressing that “eine Entität in einen neuen Zustand überführt wird.” Krifka (1989). p. 113.

<sup>57</sup> They can also be regarded to as being telic.

<sup>58</sup> cf. Vendler (1957), p. 219.

*drink a glass of whisky* and *to drink whisky for an hour* are telic, the last example moreover specifies the exact temporal duration of the situation. According to Verkuyl, analyzing the effects of the context on the aspectual classes of verbs, the durative quality of a situation is not carried by the semantic property of the verb itself, but it is composed by the various components of a VP. According to him definite noun phrases (NPs) and NPs with definite article denote specified quantities, whereas plural and mass nouns and indefinite pronouns indicate unspecified quantities.<sup>59</sup> In the context of telic and atelic verbs this means that when atelic verbs are combined with specified quantities they become telic, whereas when they are used with unspecified quantities they stay atelic. Hence whether a verb describes a telic or atelic situation depends on its valency.

Yet, achievements like *reaching a hilltop* or *winning a race* are punctual situations which do not persist over a period of time, i.e. they are punctual, conversely states like *knowing*, *believing*, *loving*, etc. have an inherent duration. Questions that can be used to differentiate states and achievements are *At what time/ moment ...* (did he reach the summit)? asking for achievements, and *How long ...* (did he know)? asking for a state. Moreover, Vendler distinguishes time schemata according to their abilities to co-occur with the progressive aspect, according to him activities and accomplishments admit to being used with the progressive aspect<sup>60</sup> and states and achievement lack the use with progressive aspect.<sup>61 62</sup> In short, the four categories Vendler delineated, and which are today usually referred to as aspectual classes, can be differentiated from each other according to the following parameters: telicity, stativity and durativity.

Klein, however, points out that conceptions such as atelic states are non-existent, so it has to be considered that linguistic descriptions of real world eventualities are selective.<sup>63</sup> Similarly, Dahl argues that the logical relation between telic and atelic properties of VPs is that, if a VP is atelic, it must entail telic qualities.<sup>64</sup> This view

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<sup>59</sup> cf. Verkuyl as discussed in Krifka, Manfred (1989), pp. 107-108.

<sup>60</sup> As a matter of fact he writes about verbs admitting and lacking continuous tense, nevertheless the examples and explanations he provides make clear that he refers to the English progressive aspect.

<sup>61</sup> cf. Vendler (1957), pp. 218-221.

<sup>62</sup> Note that in the English language states can also be used with the progressive aspect if it is to be emphasized that a state is only temporal and not permanent. Below and in chapter 4.3 more information is provided about the compatibility of English tenses and aspects. Furthermore, using an achievement verb with the progressive aspect, converts the situation in an activity .

<sup>63</sup> cf. Klein (1994), p. 74.

<sup>64</sup> cf. Dahl, Östen (1981). "On the Definition of the Telic - Atelic (Bounded - Nonbounded) Distinction". In: Tedeschi, Zaenen (1981), p. 82.

results from his definition of atelicity, where he states that: “A situation, process, action, *etc.* has the P property [is atelic] iff it has the T property [it is telic] and the goal, limit, or terminal point in question is or is claimed to be actually reached.”<sup>65</sup> Hence, according to Dahl, telicity is a subset of atelicity.

**Table 2:** References towards telicity and atelicity by various authors

| Authors  | References towards Telicity and Atelicity  |
|--|--|
| <b>Vendler</b><br>(1957), p. 219   | atelic: activities/ situations “which have no set terminal point”<br>telic: activities which “have a ‘climax’, which has to be reached if the action is to be what it is claimed to be”  |
| <b>Comrie</b> (1976), p. 44  | Puts forward the following examples and explanations: <i>John is singing</i> is atelic, the singing can be stopped at any time and it would always be true that John sang, whereas <i>John is making a chair</i> is telic, it “is built on a terminal point, namely that point at which the chair is complete, when it automatically terminates; the situation described by <i>sing</i> has no such terminal point.” |
| <b>Dahl:</b> “On the Definition of the Telic - Atelic (Bounded - Nonbounded) Distinction”, p. 82 | “A situation, process, action etc has the P property iff it has the T property and the goal, limit, or terminated point in question is or is claimed to be actually reached.”<br>Telicity as a subset of atelicity.  |
| <b>Binnick</b><br>(1991), pp. 180-181  | Following Mourelatos, he refers to atelic situations as processes, activities, non-terminative states of affairs, and to telic situations as events, performances, terminative states of affairs.  |
| <b>Klein</b><br>(1994), p. 74  | “An elementary clause-type content such as <Chris read in the book>, when used in an utterance is a SELECTIVE description of the situation. The situation has many more properties which are not made explicit [...] but the lexical content says nothing about the boundaries, nor about the duration of the situation.”  |

However, the linguistic descriptions of states are [+stative], [-telic], [+durative], activities are [+durative], [-telic], [-stative], accomplishments are [+durative], [+telic], [-stative] and achievements are [-durative], [+telic] and [-stative].<sup>66</sup> Another, more synoptic, possibility to describe the semantic contrasts between the four aspectual classes is a table, such as the one presented by Bardovi-Harlig/ Reynolds,<sup>67</sup> which is shown below.

<sup>65</sup> Dahl, Östen (1981), p. 82.

<sup>66</sup> Smith distinguishes a further category, semelfactives, which are [+dynamic], [-telic], [+punctual]. This distinction will, however, not be made in this paper.  
cf. Smith, Carlota S. (1991), *The Parameter of Aspect*. Dordrecht: Kluwer, pp. 6, 28-30.

<sup>67</sup> Bardovi-Harlig, Kathleen; Dudley Reynolds (1995). “The Role of Lexical Aspects in the Acquisition of Tense and Aspects”. *TESOL Quarterly* 29, p. 109.

**Table3:** Semantic features of aspectual classes, according to Bardovi-Harlig/ Reynolds

| Features | Lexical Aspectual Categories |            |                 |              |
|----------|------------------------------|------------|-----------------|--------------|
|          | States                       | Activities | Accomplishments | Achievements |
| Punctual | -                            | -          | -               | +            |
| Telic    | -                            | -          | +               | +            |
| Dynamic  | -                            | +          | +               | +            |

The organization of verbs into categories according to their semantic features is useful when considering the repercussions on syntactic structures. Taking the binary distinction of the verbs' semantic features as a starting point allows for a distinction of repercussions on syntactic structures along these parameters. Hence, stative verbs do not occur in progressive aspect (without considerable change in meaning), except for some idiomatic uses, and with aspectual auxiliaries, except when these auxiliaries occur in the infinitival form. As to non-stative verbs they may only "occur as complements of verbs like *force* and *persuade* [...][, as imperatives and with] adverbs like *deliberately*, *carefully*[, etc]." <sup>68</sup> Moreover, activity and accomplishment verbs, as well as achievement and accomplishment verbs have different effects on syntax, generally it can be said that each category shows different characteristics with regard to their compatibility with adverbials, in the way their meaning is affected when combined with tenses and aspects and in their way they combine as complements with other verbs.

The next chapter deals with the combination of the different aspects and tenses, but before that a short summary of the basic properties of the different aspects is provided. The grammatical aspects generally relate the event time of a situation to a reference time, the aspect the writer/ speaker uses to describe a situation depends entirely on his/ her perspective. Conversely, neither lexical aspect nor the semantic features of the lexical categories express his/ her subjective point of view. Moreover, the semantic properties of verbs are not concerned with an external relation of an eventuality to a reference time, but rather with the internal structure of eventualities. Hence Comrie's definition of aspect, in its general way allows for an integration of the grammatical and lexical aspect, as well as the semantic features of the verbs.

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<sup>68</sup> Binnick (1991), p. 174.

### 3.3 How Can Tense, Aspect and Aspectual Classes Be Brought Together?

Thus far, the aim of the paper was to introduce the distinct types of aspect, grammatical aspect, lexical aspect and aspectual class, now the question raises how these aspects combine with each other and with tense. Bache attempts a typological generalization of tense, aspect and actionality,<sup>69</sup> providing a general overview of the compatibility of the different categories. Concerning the compatibility of Action and Aspect, he states, that non-actionality is incompatible with aspectuality, since non-actionality co-selects non-aspectuality. Moreover, is the complex actionality<sup>70</sup> incompatible with the perfective aspect, since complex actionality co-selects imperfective aspect or non-aspectuality, while punctual actionality is incompatible with the imperfective aspect, since punctual actionality co-selects perfective aspect or non-aspectuality. Furthermore, telic actionality is incompatible with the imperfective aspect, since telic actionality co-selects perfective aspect or non-aspectuality, and directed actionality<sup>71</sup> is incompatible with the perfective aspect, since directed aspectuality co-selects imperfective aspect or non-aspectuality.<sup>72</sup>

Regarding the compatibility of tense and aspect, he proposes the following rules: that present tense is incompatible with the perfective aspect, since present tense co-selects the imperfective aspect or non-aspectuality. Eventually, he summarizes the compatibility of action and tense, stating that punctual and telic actionality is incompatible with the present tense, since punctual actionality co-selects future or past tense or non-temporality.<sup>73</sup> Bache's typological views on the compatibility of the various tenses, aspects and actionalities are evaluated according to their applicability to the language specific reality of the English tense and aspect system in chapter 4.4.

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<sup>69</sup> By which he means the lexical aspect.

<sup>70</sup> By which he means, for example habitual and iterative actions.

<sup>71</sup> By which he means an "atelic situation progressing towards, but not including a terminal point beyond which the situation cannot progress, unless redefined." The counterpart to a directed actionality would be a "self-contained situation [which] is an atelic situation conceived of as not having, or not being related to, a natural terminal point."

Bache, Carl (1995). *The Study of Tense, Aspect and Action*. Frankfurt/M.: Lang, p. 315.

<sup>72</sup> cf. Bache (1995), p. 317.

<sup>73</sup> cf. Bache (1995), pp. 317-318.

## 4 The English Tense and Aspect System

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Up to this point, the introduction into the subject of tense and aspect was done on a general linguistic level, this chapter concentrates on a specific description of the English tense and aspect system. Insight is provided into the semantic properties of the tenses and aspects, as well as its pragmatic uses and the compatibility of the different aspectual categories with each other and their abilities to combine with tenses. One way to view the English tense and aspect system is that it consists of the three absolute tenses of past, present and future and that the remaining tense forms are combinations of the absolute tenses with aspects. This chapter focuses first on the English simple tenses, subsequently on the aspects and then on the combination of tenses and aspects.

### 4.1 English Simple Tenses

#### 4.1.1 Simple Present Tense

The basic meaning of present tense is the location of a situation at the present moment, i.e. the moment of speaking, hence E, R and S are located simultaneously in time. As already mentioned in chapter 3.1.1, only performative speech acts fulfill the prerequisite of simultaneity of E, R and S, and simultaneous commentaries come fairly close to it. Usually situations described by simple present tense start before the moment of speaking and may even continue into the future including S, but this is an implicature which derives from the context of the verb. The simple present does not explicate anything about the quality of the situation it just locates it at the present moment, thus the simple present tense is neutral to aspect. Utterances like *I sing* make implications about the situation being imperfective, which are however not made explicit.

However, the simple present tense has multiple uses, it can be applied to refer to states, events and present habits as well as to future and past time.<sup>74</sup> Some references to the use of the simple present tense referring to states were already made in chapter 3.1.1, a further point has to be mentioned here: the simple present can in the same way be used in proverbs and geographical statements like *Honesty is the best policy* and *Rome stands on the River Tiber*, since they are identical in their temporal structuring.<sup>75</sup> Examples for the various uses of the simple present are:

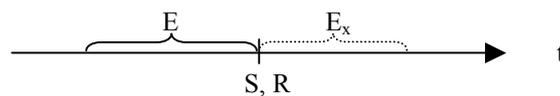
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<sup>74</sup> cf. Leech et al. (2001), pp. 423-424.

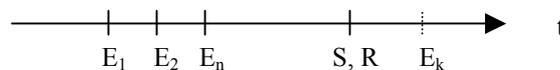
<sup>75</sup> cf. Leech (1971), p. 6; examples were also taken from Leech (1971), p. 6.

- event: I **regret** that I made a mistake.<sup>76</sup>
- state: **doc/doc1 – 47** NATO **may be** the most important European security institution, but it **is** not the only one.
- future: **doc/doc10 – 157** Those who **go** to Londonderry, for example, will see a quite extraordinary turn-around.
- past: She **comes** through the door, and **says** ‘Where were you at 9 o’clock?’ She **replies** ‘With Jack.’ His face **goes** white with anger.<sup>77</sup> (See the account of the historic present below.)
- habit/ iterativity: **AKD 136** They **swap** tips about jobs, and **play** soccer, but many Japanese **see** something sinister in such large gatherings of foreigners.

The habitual use of the present is similar to the iterative use, in both cases a situation started at some point in the past, holds on to the present moment and might well continue in to the future, the difference being that a habit is a permanent part of behavior and the iterativity of a situation is expressed through a repeated exhibition of a certain action. Habituality and iterativity could diagrammatically be represented in the following way:



**Figure 9:** Habitual use of simple present



**Figure 10:** Iterative use of simple present

Furthermore, the simple present can be used to refer to eventualities in the future, as in sentences like *I start work next week* or *The train leaves at eight o’clock tomorrow*.<sup>78</sup> It should be noted however that this is only possible when the future situation is fixed or marked by a high degree of certainty, such as being part of a time schedule like *The sun rises at 4.37 this morning*.

As mentioned above, the simple present tense can also be used to refer to eventualities in the past. This is usually done when the author of a (fictional) narration wants to make it more vivid and is thus telling the story not in past time reference, but in present tense, hence s/he shifts E and R of the story into the present so as to involve the reader/ listener. This type of present tense is also called historic present.

Kirsten explains the diverse possibilities of use of the simple present tense as follows: the present time reference of the present tense can be expanded to a time

<sup>76</sup> Example taken from Leech, et al. (2001), p. 423.

<sup>77</sup> Example taken from Leech, et al. (2001), p. 424.

<sup>78</sup> Examples taken from Leech (1971), p. 10.

reference which is not restricted to any time, hence the present tense can refer to any time, past, present or future. He calls this property of present tense *Allzeitigkeit* which also includes present time reference. Moreover, he explicates the factual character of the simple present tense and its characteristic of viewing eventualities as a complex whole from outside, making it inclined to be used in descriptive, argumentative and explicative texts for an objective communication of facts.<sup>79 80</sup>

#### 4.1.2 Simple Past Tense

The basic meaning of the simple past tense is the location of a situation prior to the moment of speaking so as to express past time reference. It is important that there is a temporal gap between the moment in which the utterance is made and the past situation which is referred to. This is usually the reason to interpret situations, described in the past tense, as completed and thus perfective. But strictly speaking this is not the inherent meaning of the simple past, since an utterance like *John was in London yesterday*<sup>81</sup> does not make any reference about John's current whereabouts it could be that he is still London and will be staying there.<sup>82</sup> Hence indications about a possible (in)completion of a situation described by simple past is made by the context and is thus usually an implicature. Additionally, the simple past is *per se* aspectually neutral, it does not remark on the internal structuring of a situation, but when it is used with stative verbs it usually implies that the situation still holds, whereas when it is used with activity, achievement or accomplishment verbs it implies that the situation was completed at a certain point in the past, but again these are implicatures.

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<sup>79</sup> cf. Kirsten, Hans (1994). *Englische Verbformen: Bedeutung und kommunikative Leistung*. Essen: Blaue Eule, pp. 21-30.

<sup>80</sup> Calver refers to the concept of *Allzeitigkeit* as a timeless 'eternal present'. cf. Calver, Edward (1946). "The Uses of the Present Tense Forms in English". In: Schopf (1974), p. 170.

Bolinger criticizes Calver's concept of an 'eternal present', rather suggesting the simple present to be 'non-committal' about time. Bolinger as quoted in Hatcher, Anna Granville (1951). "The Use of the Progressive Form in English: A new Approach". In Schopf (1974), p.186.

Notwithstanding the difference in labeling the present 'eternal' or 'non-committal', what is important here, is the different perspective on the present as being regarded to as *allzeitig*, i.e. expressing time, and as timeless. Lyons tries to solve this puzzle in making a difference between timeless and tenseless, hence a sentence may be uttered in present tense, as the expression of tense is obligatory in English, and may at the same time be timeless, i.e. it makes no time reference.

cf. Lyons (1977), pp. 679-680.

<sup>81</sup> Example taken from Kirsten (1994), p. 82.

<sup>82</sup> cf. Kirsten (1994), p. 82; see also Comrie (1976), p. 39.

Moreover, the simple past is often described as referring to a definite point in the past,<sup>83</sup> Binnick, however, argues that the specification of R in the past is also established by the context. Referring to Partee, he states:

The reference point R is pragmatically determined. The past tense [...] is normally understood as definite, referring to a certain point in the time [...]. [...] But definiteness is not part of the meaning of the past tense and must be inferred, and pragmatic factors determine to which time interval the marker refers.<sup>84</sup>

The simple past is usually used to express sequentiality of past situations, i.e. the simple past is used to describe successive events which happened in the past in their chronological order. The succession of eventualities may be emphasized by the use of temporal adverbials like *then*, *after that*, *following this* etc.<sup>85</sup> Using the simple past with subjuncts like *before*, however, indicates reverse order of eventualities. Additionally, when the simple past is used with subjuncts like *as* and *when*, it may indicate sequentiality as well as simultaneity of eventualities. Such as in the sentence *Browdie's sullen expression deepened when he read the postmark on the first letter: Birmingham – a letter from 'home'*.<sup>86</sup>

Simple past tense is, according to Kirsten, usually used in informative texts, such as narrations where it is employed to describe subjective experiences and situations in a vivid though retarded way or for example the setting of a situation. Thus the simple past can in narratives be used to convey background information for the actual events of a narration. Kirsten puts forward the following example: ... *so when Phibbs walked with me to the main road I asked in exasperation why, ... he hadn't run away* ....<sup>87</sup>

The simple past tense can also be used to refer to present situations, such as the utterance of a present wish. Here the simple past signals a distance between the requester and his/ her request, making the request more polite, since in this way it is easier for the person being asked a favor to deny it. Or it can be used to express an

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<sup>83</sup> See for example Leech et al. (2001), p. 374, Quirk et al (1993), p. 183.

<sup>84</sup> Binnick referring to Partee (1973).

Binnick (2002) "Tense and Aspect". In: Östman, Jan-Ola; Jef Verschueren (eds.) (2002). *Handbook of Pragmatics*. Amsterdam: John Benjamins, pars: 17-18.

<sup>85</sup> Binnick refers to the sequencing of events as the advancing of R, since every verb used in the simple past in chronological order establishes a new reference point on the time line and contributes to the development of the narration.  
cf. Binnick (1991), pp. 397-398.

<sup>86</sup> cf. Kirsten (1994), pp. 86-88; example also taken from there.

<sup>87</sup> cf. Kirsten (1994), pp. 88-90; example also taken from there.

unreal situation in the present, such as in the sentence *If only I were rich, I would spend the rest of my life holidaying.*

### 4.1.3 Simple Future Tense

As earlier mentioned in chapter 3.1, English is a language which has in fact only two tenses, past and non-past due to defining tense as a grammatical category, where tense marking is obligatory and morphologically bound. Because of the fact that English future is formed periphrastically and regarded to as modal, it cannot be considered a proper tense. Nevertheless, approaching this issue from the semantic perspective, periphrastic future expressions relate situations subsequent to the present moment.

As a proponent of a future tense in English, Kirsten argues that the primary meaning of *will*, *shall* and *'ll* plus infinitive is the expression of future time reference, while their modal meaning is only secondary. He argues that the future use of *will*, *shall* and *'ll* present future eventualities in an objective way presupposing that the future situations are factual. From Kirsten's perspective these arguments are sufficient to establish a formal category of future tense being represented by *will*, *shall* and *'ll* plus infinitive.<sup>88</sup> This would establish a basic meaning of the simple future as  $S < (R = E)$ .<sup>89</sup>

Examples are:

- will: **doc/doc1 – 16** Creating a zone of stability **will be** good for Central Europe and good for Russia.  
**CS3 40** `;The history of all societies, past and future, is the history of its ruling classes... there **will** always **be** a ruling class and therefore exploitation.
- shall: **G3M 1437 (2)** While this section applies to any premises, the effect **shall be** that, for the purposes mentioned in subsection (3) below, the permitted hours in those premises in the afternoon **shall be increased** by the addition of one and a half hours at the end thereof.
- 'll: **GUU 575 I** `;ll be back from the Gambia on Monday, and we can talk this through in detail.

The non-modal use of *will*, *shall* and *'ll* entails consequences for their use in assertive and directive speech acts. Hence *will*, *shall* and *'ll* can be used to inform about planned eventualities, such as the consequences of a present situation, or they can be used to comfort or reassure someone, but also to warn or threaten someone, to give orders or make promises. However, the degree of modality of an utterance depends on the context

<sup>88</sup> cf. Kirsten (1994), pp. 62-65.

<sup>89</sup> An other definition of the simple future is  $(S = R) < E$ , which is proposed by Reichenbach as posterior present. (cf. Binnick (1991), p. 112 and also Thieroff, Rolf (1992). *Das Finite Verb im Deutschen: Tempus – Modus – Distanz*. Tübingen: Narr, p. 54) The controversy about a definition of the simple future revolves around the following issue: if the future is defined as  $S < (R = E)$ , it is considered as the mirror image of the simple past in the future, displaying a future situation as factual. The other definition  $(S = R) < E$  could however be the assessment of or the reference towards a future event from the present moment as the reference point making future time references modal.

the future tense is used in and the situation it refers to, in questions, for example the modal character of the future tense is strengthened since the answer to a question is usually not known in advance.<sup>90</sup>

## 4.2 English Grammatical Aspects

As described in chapter 3.2.1, Comrie divides grammatical aspect generally into the perfective and the imperfective aspect. This semantic distinction is rooted in the subjective interpretation of situations, whether they are perceived as a whole from outside, this is when the perfective aspect is used, or whether the writer/ speaker reports from an internal point of view where the phasal structure and the dynamics of a situation is emphasized, in this case the imperfective aspect is used.

Conversely, Comrie states that this distinction has not been grammaticalized in the English language, rather the opposition of progressive and non-progressive has been integrated into the grammar of English, which he states is “comparable to the imperfective/ perfective distinction only in relation to a limited set of verbs (nonstative verbs), and then only if habitual meaning is excluded.”<sup>91</sup> He describes the general basic meaning of the progressive aspect in terms of non-habituality and non-stativity, thus setting it apart from continuity. For the English language, he additionally supplies two characteristics to the English progressive: temporary stative and habitual meaning.<sup>92</sup> This description of progressive allows then for verbs with inherent stative and dynamic meaning a progressive use, such as *be* in a sentence like *Now you are being silly*.

Unfortunately, Comrie misses to denote the characteristics of the non-progressive. Nevertheless, considering that he describes the opposition of progressive and non-progressive as a subcategory of the continuous aspect, which in turn is a subcategory of the imperfective aspect, see Figure 11 for a better overview. The following features for the non-progressive aspect can be deduced: [-progressive], [-habitual], [-stative] [+continuous] [+imperfective]. Evaluating these features, the question arises why the non-progressive aspect should have continuous meaning. Furthermore, if the non-progressive aspect is considered to be a subcategory of the imperfective aspect, it is not clear, how a situation is to be described from an external

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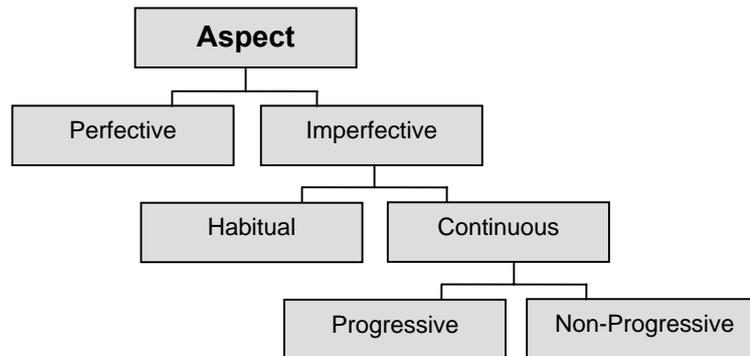
<sup>90</sup> cf. Kirsten (1994), pp. 65-72.

<sup>91</sup> Comrie (1976), p. 7.

<sup>92</sup> cf. Comrie (1976), pp. 35-38.

Quirk et al. refer to these types of situation as state progressive and habitual progressive. cf. Quirk et al. (1993), pp. 198-199.

view, a perfective view, in the English language. Hence, it occurs that Comrie's explanations at this point lack the specifics for a precise interpretation of his words. Therefore, this paper does not refer to a non-progressive aspect in the English language, rather the perfect aspect is regarded to as the aspect used in English opposing the progressive aspect.



**Figure 11:** Classification of aspectual opposition according to Comrie<sup>93</sup>

#### 4.2.1 Progressive Aspect

Diachronically, the progressive aspect derived from locative expressions which could be paraphrased as being “located in or at an activity”<sup>94</sup> Haspelmath reasons that the transfer from spatial to temporal concepts is a universal of all languages and that it derives from the human characteristic to conceive time in spatial concepts. He states that time and space are two “most important domains in human thinking”<sup>95</sup> and are closely interconnected. Haase completes this view by stating that time is understood in terms of space, i.e. in motion and change.<sup>96</sup> Thus the perception of time is metaphorically based on the perception of space. Metaphors are described by Lakoff as “the main mechanism through which we comprehend abstract concepts and perform abstract reasoning [...] [and thus] allow us to understand a relatively abstract or inherently unstructured subject matter in terms of a more concrete, or at least more highly structured subject matter.”<sup>97</sup>

<sup>93</sup> Comrie (1976), p. 25.

<sup>94</sup> Dahl, Östen; Joan L. Bybee (1989). “The Creation of Tense and Aspect Systems in the Languages of the World”. *Studies in Language* 13.1, p. 7.

<sup>95</sup> Haspelmath, (1997), p. 1.

<sup>96</sup> cf. Haase, Christoph (2004). *Kognitive Repräsentation von Temporalität im Englischen und Deutschen*. Marburg: Tectum, pp. 74-77.

<sup>97</sup> Lakoff, George (1993). “The Contemporary Theory of Metaphor”, In: Ortony, Andrew (1993), pp. 244-245.

That time concepts are deduced from spatial concepts becomes apparent when considering that temporal and spatial adverbials are often used for local and temporal references alike. Haspelmath provides the following examples in English and German to underline his position: *I visited my uncle **in** Odessa, I visited my uncle **in** spring* and *Annemarie stand **vor** der Kirche, Annemarie wurde **vor** vier Monaten geboren.*<sup>98</sup> The concept of the time line, as it is also used in this paper, is further proof to this statement, since it illustrates the sequential location of events as prior (in front), subsequent (after) etc. to a reference point on an axis, where the passing of time can be compared with movement through space.<sup>99</sup>

However, the English progressive, as it derived from a spatial location, which developed into temporal location, expresses an activity in progress and duration of a situation, but it may also convey other meaning than that. Leech, summarizes the meaning of the progressive aspect as being used to indicate duration, limited duration, lack of certainty about the completion of a situation and the enclosure of an event with a temporal frame,<sup>100</sup> additionally he denotes the use of the progressive aspect to refer to inexorable situations emphasizing the persistence of situations.<sup>101</sup> Examples for the various uses are:

- duration: **J30 357** They **are demanding** that richer countries cut back their carbon emissions to compensate.

This example also illustrates that the process which is going on is not considered to be finished in the near future, rather temporal boundaries are left indistinct.

- limited duration: **JY4 2999** Fernando, we **are being** very sensible and talking about this as we should have done last year.'

Here the current state of being sensible is emphasized, indicating that it is only temporary state and additionally contrasted with the characteristic manner of not being sensible in the past.

- temporal frame: **FRF 1275** He looked briefly at his son as he said the last few words, conscious that the boy **was watching** everything.

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<sup>98</sup> Examples taken from Haspelmath (1997), p. 2.

<sup>99</sup> cf. Haspelmath (1997), pp. 1-22.

Wunderlich states that "Aktionsart und Aspekt ergeben sich als Gestaltsqualitäten einer Bewegung" which makes the spatial conceptualization of time even more evident and is very close to Leech's definition of aspect as a passing of time.

Wunderlich, Dieter (1982). "Raum und Sprache". In: *Studium Linguistik* 12, pp. 1-2.

<sup>100</sup> cf. Leech, Geoffrey N. (1971). *Meaning and the English Verb*. London, N.Y.: Longman, pp. 18-21.

<sup>101</sup> cf. Leech, Geoffrey N. (1969). *Towards a Semantic Description of English*. London: Longman, pp. 150-151.

In this case the father's telling of the last words is framed by the consistent activity by his son of watching him.

Leech brings forward the following examples to illustrate the duration of situations *I am raising my arm* and *The house is falling down*,<sup>102</sup> which in contrast to the non-progressive form of the sentences indicates an ongoing process of the situation and not sudden eventualities. Furthermore, he points out the contrast between unrestricted duration conveyed by the use of the simple forms and the limited duration conveyed by the use of the progressive aspect. He forwards the following examples *I live in Wimbledon* denotes a permanent state, and *I am living in Wimbledon* denotes a temporary state. It should be noted that in the examples he uses, the verbs belong to the category of state verbs.

An often quoted example to illustrate the incompleteness that occurs with the use of the progressive aspect, is the difference between the sentences *The man drowned* and *The man was drowning*, of which the former indicates that the man died, which is not necessarily the case in the latter sentence, since it just implies that the man was in the process of drowning at a certain point of time in the past, whereas this process could have been stopped at a later point in the past. Another example for the incompleteness of a situation would be the discrimination of the following sentences: *I read a book that evening*, indicating a completion of the process of my reading a book and that I actually reached the end of the book, whereas *I was reading a book that evening*, does not indicate completion.

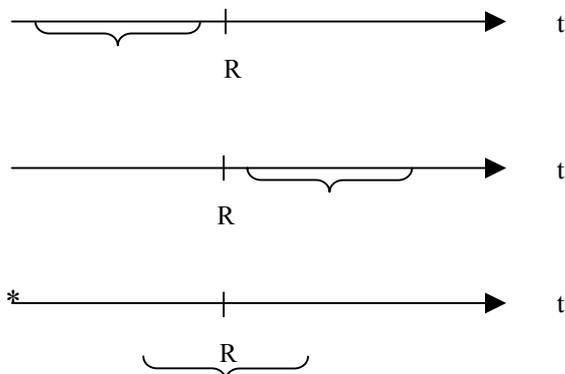
As to the use of the progressive to provide a temporal frame for a point of reference, Leech presents the following examples *This time last year I was traveling around the world*, here the point of reference that is included in a temporal frame stretching from this point into past and future, is the adverbial *this time last year*. Moreover, does the progressive often form a frame around a non-progressive form, while the occurrence of non-progressive forms implies time-sequence, i.e. one situation follows the other, examples are *When we arrived she made some fresh coffee*, indicating that the coffee making followed the arrival, conversely *When we arrived she was making some fresh coffee*, indicates that the coffee making was already in progress, during the arrival.

Representing the different semantic features of the progressive aspect diagrammatically can again be achieved by using the time line and the variables E and

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<sup>102</sup> These and the following examples are taken from Leech (1971), pp. 19-21.

R. (E is represented as a curly bracket.) It is important to be aware of the fact that E may adopt different positions in relation to R according to their temporal relation. Hence the relation of E and R in the progressive aspect might be presented in the following way:



**Figure 12:** Temporal relations of E and R in the progressive aspect

Depicting the durative feature of the progressive aspect also reveals the feature of the temporal frame to the point of reference (marked with an asterisk), hence the temporal frame feature can be said to be subsumed under the durative feature of the progressive aspect, as well as the feature of durativity to emphasize the permanence of a state. The feature of incompleteness or lack of certainty about completion could in the diagrams above be represented as , since in physical reality every situation has to come to an end at some point of time, but the end of the situation expressed by the progressive aspect is not in the focus of contemplation.

Regarding the basic meaning of the progressive aspect a debate is going on: Binnick, after reviewing several works of various authors, provides an overview about the four major arguments which are brought forward to describe the basic meaning of the progressive aspect: to convey the meaning of duration, an action in progress, incompleteness and the progressive frame of a situation,<sup>103</sup> which corresponds to Leech's declarations. According to Binnick, however, none of these theories satisfies. He states that the theory of duration, first, does not account for situations where the progressive aspect is used to express iterative meaning; second, it leaves open what is to be understood by durativity; and third, the notion of limited temporariness does neither satisfy, since some states are not temporarily limited and hence, can go on indefinitely describing a permanent state.

<sup>103</sup> cf. Binnick (1991), p. 284.

**Table 4:** Conceptions of durativity by various authors

| Authors   | Conceptions and Examples of Durativity   |
|---|--|
| <b>Leech</b><br>(1971), pp.<br>19-20  | <p>Leech explains the durative quality of a situation by contrasting it with the instantaneous quality of a situation. He puts forward the following examples: <i>I raise my arm</i> as being an instantaneous situation, which has perfective quality, whereas <i>I am raising my arm</i> is denoting an incomplete situation which stretches into past and future.</p> <p>He further points out that stative verbs when used with the progressive aspect attain a temporary quality, whereas event verbs (which are activity, accomplishment and achievement verbs) when used with the progressive stretch the situation indefinitely into past and future. As an example for the change of permanent to temporary state when state verbs are used with the progressive, Leech puts forward the following example: <i>My watch works perfectly</i> and <i>My watch is working perfectly</i>, here the first sentence denotes a permanent state, whereas the second sentence implies that the situation is only of temporary quality, since nothing is known about how long it will last. An example for event verbs achieving durative quality with the progressive is: <i>The bus stops</i> vs. <i>the Bus is stopping</i>.</p> |
| <b>Comrie</b><br>(1976), pp.<br>41-43   | <p>Comrie sets durativity apart from imperfectivity stating that “imperfectivity means viewing a situation with regard to its internal structure (duration, phasal sequence), and durativity simply refers to the fact that the given situation lasts for a certain period of time (or at least, is conceived of as lasting for a certain period of time).” Moreover, he contrasts durativity with punctuality, “which means the quality of a situation does not last in time (is not conceived of as lasting in time), one that takes place momentarily.”</p> <p>He highlights the difference between durative and punctual situation as a matter of having and not having internal temporal structure. Comrie puts forward the following example for a punctual situation: <i>John reached the summit of the mountain</i>.</p>   |
| <b>Binnick</b><br>(1991), p.<br>284   | <p>Binnick sees a “serious problem” in what is actually meant by durativity, whether it refers “to continuance (endurance) or mere extension (non-momentariness), or possibly to incompleteness? Under what conditions, precisely can we say that an event has duration (durativity)?”</p>   |
| <p><b>Conclusion:</b> According to the conception that time is dense (cf. chapter 2.2) Binnick is right to state that a precise definition of durativity would be needed to make a clearer statement about the meaning and the use of the progressive aspect, nevertheless do the approaches of Leech and Comrie make useful contribution in contrasting durativity against its opposition, punctuality, and setting it apart from imperfectivity and thus attempting a semantic description.</p> |  |

With regard to the argument that the progressive aspect is applied to describe an action in progress, an action in progress usually involves a change of state, especially with verbs of accomplishment, and therefore, according to Binnick, some authors consider this feature as the central meaning of the progressive, nevertheless, there are cases where the progressive does not describe a change of state. As pointed out by Leech stressing that the progressive of state verbs has the effect of compressing the time-span of a state, but not indicating a change of state.<sup>104</sup> Furthermore, Binnick denies the basic

<sup>104</sup> cf. Leech (1971), p. 19.

meaning of the progressive to be the simple continuity of a situation, since this can also be expressed by simple tenses. With respect to the theory that the progressive is used to convey the meaning of incompleteness, or rather the lack of completion, he states that while this is true there are occurrences of the progressive aspect, which do, however, not convey the meaning of incompleteness, and thus questions whether incompleteness is the basic meaning of the progressive aspect.<sup>105</sup> As to the theory that the progressive is used to indicate “a ‘frame’ for another event or situation, [...] [he argues that the] weakness of the frame analysis is that the progressive is meaningful even when no contained event is stated”<sup>106</sup> and that a temporal frame can also be established by means of adverbials. Hence in Leech’s example *This time last year I was traveling around the world*, the temporal frame could as well be *this time last year* encompassing the traveling.<sup>107</sup>

Other researchers consider the basic meaning of the progressive aspect as the expression of ‘subjectification’, i.e. to communicate one’s personal point of view on a specific situation. This subjectification occurs especially in main clauses, with present tense, and with adverbs such as *always*, *continually*, etc., with first- and second-person pronominal subjects, and with cognitive/ mental verbs.<sup>108</sup> The choice of grammatical aspect is unquestionably subjective, considering however, that utterances are always reflections of a speaker’s/ writer’s personal views, and that these subjective interpretations do not necessarily contradict the physical reality of a durative situation, it is unclear how this is to be the basic meaning of the progressive aspect, although it might occur that the context of the progressive aspect might reinforce the subjectivity of an utterance.

Part of the difficulties denoting the basic meaning of the progressive meaning might derive from a further development of the progressive aspect. As the progressive developed from the spatial concept of being in a location and transferred into the temporal concept of being in an activity, it gradually lost the locative meaning. The progressive aspect is, according to Dahl and Bybee, in progress of development into imperfective aspect, the blurring of the temporal boundaries and the notion of

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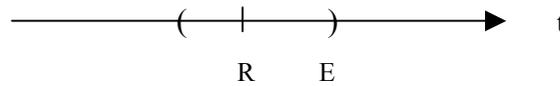
<sup>105</sup> cf. Binnick (1991), pp. 284-287.

<sup>106</sup> Binnick (1991), pp. 287-288.

<sup>107</sup> cf. Binnick (1991), p. 288.

<sup>108</sup> cf. Killie, Kristin (2004). “Subjectivity and the English Progressive”. In: *English Language and Linguistics* 8.1, pp. 25-28.

incompletion of the situation can be seen as evidence.<sup>109</sup> Nevertheless, the basic definition of the progressive aspect could diagrammatically be represented as:



**Figure 13:** Basic definition of the progressive aspect

#### 4.2.2 Perfect Aspect

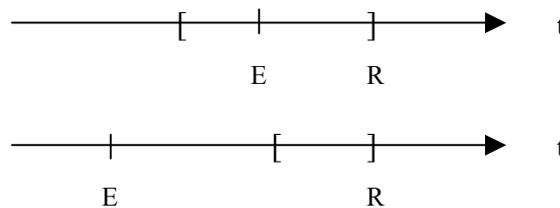
Regarding the relation between E and R as defining aspect, there are theoretically three possible aspects:

$E < R$  representing perfect,

$E = R$  representing imperfectivity and

$E > R$  representing posteriority.

The definition and the basic meaning of the perfect aspect is the relation of  $E < R$ . This makes the difference between the perfect aspect and perfective aspect, as defined in chapter 3.2.1, fairly clear, since in the perfective aspect E is included in R. Diagrammatic representations are:



**Figure 14:** Perfective aspect (upper figure) as opposed to perfect aspect (lower figure)

According to Klein, perfect and perfective aspect are commonly associated with completion. The difference between them being that in the perfective aspect a situation is complete within R, while the situation is already complete before R in the perfect aspect,<sup>110</sup> this can also be seen in the diagrams above. A further characteristic which simultaneously connects and divides the perfect and the perfective aspect is their indication of change of state: whilst the perfective aspect indicates a change of state within R, the perfect aspect indicates a change of states prior to R. The perfective aspect in fact calls for an extension of the three possibilities of combination of R and E, requiring the possibility of inclusion, which could be represented as  $E \subset R$ . This gains importance when considering that the progressive aspect could be represented in reverse order as  $R \subset E$  relationship.

<sup>109</sup> cf. Dahl, Bybee (1989), pp. 82-83.

<sup>110</sup> cf. Klein (1994), p. 109.

The fact that English does not have a grammaticalized perfective aspect does by no means indicate the absence of a possible perfective meaning of VPs or the impossibility of a development of a perfective aspect in English. Following the description of the development of aspectual systems of Dahl and Bybee, the perfect aspect has developed out of the resultative semantic meaning of verbs, which was originally expressed by and restricted to telic verbs indicating a change of state. Furthermore the lexical indication of completion and change of state put the focus on the resultative state of a previous event. The sources of the English perfect aspect were originally transitive constructions which became generalized and lost the condition of agreement between the participle and the object triggering a change in word order which put “the participle closer to the auxiliary.”<sup>111</sup> Additionally, the focus shifted towards the event itself leading to an extension of purely resultative meaning and use towards perfect aspect, which can equally be applied to stative, activity, accomplishment and achievement verbs. Furthermore, the perfect aspect is restricted in its compatibility with temporal adverbials, while the resultative was not restricted in its ability to combine with temporal adverbials.<sup>112</sup>

A further development of the perfect aspect could eventually lead to a perfective aspect in the English language. This could occur through a generalization of the semantic notion of relevance to the present moment and a weakening of pragmatic restrictions of the perfect aspect. Moreover, the auxiliary could be deleted and instead be transformed into affixes being applied to the main verb, i.e. the periphrastic structure of the perfect aspect would turn into morphological boundness of perfective aspect.<sup>113</sup>

### **4.3 English Compound Tenses: Tense Aspect Combinations**

The English system of grammatical time references can be described in mathematical terms as an addition of tense and aspect. Each grammatical form of locating an eventuality in time consists of a tense and either none, one or two aspects. Hence, this chapter provides an account of the results of the combination of tense and aspects, and investigates whether this calculation is indeed a bare addition of the singular summands.

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<sup>111</sup> Dahl, Bybee (1989), p. 72.

<sup>112</sup> cf. Dahl, Bybee (1989), p. 69.

<sup>113</sup> cf. Dahl, Bybee (1989), p. 74.

### 4.3.1 Present Progressive

The meaning of the present progressive is to express a situation in progress at the present moment, viewing the situation from a point of view inside the situation. This is the reason, why Kirsten calls the progressive form of the present tense an experiential form contrasting the factual form of the simple present tense. A combination of the progressive aspect with the present tense could be formulated as  $(S = R) \subset E$ .

As already mentioned in chapter 4.2.1, the progressive aspect can be used to express durativity, limited durativity and incompleteness of a situation, and it can provide a frame for another situation. According to Kirsten the present progressive is mainly used when the durativity of a dynamic situation is to be expressed emphasizing an imperfective view on the situation. Thus it can be said that the present progressive underlines the phasal structure and the temporal durativity of a situations, while the temporal boundaries of the situations are blurred. The present progressive can be represented in the following way:



**Figure 15:** Present progressive

When the present progressive is used with stative verbs it expresses a temporal situation. The main use of the present progressive, according to Kirsten however, is the description of a situation from inside to make the view of the writer/ speaker on a certain situation understandable and the events more vivid to the reader/ listener, it is thus an expression of the subjective view of the writer/ speaker.<sup>114</sup>

The present progressive may be used to establish textual coherence through anaphoric and exophoric references, i.e. reference towards situations that have already been established in the preceding text or to situations that have not yet been established in the text, but is nevertheless known to the hearer of the text, both of these references may be used to comment on the enduring situation and to make subjective judgments about it. Kirsten puts forward the following example to underline his position, in this example the first two occurrences of present progressive make exophoric references and the last two are anaphoric, each referring to the previous paragraph:

*“Oh don’t,” she was objecting. “Mr. Basil, don’t. It isn’t as though it’s yours. Don’t be so inquisitive, don’t!”*

*“Shut up,” he said without turning around. “I’m only having a look. The order must have come from South Africa through one of the flower services, I*

<sup>114</sup> cf. Kirsten (1994), p. 36.

*suppose. That's the flaw in these things. There's no way of telling what you're getting for your money."*

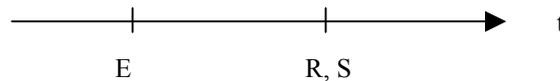
*"What are you talking about?" she demanded, "It's beautiful. It must have cost I don't know what!"*

*"I know. That's what I'm saying."*<sup>115</sup>

The present progressive can also be used to refer to planned future actions, such as in the sentence *But I am singing in New York tomorrow* and *They said the world would end tonight (But here it is midnight and we are still around)*.<sup>116</sup> A special form of this function of the present progressive is the *going to* future which requires, contrary to the use of present progressive as future reference, something similar to a present intention of a future action, therefore it is usually used to refer to the near future.<sup>117</sup>

### 4.3.2 Present Perfect

Combining present tense with perfect aspect results in a past situation which is being related to the present moment as the reference point. The relation  $E < (R = S)$  can also be presented in a diagram:



**Figure 16:** Present perfect

Contrasting the simple past, where  $R = E$ , the present perfect takes the present state of affairs as starting point for a retrospective view on a past event. The exact location of  $E$  in the past, however, is indefinite, if the position of  $E$  was definite the simple past would be required. This affects the compatibility of the present perfect with temporal adverbials, it usually cannot be used with adverbials referring to a specific point in the past, adverbials used with the present perfect have to include the present moment, such as *this week, today* etc. The location of an eventuality in the past does not explicate a statement about the temporal boundaries of the eventuality, any indication as to whether it is completed or not is explicated by the context. The simultaneity of  $R$  and  $S$  is often interpreted as ‘current relevance’<sup>118</sup> and regarded to as the most important feature of the present perfect. This is, however, only one way of interpretation and examples can be

<sup>115</sup> Kirsten (1994), p. 39.

<sup>116</sup> cf. Higginbotham, James (2004). “The English Progressive”. In: Guéron, Jacqueline; Jacqueline Lecarme (2004), p. 332; examples also taken from there.

<sup>117</sup> cf. Kirsten (1994), pp. 31-42.

<sup>118</sup> cf. Kirsten (1994), pp. 45-47.

found countering the claim of current relevance, such as *Have you ever been to Tokyo?*, here it is of interest if a person was ever, but not lately in Tokyo.

### **Different Types of the Present Perfect**

The present perfect can be used to convey different meanings depending on the relative position of R towards E and the various ways of viewing and focusing on different aspects of past situations. Hence different types of the present perfect can be distinguished, Klein in his analysis of the different types refers to the categorization by Comrie, accordingly there are four types: perfect of result, experiential perfect, perfect of persistent situation and perfect of recent past.<sup>119</sup>

#### ***Perfect of Result***

Comrie describes the perfect of result as “a present state [which] is referred to as being the result of some past situation.”<sup>120</sup> Klein analyzes this as E being close to R. He puts forward an example given by Comrie: *Is John here yet? - Yes he has arrived.* Here the *has arrived* is present perfect, where R includes S and E is relatively close to R, since the state of John’s being present is the result of his arrival. It is required that R of the question, which was asked in present tense is concurrent with R of the answer, thus the present perfect has to be used.<sup>121</sup> According to Kirsten, the resultative perfect is used when the result of a change of state in the past is regarded to retrospectively from the present moment and the consequences of this change of state for the present situation are stressed. To express a change of state, verbs of accomplishment or achievement have to be used. The resultative perfect may be used with temporal adverbials like *just, already, not yet, etc.*<sup>122</sup> such as in the following sentence:

- **AHM 107** He **has** already **faced** fierce criticism from his local Labour candidate after he told parents that the school would close if the party won the election.

#### ***Experiential Perfect***

“The experiential perfect [...] indicates that a given situation has held at least once during some time in the past leading up to the present.”<sup>123</sup> Klein analyzes this type of perfect as possibly having a greater distance between E and R, than the resultative

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<sup>119</sup> cf. Comrie (1976), pp. 56-61.

Dahl refers to these types of perfect as overlapping prototypical uses of the perfect aspect, requesting a basic meaning of the perfect aspect. cf. Dahl (1985), p. 132.

<sup>120</sup> Comrie (1976), p. 56.

<sup>121</sup> cf. Klein (1994), p. 111.

<sup>122</sup> cf. Kirsten (1994), pp. 48-49.

<sup>123</sup> Comrie (1976), p. 58.

perfect, so that the result of E in the past may already have vanished.<sup>124</sup> According to Kirsten, the experiential perfect may be used with temporal references, “wobei es sich um solche [temporalen] Angaben handelt, die die Rückschau mit der Unbestimmtheit der zeitlichen Fixierung des Geschehens im überblickten Zeitraum verbinden,”<sup>125</sup> such as *before, in the past*, etc., examples would be:

- BMD 1119 In the past he **has used** Brazilian mahogany, but he now believes the Amazonian rainforest is more important than replacing his small stock.
- K4C 32 The pair, running for Liverpool, outclassed the rest of the field, with Dawn running five seconds better than she **has done** before to record 4 minutes 34.9 seconds and Clare clocking 4-;36.6 an improvement of 14 seconds on her previous best.

The emphasis on the retrospective view makes the experiential perfect inclined to be used in reports about radical changes in the past, which is often accompanied by an additional change in tense from the simple past to the present perfect. The following sentence can be considered an example for this type of perfect, since the situation shows distance to the present moment and it is not clear what effect the past situation has on the present moment:

- doc/doc15 – 61 It is precisely for this reason that we **have pooled** our resources in the past with our allies.

While the experiential and the resultative perfect differ from each other in that the resultative perfect emphasizes the consequence of a past situation and the experiential perfect the view on the past situation, both view the situation in its entirety from the present moment.<sup>126</sup>

### ***Perfect of Persistent Situation***

Conversely, the perfect of persistent situation describes a “situation that started in the past but continues (persists) into the present, as in *we’ve lived here for ten years*.”<sup>127</sup> Klein describes this form of the perfect as being “tricky”, since it seems as if E includes R, which in turn is simultaneous to S. But he clarifies that the posttime<sup>128</sup> of the situation, by which he means the time after E, starts after the ten years of living in the place, hence the situation of living in a place persists but not the living in a place for ten years. Hence the perfect of persistent situation does not contradict the general definition

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<sup>124</sup> cf. Klein (1994), p. 112.

<sup>125</sup> Kirsten (1994), p. 50.

<sup>126</sup> cf. Kirsten (1994), pp. 48-52.

<sup>127</sup> Comrie (1976), p. 60.

<sup>128</sup> A central concept of Klein’s work in regard to past time reference is posttime, it describes the time after E, hence in case of the perfect aspect R and S are located in posttime.

of the perfect aspect of  $E < R$ .<sup>129</sup> According to Kirsten denotations about the duration of the situation are for example made by *for* plus NP, *since* plus NP or subordinate clause, *so far*, *up to now*, etc., as for example:

- **C9V 420** The homoeopathic physician can on the other hand give the appropriate remedies for grief or fright, or whatever else it may have been, and experience the satisfaction of being told that the patient now feels better than she **has done** for years.

Moreover, this type of present perfect is restricted to stative and activity verbs and verbs that can be used as both.<sup>130</sup>

### ***Perfect of Recent Past***

The perfect of recent past is “used where the present relevance of the past situation referred to is simply one of temporal closeness, i.e. the past situation is very recent.”<sup>131</sup>

Klein puts forward the following example: *I've learned recently that the match is postponed, Bill has just (this minute) arrived*, he explains that the present perfect referring to a situation in the immediate past is used as past tense, since R shifted away from S towards E. He further observes that the tendency to use present perfect for recent past is the “beginning of a development which is indeed observed quite often: the perfect aspect becomes a past tense (for example in German, where this development seems to be almost complete).”<sup>132</sup>

Kirsten points out that the subjective perspective of a writer/ speaker of a text, which is conveyed by the use of the present perfect, contrasts the factual use of the simple past and is thus used in texts “beim erklärenden und begründenden Kommentieren in expositorischen und argumentativen Textausschnitten.”<sup>133</sup> It is important to note that emphasis is put on *Textausschnitte*, underlining that the present perfect is a marked tense in English contrasting the simple present or past. This is supported by Binnick who argues that the simple past “is more likely to be a narrative tense than the [present] perfect.”<sup>134</sup>

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<sup>129</sup> cf. Klein (1994), pp. 112-113.

<sup>130</sup> cf. Kirsten (1994), pp. 48-54.

<sup>131</sup> Comrie (1976), p. 60.

<sup>132</sup> Klein (1994), p. 113.

<sup>133</sup> Kirsten (1994), pp. 55-56.

<sup>134</sup> Binnick (1991), p. 377.

### 4.3.3 Present Perfect Progressive

The present perfect progressive overlaps with the present perfect in that it refers to a situation in the past from the present moment, yet the present perfect progressive focuses mainly on the situation being in progress in the past and does not make any reference as to the result of the situation. A diagrammatic representation of the present perfect progressive could hence look as the following:



**Figure 17:** Present perfect progressive

The present perfect progressive is, according to Kirsten, usually used with activity verbs and can thus be viewed as the opposite of the resultative perfect. Nevertheless, the present perfect progressive can also be used with achievement and accomplishment verbs if emphasis is put on the situation itself and not on the ongoing process of the situation. The use of the present perfect progressive in texts is similar to the use of the present perfect, but due to the fact that it is an experiential form it is used to make descriptions of eventualities more vivid for the reader/ listener. It can be used to express emotions or a subjective interpretation of the situation, hence it may express sympathy, antipathy, disappointment, irony, etc. It can also be used to provide background information and give explanations on a present state of affairs which lies behind the retrospective view on the past situation.<sup>135</sup> In the following examples the present perfect progressive form provides background information on events which either co-occur in the same sentence or follow in the next sentence:

- **K1W 1924** Sir David Attenborough **has been visiting** a nature reserve to thank industrialists for helping to save a precious piece of the environment. He joined business sponsors who swapped their pinstripes for green wellies for the day.
- **ABK 1019** The Philippines **has been wondering** what to do about Mrs Marcos ever since she fled to Hawaii with her husband Ferdinand when he was deposed by a revolt in 1986.
- **FPY 2050** The RSCM **has been offering** a wide range of courses for many years, and there is a well-established pattern of deanery, archdeaconry or diocesan events and festivals in many places.

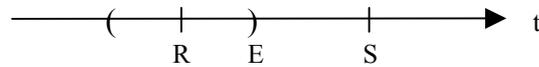
### 4.3.4 Past Progressive

The past progressive is used when it shall be expressed that a situation was in progress in the past. It is used to stress the durativity and the ongoing process of a situation in the past, but does not make an explicit statement about the (in)completion of the situation,

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<sup>135</sup> cf. Kirsten (1994), pp. 59-61.

but due to the fact that neither the beginning nor the end of the situation taken into contemplation, it appears to be atelic and incomplete. A diagrammatic representation could be like this:



**Figure 18:** Past progressive

Contrasting the simple past, which is used in narratives to convey the main events in a narration, the past progressive is used to provide background information on the main story line. It is mainly used with durative verbs. Such as in the following sentences:

- **ED4 1393** I didn't know, until I began to get feedback, if she **was understanding**, but she was.
- **G1L 865** He beamed at them again and Caspar **was beginning** to relax, because it seemed as if they might escape after all and Fenella **was remembering** about magic being very nearly everyday here, when Pumlumon said, 'Of course, that's so long as I can remember the words.'

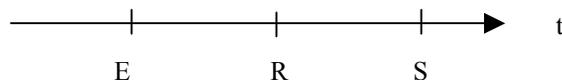
After verbs of perception the past progressive is employed to vividly describe the characteristics of E, since it has the effect on the reader/ that they perceive the situation themselves. This shows that the past progressive has, just like the present progressive and the present perfect progressive, cohesive textual function. Such as in the following sentences:

- **AN7 1738** Right now she **was hearing** as though from a long way off, the sounds somehow muffled.
- **H8H 1411** It was as though she had spent the past twenty-two years imprisoned in a shell, and had now broken free of it, and **was tasting** sensations which she had never dreamed possible.

As it is an experiential form, it is not used to provide factual descriptions or reports on a certain situation, it rather provides a subjective perspective on the situation in segments of a text to support, refine and modify the information given on the eventualities in the main story line.<sup>136</sup>

#### 4.3.5 Past Perfect

The past perfect is used to locate a situation prior to a reference point in the past, a diagrammatic representation would be:



**Figure 19:** Past perfect

<sup>136</sup> cf. Kirsten (1994), pp. 94-100.

The past perfect has similarities with two other past time references, the present perfect and the simple past; it is similar to the present perfect in that it may provide a retrospective view on a situation in the past, the difference being that E is prior to R, and it is similar to the simple past in that there is a temporal gap between R and S. Because of these similarities, the past progressive may be substituted by the simple past if there is a temporal gap between E and R, the temporal gap is often described by temporal adverbs and prepositional phrases (PP), such as *once, on an earlier/that day, many years before*, etc., or by subjuncts such as *as soon as, when, before, after*.

- **HTU 4767** On the bare and blackened springs of what once **had been** the driver's seat, sat the bare and blackened remains of what once **had been** something or other.
- **GWG 1577** Tavett grew annoyed when he realized she **had** already **discussed** it with the other two the previous evening as soon as she had been allowed to leave the police station.

The past perfect may also be used with the same temporal references like the present perfect, when it provides a retrospective view on a past situation, such as *just, already, ever* and with PPs including *till, by, since, for*. Such as in the following example:

- **BNN 118** Her husband **had just finished** the day's work at his butcher's shop and they were settling down to supper.

When the past perfect is used for retrospection it may display causal relationships and give explanations on the source, E, of a past situation, R, in which case it might be possible that the causal situation might continue up to the moment of the situation at R. In texts the past perfect is used to give short insights into past eventualities, e.g. flashbacks in narratives and reports so as to provide background information of the situation, being R. Such as in the following text fragment:

- **HL9 1610** Gaston Flosse, President of French Polynesia since March 1991, stepped down on July 13 following riots over the imposition of new taxes ordered by France, turning over his duties to Vice-President Michel Buillard; refusing to characterize his move as a resignation, claiming that he was acting to create "the necessary distance for reflection" on the territory's current conflict, Flosse **had criticized** his predecessor, Alexandre Leontieff, for forcing the unpopular measure through the territory's Assembly.

It might as well be used in indirect speech, where it is employed to the backshifted information originally expressed in simple past or present perfect. The past perfect may also fulfill modal functions, it can express unreal past situations, where a hypothetical situation in the past is presented and a temporal reference is made prior to this situation.<sup>137</sup>

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<sup>137</sup> cf. Kirsten (1994), pp. 101-107.

### 4.3.6 Past Perfect Progressive

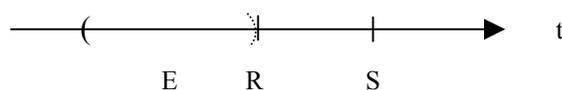
The past perfect progressive expresses the same temporal reference as the past perfect, however, emphasis is put on the durative quality of E. When there is a temporal gap between E and R, E is implied to be atelic, this feature is used to provide background information on a situation narrated in present perfect.

- **A5D 48** In between these demonstrations of loyalty and discipline under fire he had said nothing to clarify the Government's policy for combating inflation other than that there was no alternative to what he **had been doing**.

If, however, the past perfect progressive should be used so as to provide a retrospective view from a past situation, only the durativity of E is emphasized and is used to give additional explanations on the situation present at R. Such as in the sentence:

- **F9U 609** Throughout much of 1948 Minton **had been working** up oils based on his drawings and watercolours of Corsica for an exhibition at the Lefevre, initially promised him at the end of that year but not mounted until February 1949.

The past perfect progressive may also be used in flashbacks, especially in descriptive segments of narrations, but unlike the past perfect it can not be used for a whole passage in a text. The past perfect progressive may be used for backshifted indirect speech originally uttered in past progressive or present perfect progressive. It has also modal uses, like the past perfect, but here again the durativity or the progress of the situation is emphasized. Contrasting the stress of the past perfect on the temporal and causal relationships, the past perfect progressive puts the emphasis on the durative and progressive characteristics of the situation.<sup>138</sup> Hence the diagrammatic representation:



**Figure 20:** Past perfect progressive

### 4.3.7 Future Progressive

Combining future tense with the progressive aspect, the future progressive should locate a situation in progress subsequent to the present moment. Such as in the sentence:

- **J1Y 29** Parking for 10,000 cars is an integral part of the project and local and government authorities **will be investing** DM300 million in improving the area's transport and infrastructure.

According to Kirsten, however, the future progressive is seldomly used to express this meaning. Quoting Leech, he states that the future progressive is rather used as “future-

<sup>138</sup> cf. Kirsten (1994), pp. 108-110.

as-a-matter-of-course [...] [which] indicates that the predicted event will happen independently of the will or intention of anyone concerned.”<sup>139</sup> Such as in the sentence:

- **KD0 4457** A hundred and fifty people have been invited, but I don't know if all **will be coming**.

The future progressive is again an experiential time reference, focusing on the ongoing process itself, disregarding the temporal boundaries so as to draw a vivid picture of the process for the reader/ listener.

The future progressive expresses the speaker's/ writer's personal interest in a future situation, where s/he may express his/ her anticipation of the situation. This opposes the factual orientation expressed by the simple future. Moreover, the simple and the progressive future show a different speech act behavior in interrogative, as well as in declarative sentences. In interrogative sentences, the simple future may be used to make a request, such as:

- **HYA 345** Will you **help** me?

While the future progressive cannot be used in this way, rather it inquires about a future action without any anticipation about the situation, as in:

- **HJH 3081** Will you **be coming** over next weekend?'

In declarative sentences the simple future may be used to reassure, warn or threaten somebody, or to make promises with the aim of triggering a reaction in the hearer/ reader, thus it can be used to fulfill directive or commissive speech acts, as for example:

- commissive: **BMX 109** `I **will help** you to hunt it and you will shoot it,'; said Allen.
- directive: **JA8 225** Now then **will** you **go** back to your own proper seats now and I'm going to give you a number.

Whereas the future progressive plainly provides insight into a future situation fulfilling assertive speech acts, such as:

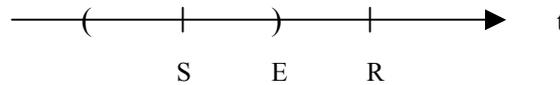
- **CDN 1154** Ma and Pop **will be going**.
- **ED9 81** `I **will be going** down at least once a fortnight, the children enjoy all the sporting facilities and social life.

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<sup>139</sup> Leech (1971), p. 62 as quoted in Kirsten (1994), p. 74.

### 4.3.8 Future Perfect and Future Perfect Progressive

The future perfect locates a situation prior to a reference point in the future, a diagrammatic representation could hence look the following way:



**Figure 21:** Future perfect

The reference point in the future perfect can either be defined by temporal adverbs such as *soon*, *next*, *some day*, PPs including *by* and *in*, temporal subordinate clauses or may in an other way be encoded in the context. Examples for the Future perfect are:

- **AYK 844** Whereas, even if nothing goes wrong at the weekend, Mr [sic] Smith **will have made** himself miserable for days in advance.
- **JIM 200** By next May when the league and cup medals are being handed out, Celtic **will have gone** five years without a trophy.

The future perfect is hardly ever used<sup>140</sup> if it occurs it is in dialogues providing background information.

The progressive form of the future perfect expresses the same temporal reference and additionally conveying the relation of  $R \subset E$ , it is even less used than the future perfect. The future perfect progressive stresses the durativity or the progress of a situation, and parallels the present perfect progressive in this respect.<sup>141</sup> Such as in the sentences:

- **CS1 465** Sometimes a murder enquiry **will have been going** on for some days before it emerges that there is a sexual element involved.
- **K5J 3312** There is an habitual inability to see the logical wood for the emotional trees, as the less discerning **will have been proving** since the final whistle sounded at Celtic Park.

## 4.4 Conclusions

To conclude this chapter, the issue whether the compound tenses are a mere addition of tense and aspects and whether Bache's typological generalizations regarding the compatibility of tense, aspect and *Aktionsart* apply to the English language are reconsidered. Taking the basic meanings of the aspects and the tenses into consideration it could be concluded that if they were to be the result of mere addition the combinations of both in compound tenses, would not extend their meaning over the semantic limits of its sources' basic meanings, this is, however, not the case. The combination of simple tenses and the progressive aspect, can be considered to be an

<sup>140</sup> Evidence is provided by the English German Translation Corpus, where no entries could be found for this tense.

<sup>141</sup> cf. Kirsten (1994), pp. 79-81.

addition, but as soon as the perfect aspect is added compound tenses show extra semantic properties.

Present and past progressive emphasize the durative quality of situations and both show in combination imperfective characteristics with dynamic situations, although they are usually not made explicit. The combination of present tense with perfect aspect shows evident differences towards their own semantic properties. A mere addition of them would only show the semantic content of  $E < (R = S)$ . Although Klein argues that the perfect aspect usually indicates completion, the present perfect does not make an explicit statement about a possible (in)completion of a situation. Additionally the indefinite position of E in the past and its indefinite boundaries allow for various interpretations of E, whether it is completed and does or does not affect the present moment, whether it is remote or close to the present moment etc. This and the simultaneity of R and S give rise to various interpretations of situations and a classification of different types of the present perfect, each emphasizing a different feature. Thus the different types of the present perfect show additional semantic properties to that of present tense or perfect aspect. Why the present perfect shows this kind of broadened semantic properties, may to a certain degree be explained with it being in a development towards the perfective aspect, but this would only explain the tendency to interpret situations as completed and not the different types of the present perfect stressing the retrospective view on E, the duration or the present relevance of E. Since if it was only for the perfect aspect to trigger these extensions of meaning, the past perfect and the future perfect would also be affected.

The past perfect, similar to the present perfect, views past situations retrospectively, which derives from the perfect aspect and the additional past time reference, or, if there is no temporal gap between E and R, it expresses a past time reference identical with the simple past. This, however, does not contradict the hypothesis of being a mere addition of past tense and perfect aspect. So, it is not clear where the additional semantic properties of the present perfect emanate from, it can however be concluded that it is not the perfect aspect alone, which generates a semantic extension, since the past perfect is not affected.

The assumption can thus be made that the combination of the present tense with the perfect aspect is responsible for the semantic extension of the original semantic properties of the sources. In this case, however, the effect is neutralized by adding the progressive aspect, since the present perfect progressive is also not affected.

Nonetheless, Marschall argues that not every language realizes every possible combination of tense and aspect, so that not every form may be used to denote a meaning, or the same meaning as in another language for that matter, in each language. So that if a meaning is to be expressed in a form that already has a meaning, a substitute form can be created or the form might hold different meanings.<sup>142</sup> Accordingly, the assumption could be made that there is a development within the present perfect going on which might eventually result in different aspects which might share one form or even develop different forms, i.e. grammaticalize in different ways, this is, however, pure speculation and is not further elaborated on in this paper.

No additional semantic properties are palpable in the combinations of tense, perfect and progressive aspect. Both the present and the past perfect progressive include the perfect aspect, conveying the meaning of  $E < R$ , and the progressive aspect which is stressed by the emphasis on the durativity of E. That there is no contradiction between the progressive and the perfect aspect, proves that neither one has purely imperfective or perfective meaning, otherwise they would not be compatible.

With regard to Bache's typological generalizations about the compatibility of tense aspect and *Aktionsart*, some conclusions can be drawn despite the fact that English has not grammaticalized perfective and imperfective aspect, considering the incompatibility of telic actionality with imperfective meaning, as well as the incompatibility of directed and complex actionality with perfective meaning. The first two rules can be subscribed to: iterative and habitual meaning is in English expressed by present tense, implying that the habit started in the past and will probably continue into the future, thus the sentences *I play chess* and *I am a chess player*, for example, imply that my chess playing occurs regularly and will also take place in the future and that I have been a chess player in the past and I will also continue to be one. Likewise does the expression of a directed actionality not combine with perfective meaning in English, since a situation in progress, even if the situation is directed towards a definite end, shuts out any indication as to when the situation will end, as in the sentence *I am drinking a glass of whisky*. However the third rule of proposed incompatibility of telicity with imperfective meaning in English can be refused by the sentences already considered in chapter 4.2.1, *The man drowned*, expresses telic actionality and perfective meaning, *The man was drowning*, however, conveys imperfective meaning and is

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<sup>142</sup> cf. Marschall, Gottfried (1997). "Tempusformeln". In: Kühlwein, Vater (1997), pp. 1-24.

He refers to grammatical aspect, as it is used in this paper, as phase restricting the denotation of aspect to imperfective and perfective.

grammatically correct. It is improbable, however, that this inconsistency derives from the fact that the perfective aspect is not grammaticalized in English, since the meaning of the perfective aspect is completion and can be expressed in the English language.

As to the compatibility of tense and aspect: Bache generalizes that the present tense is incompatible with perfective meaning, can be confirmed for the English language. Since the present tense when it is used to describe a present situation has the meaning of  $E = R = S$ , thus a further reference frame within which a situation is completed is not established. Bache's rule that punctual and telic actionality are incompatible with the present tense does, however, not apply to the English language, since achievement verbs are telic and punctual and can be used with the present tense. In a simultaneous sports report the following utterance may thus occur, *...and he wins the race*, and the control question *At what time did he win the race?* can be asked subsequently, indicating that the situation as an achievement.

Additionally it can be summarized that the English perfect aspect is compatible with all aspectual classes, whereas the progressive aspect is incompatible with achievements, since it converts them into activities.

## 5 Contrasting the English and the German Tense and Aspect Systems

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Reichenbach's system of variables of E, R and S which can be combined in various ways, by anteriority, posteriority, simultaneity and inclusion, results in a limited set of possible combinations of the variables and hence in a limited set of tenses and aspects. According to Marschall,<sup>143</sup> however, not every language expresses these temporal relations of situations grammatically. There might as well be languages where additional temporal relationships are to be expressed, which do, however, not fit into the limited set of combinations of the variables, e.g. when several meanings have to share one form, the English types of the present perfect might be examples for several signifiés sharing one form (signifiant). There might also be languages which do not express the relationships of R and S grammatically, i.e. which lack the forms of expressing grammatical tense. Examples for tenseless languages are Thai, Mandarin

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<sup>143</sup> Marschall, Gottfried (1997)

Chinese and Navajo. And there might as well be languages which do not display aspect grammatically.

So far it has been revealed that the English language expresses three temporal references by present, past and future tenses, which can be combined with zero aspect, perfect aspect and progressive aspect, and both aspects. This chapter focuses on a comparison of the English tense and aspect system with the German tense and aspect system elaborating on the distinctions between these systems.

## 5.1 German Simple Tenses

In the German language tense marking is obligatory, just as in English, thus every verb can take a past, present and future form, while the last one is formed periphrastically. There is a simple past tense, the *Präterium*, a simple present tense, the *Präsens*, and a future, the *Futur I*. These can be seen as paralleling the English simple tenses to a large extent, both in their meanings and uses. There are also compound tenses which to a certain degree parallel its English equivalents and in the case of the *Perfekt* diverge significantly from them.

### 5.1.1 Präsens

Paralleling the English simple present, the German *Präsens* can be used to refer to past, present and future situations, as well as atemporal situations. The reference towards a present situation, however, differs from the English simple present in that it is also used to refer to continuing situations as in the following examples: *Es regnet*; *Ich schreibe gerade einen Brief* and *Peter besucht zur Zeit einen Lehrgang*.<sup>144</sup> The examples introduced above would employ the progressive aspect when translated into English, since they describe an ongoing process at the present moment. The following example is yet another example for this phenomenon: the English sentence describes an ongoing activity and employs therefore the present progressive, while the German equivalent uses *Präsens*.

- **doc/doc1 – 64** But all these organisations **are working** towards the same end: greater security in the east [sic].  
All diese Organisationen **arbeiten** jedoch mit demselben Ziel: mehr Sicherheit im Osten.<sup>145</sup>

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<sup>144</sup> *Duden Grammatik der deutschen Gegenwartssprache*. (1995)(6<sup>th</sup> ed.) Mannheim, Wien, Zürich: Dudenverlag, p. 146.

<sup>145</sup> Examples addressing the issue of correspondence between German simple tense forms and English progressive forms are summarized in Appendix 1.

The German *Präsens* conveys the meaning of S, being a given moment in time, with R and E taking different positions towards it. Or as Ballweg puts it “das Präs[ens] legt fest, daß die Referenzzeit in ihrer Lage zur Sprechzeit nicht eingeschränkt ist”.<sup>146</sup> Since the *Präsens* may also be used to refer to future situations and past situations, just as the English simple present.

### 5.1.2 Präteritum

The English simple past was described to have the basic meaning of  $(E = R) < S$  contrasting the present perfect, which conveys the basic meaning of  $E < (R = S)$ . The German equivalent to the English simple past is the *Präteritum*, it ought to have the same basic meaning as its English counterpart, since they are both used to refer to situations in the past. Following Thieroff’s line of argumentation, the *Präteritum* is not only used to refer to situations in the past, rather it can also be used to refer to the present moment and future situations, as well as to make general statements. The difference towards the *Präsens*, which can also be used to refer to these temporal domains, is rooted in the basic definition of the tenses: the *Präteritum* refers to the temporal domains from a reference point in the past, whereas the present tense refers to them from the present moment as the reference point. Hence when the *Präteritum* is used with adverbs like *jetzt* and *nun*, or *bald* and *später* it relates a situation towards a moment in the past, which was then  $S = R$  and is now used as  $R < S$ . This shift of temporal focus is here however restricted to the tense and the temporal adverbs which are *per se* deictic are not backshifted but maintained for pragmatic reasons, hence sentences as the following may occur: *Jetzt war alles nicht mehr so arg, Nun sollte es sich entscheiden*, or *Heute durchstreifte er zum letztenmal [sic] die Hafenstadt, denn morgen ging sein Schiff nach America*.<sup>147</sup>

In English, however, adverbs describing the present moment demand the use of the present progressive. Adverbs referring to a time after S can occur with simple past

for arranged or scheduled situations located posterior to some time in the past, in what we are calling the future construction [...]: [...] *Originally entries closed tomorrow, but they’ve decided to allow another week. [...] I was leaving for Sydney the next day so couldn’t spend much time with them.*<sup>148</sup>

<sup>146</sup> Ballweg, Joachim (1988). *Die Semantik der deutschen Tempusformen*. Düsseldorf: Schwann, p. 98.

<sup>147</sup> cf. Thieroff (1992), pp. 103-107; examples also taken from there.

<sup>148</sup> Huddleston, Pudlum (2002), p. 138.

Note that Huddleston and Pudlum describe this use of the simple past as “very rare and generally of somewhat marginal acceptability”, *ibid*: p.139.

Another paralleling feature of the simple past and the *Präteritum*, is that neither explicitly denotes that a situation in the past is completed, this rather depends on the context and the aspectual class of the verb, hence accomplishment and achievement verbs, due to their telic properties, can be considered to describe a situation in the past that is completed at S.<sup>149</sup>

The following corpus example shows how ambiguity can be caused by a translation of an English sentence containing progressive aspect into German, the English sentence expresses the ongoing of a situation in the past, without putting an end to it, whereas the German translation presents the situation as completed, owing to the combination of past tense and perfect aspect, which is inappropriate in this context – the *Präteritum* should be used instead. This leads to the central problem with the German *Perfekt*, which is discussed in detail in chapter 5.3.1.

- **doc/doc28 – 31** Their fight for democracy reinforced what **was already happening** in Warsaw and in Budapest.  
Ihr Kampf für Demokratie verstärkte, was **bereits** in Warschau und Budapest **geschehen war**.

### 5.1.3 Futur I

The *Futur I* resembles the English simple future, referring to future situations, such as in predictions and assumptions, the *Futur I* entails modal meaning. Nevertheless, German grammar books usually refer to the basic meaning of the *Futur I* as  $S < (R = E)$ ,<sup>150</sup> which actually excludes modal meaning, since the evaluation of a future eventuality in the future and the backwards reference towards the moment of utterance is physically impossible. In chapter 4.1.3 it was clarified, that the basic meaning of future tense for English is  $(S = R) < E$ , which is based on the concept that the future cannot be referred to as a mirror image of the past, and hence cannot be considered factual. The same position is assumed for the German future tense.<sup>151</sup> Additionally, Vater and Engel point out that the German tense maker for the future reference *werden*, behaves like a modal verb, which again draws attention to the modal character of the

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<sup>149</sup> cf. Thieroff (1992), pp. 113-116.

<sup>150</sup> cf. Thieroff (1992), p. 83.

cf. Eisenberg, Peter (1994)(3<sup>rd</sup> ed.). *Grundriß der deutschen Grammatik*. Stuttgart, Weimar: Metzler, pp. 120-121.

<sup>151</sup> Ballweg actually considers future time reference as ambiguous:  $S < (E = R)$  being both temporal and modal future time reference, with R as point of evaluation of E in the future, and  $(S = R) < E$  being purely modal with the present moment as the point of evaluation of a future situation.  
cf. Ballweg (1988), pp. 99-100.

German future time reference.<sup>152</sup> Moreover, when reference is made towards a future event, which will take place independently of human interference, i.e. which does not contain a modal factor, the *Präsens* has to be used in German, such as in the sentence *Nächsten Freitag habe ich Geburtstag*, whereas the sentence *Nächsten Freitag werde ich Geburtstag haben*, sounds odd.

The difference of the German *Futur I* towards the English simple future concerns again the non-existence of the grammatical progressive aspect in the German language. The differences between meanings and uses of the simple and progressive form in English, such as the use of the future progressive as a ‘future-as-a-matter-of-course’ or the differences in fulfilling various speech-acts, cannot be expressed in German. For example, the difference in interrogative sentences where the simple future can be used to make a request, whereas the future progressive rather expresses personal interest in future situations. Hence the use of the German future tense might occasionally be ambiguous and needs clarification from the context. The following example demonstrates the use of the future progressive in the English sentence as a future-as-a-matter-of-course, whereas the German translation expresses bare future reference.

- **doc/doc30 – 85** Since many of the markets we **will be looking** at do not provide the type of data needed to determine sentiment readings, the price-oriented indicators I **will be employing** lend themselves more readily to intermarket and overseas comparisons.  
Da für viele der Märkte, die wir **untersuchen werden**, der Typ von Informationen, der für Schlußfolgerungen aus Stimmungslagen erforderlich ist, gar nicht zur Verfügung steht, eignen sich die kursorientierten Indikatoren, die ich **anwenden werde**, eher für Imermarket- [sic] und internationale Vergleiche.

## 5.2 German Grammatical Aspect

German like the English language has no perfective or imperfective grammaticalized aspect. German parallels the English language in that it has a grammaticalized perfect aspect and contrasts it by not having a progressive aspect. The German perfect aspect is identical in meaning with the English perfect aspect: the location of a situation prior to a reference time. Gelhaus and Latzel point out that

Termini wie ‘vollzogen’ oder ‘abgeschlossen’ sind nur dort sinnvoll verwendbar, wo es sich um etwas Vollziehbares, Abschließbares handelt [...] Eigenschaften, Besitzrelationen, lokale oder zeitliche Relationen etc. können

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<sup>152</sup> cf. Vater, Heinz (1997). “Hat das Deutsche Futurtempora?”. In: Kühlwein, Vater (1997), pp. 53-69  
cf. Engel, Ulrich (2004). *Deutsche Grammatik*. München: Iudicium, pp. 248-256.

sich aber nicht ‘vollziehen’ und sie können auch nicht ‘abgeschlossen’ werden, sie sind vorhanden oder sie sind nicht vorhanden.<sup>153</sup>

Accordingly, Gelhaus and Latzel deduce that atelic situations which are quantified become telic and hence can be regarded to as completed. Thus the perfect aspect in German has the same capability to express completion of a situation as the English perfect aspect has. Moreover, the perfect aspect in the German language equals the English perfect aspect in that it can be combined with absolute tenses to form the compound tenses: the (*Präsens*) *Perfekt*, the *Plusquamperfekt* and the *Futur II*, which are to be discussed in the subsequent chapter.

The German language has, however, no grammaticalized progressive aspect. Hence if the progress or the duration of a situation is to be expressed in German lexical means have to be applied. As these lexical means are not obligatory in use, the writer/speaker is not obliged to use them, but due to the conversational maxim of manner, i.e. to avoid ambiguity, s/he has to make the context of the situation as clear as possible. Ungerer describes the German realization of the progressive aspect as follows:

Um zu betonen, dass sich ein Geschehen zu einem bestimmten Zeitpunkt im Ablauf befindet, kann man zusätzlich zur Verbform Adverbien wie *gerade*, *da* und *jetzt* [...] [He **is running** down the hill. - Er **läuft gerade** den Hügel hinunter.] oder hinweisende Ausrufe wie *Schau!* (*mal!*) [...] [He **is coming** back. - **Schau, jetzt kommt** er zurück.] einsetzen. Meist aber wird im Deutschen nur die (einfache) Verbform verwendet, der progressive Aspekt also gar nicht ausgedrückt [...] [These people **are all waiting** for the bus. - Diese Leute **warten** alle auf den Bus].<sup>154</sup>

Accordingly, one possibility to express progressive meaning in German are adverbs like *gerade* and *schon*,<sup>155</sup> another possibility are semigrammatical forms such as *dabei sein* *zu* plus infinitive and *am* plus infinitive *sein*,<sup>156</sup> such as *Ich bin am Arbeiten* or *Ich bin gerade dabei das Haus zu verlassen*. Paraphrasing is yet another possibility to provide background information on a situation which is expressed by *Präteritum*, *schon* plus *Präteritum* can be used to create a temporal frame for the main story line, this equals one use of the English past progressive, an example would be: *Maria schlief schon, als*

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<sup>153</sup> Gelhaus, Hermann; Sigbert Latzel (1974). *Studien zum Tempusgebrauch im Deutschen*. Tübingen: Narr, p. 227.

<sup>154</sup> Ungerer, Friedrich (1999). *Englische Grammatik heute*. Stuttgart: Klett, pp. 130-131.

<sup>155</sup> Reconsider the examples which were provided in chapter 5.1.1.

<sup>156</sup> cf. Wolfgang Klein (1995). “The Acquisition of German”. In: Dietrich, Rainer; Wolfgang Klein, Collette Noyau (1995), p. 74.

*Peter zurückkehrte*, equaling the English sentence *Mary was sleeping when Peter returned*.<sup>157</sup>

## 5.3 German Compound Tenses

### 5.3.1 Perfekt

The following quote leads directly to the crux of the problem of the German *Perfekt*:

In der überwiegenden Zahl der Fälle tritt das Perfekt als **Vergangenheitstempus** auf und stellt den **Vollzug oder Abschluss** einer Handlung als eine – für den Sprechzeitpunkt gegebene – Tatsache oder Eigenschaft fest: *Kathrin hat ein Klavier gekauft. Die Nachbarn sind von ihrer Reise zurückgekehrt*.<sup>158</sup> [emphasis added, K.D.]

Here the *Perfekt* is introduced as a past tense denoting a completed situation. Examining the *Perfekt* from a compositional point of view, it is a present tense combined with the perfect aspect. The meaning of the perfect aspect was in this paper defined as  $E < R$  with the capability to express the completion of E, depending on the context of the verb and its aspectual class. Thus the feature of completion is not only a conversational implicature as Thieroff suggests.<sup>159</sup> The combination of the present tense and the perfect aspect is thus to be understood as a retrospection on a past event from S, while  $S = R$ . D’Alquen defines the meaning of the basic perfect, which is the perfect carrying the original meaning, as [+completion],<sup>160</sup>[+relevance], i.e. the situation in the past affects the present state of affairs, and [+non-past]. Thus the *Perfekt* is obligatory in use when referring to punctual events as completed in the past and durative events being made finite by the context, or events which have particular relevance for the present moment, as in the following examples: *Das Flugzeug ist gelandet* and *Du hast den Brief gelesen, jetzt weißt du alles*.<sup>161</sup> This parallels the meaning and the use of the English present perfect. This type of *Perfekt* is called the basic perfect by D’Alquen.

However, the German *Perfekt* has developed into a hybrid form, i.e. it functions as a past tense and continues to cover its original meaning. This type of *Perfekt* is called ‘*nicht-perfektisches Perfekt*’ (non-perfectic perfect) by Thieroff. Which

<sup>157</sup> cf. Nehls, Dietrich (1978). *Semantik und Syntax des englischen Verbs*, Teil 1: Tempus und Aspekt. Heidelberg: Julius Groos, pp. 106-107; examples also taken from there.

<sup>158</sup> *Duden Grammatik der deutschen Gegenwartssprache*. (1995)(6<sup>th</sup> ed.) Mannheim, Wien, Zürich: Dudenverlag, p. 151.

<sup>159</sup> cf. Thieroff, Rolf (1994). “Perfect and Pluperfect in German”. In: Vet, Co; Carl Veters (1994), p. 106.

<sup>160</sup> Note the restrictions on the feature completion mentioned above.

<sup>161</sup> cf. D’Alquen, Richard (1997). *Time, Mood and Aspect in German Tense*. Frankfurt/M.: Lang, pp. 177-178.

is the reason for Thieroff to assert that the allocation of R relative to E or S, which differentiates the past tense from the *Perfekt*, is an arbitrary arrangement in the German tense and aspect system.<sup>162</sup> Since the non-perfectic perfect derived from a development of a shift of R towards E, triggering a meaning of a past tense, as well as a fading of the features completion and relevance, that is, a loss of perfect aspect. The result of this development is a *Perfekt* form with the meaning of the absolute tense of the *Präteritum*, and thus being capable to combine with adverbs specifying a reference point in the past, the following examples illustrate this point: *Gestern abend sind wir im Kino gewesen* and *Im letzten Jahr haben wir drei Monate in Schweden verbracht*.<sup>163</sup> Note however, that there are differences in use across the country as to the spread of this non-perfectic perfect: there are regional differences in use, i.e. in the Northern parts of Germany the *Präteritum* is still the default form of past time reference, and also differences in the use of the non-perfectic perfect and the *Präteritum* in various registers, i.e. the *Präteritum* is in the Southern parts of Germany particularly used in written speech, where it exhibits formality.<sup>164</sup> This type of *Perfekt* stands in clear opposition towards the English present perfect, as it has been shown in chapter 4.3.2 the English present perfect may also be used to denote situations in the recent past. Klein pointed out that this might be a sign for an ongoing change in the English present perfect towards a similar form of the present perfect as it has emerged in the German language.

Hence the German *Perfekt* is ambiguous, conveying the traditional meaning of the *Perfekt* and additionally preterite meaning. To distinguish the basic perfect and the non-perfectic perfect, it is useful to have a look at the contexts of the verbs: the non-perfectic perfect can be used with adverbials relating to the past, whereas the basic perfect cannot, since a reference to a definite point in the past would shift the temporal focus into the past, thus converting the present tense into a past time reference. Furthermore, he states that the basic perfect cannot be replaced by the *Präteritum*, unlike the non-perfectic perfect. He stresses, however, that the distinction between the basic perfect and the non-perfectic perfect cannot entirely be based on their compatibility with temporal adverbials and their (in)capability to be replaced by the *Präteritum*, since there are cases where the basic perfect can be replaced by the

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<sup>162</sup> cf. Thieroff (1992), p. 108.

<sup>163</sup> Examples taken from Nehls (1978), p. 22.

<sup>164</sup> cf. D'Alquen (1997), pp. 179-189, 211-227.

*Präteritum*, as for example in the perfect of the recent past<sup>165</sup> and the basic perfect can be converted into a non-perfectic perfect by adding a temporal adverb specifying the past situation. Hence Thieroff concludes:

Wir kommen damit zu dem Ergebnis, daß es keine hinreichenden Bedingungen gibt, nach denen perfektisches und nicht-perfektisches Perfekt unterschieden werden können [...]: die Zuordnung einer Perfektform zu einer der beiden Varianten ist letztlich kontextabhängig.<sup>166</sup>

The Duden Grammar identifies a pragmatic use of the *Perfekt* as reference to a completed situation in the future, as for example: *Morgen hat er sein Werk vollendet* and *In zwei Stunden habe ich das Geld besorgt*. The employment of the *Perfekt* is here obviously a use of the basic perfect, since if the *Präteritum* was used instead of the *Perfekt* in these contexts, it would transform a future situation into a past situation due to the shift of the reference point into the past. The use of the *Perfekt* for future time reference, could be interpreted as a shortened form for the *Futur II*, whose basic meaning is the location of a future situation prior to a reference point in the future.

Klein takes an other approach to the *Perfekt*, he explains that the German *Perfekt* can be used to equate the English present perfect, the future perfect and the simple past, these functions being due to its three different temporal meanings,  $E < (R = S)$ ,  $E < R$  while  $R$  is not fixed to  $S$ , and  $E < (R \geq S)$ .<sup>167</sup> His analysis of the *Perfekt*, however, opens a new perspective. He proposes a semantic analysis of the *Perfekt* which starts from the temporal properties of the various components and their interaction within *Perfekt* constructions: he begins with the argument structure, passes the auxiliary and ends with the morphology of the past participle. Thus he achieves a meaning of the *Perfekt* which consists of a finite component FIN and the non-finite sentences basis, equaling the propositional meaning, which minimally consists of a subject SUBJ and the predicate PRED. FIN can express reference to the present or the past. A temporal operator POST has the function of expressing posttimes of the situation it is attached to. The difference between the English present perfect and the German *Perfekt* can thus be explained in the following way: in the German *Perfekt* the POST operator can be applied to the PRED and to the sentence basis, whereas in the

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<sup>165</sup> This was already described as a pragmatic use of the present perfect for the simple past in the English language in chapter 4.3.2.

<sup>166</sup> Thieroff (1992), p. 186.

<sup>167</sup> cf. Klein, Wolfgang (2000). "An Analysis of the German Perfekt". *Language* 76.2, pp. 360-364  
Note, however, that Klein criticizes Reichenbach's primitives for not being adequate to describe the semantics of the *Perfekt*, consequently he offers alternative variables, which are however not as crucial that they need to be introduced here.

English present perfect, the POST operator can only be attached to the PRED. Hence the German sentence *Der Kollos von Rhodos hat 100 Tonnen gewogen*, is ambiguous: if the POST operator was interpreted to be attached to the PRED the sentence would grammatically be as incorrect, as the sentence *The colossus of Rhodos has weighed 100 tons*; if, however, the POST operator is interpreted as being attached to the sentence basis, then the sentence is grammatically correct, expressing the same meaning as the *Präteritum*.<sup>168</sup> Thus the German *Perfekt* has the same meaning as the English present perfect, including its 4 types of perfect, and covers additionally the meaning of the *Präteritum*.

The *Perfekt* has no progressive form in the German language. The following corpus example shows that translations sometimes cause a shift from the original grammatical progressive aspect in English towards a lexical aspect in German:

- **doc/doc10 – 144** Northern Ireland has shared in the recovery that **has been going on** in the United Kingdom for the past couple of years.  
Nordirland hat teil an der wirtschaftlichen Erholung, die vor rund zwei Jahren in Großbritannien **eingesetzt hat**.

### 5.3.2 Plusquamperfekt

The German equivalent to the English past perfect is the *Plusquamperfekt*, it has the basic meaning of locating a past situation before a reference point in the past. In the following sentence, the reference point in the past is the moment when they fell asleep and the situation prior to the reference point is the time interval of thinking which extends from an unspecified point in the past up to the reference point: *Sie waren nach langem Nachdenken eingeschlafen*. Another example would be: *Kurz nach zehn klingelte es. Sie hatte noch tief geschlafen*,<sup>169</sup> here the reference point is set by the first sentence, where the situation is described in the simple past, and the situation being prior to the moment of ringing is the sleeping. Due to the fact that the event times in the above sentences denote time intervals which extend to the reference times, they would in English be described by the application of the past perfect progressive. Here again the context and lexical means are needed to clarify whether the situation is durative and can be referred to as continuing in the past.

The following corpus example exposes that a translation of an English sentence, which contains a progressive aspect, into German is not necessarily accompanied by a shift of meaning if the context is explicatory. Since in both sentences

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<sup>168</sup> cf. Klein (2000), pp. 368-371.

<sup>169</sup> Examples taken from Engel (2004), p. 236.

the durativity of the past event, which is in English expressed by the progressive aspect, is restricted by a clear definition of the beginning and a relatively clear ending at the reference point, the beginning of the century:

- **doc/doc5 – 68** At the beginning of this century Britain was fast evolving from an aristocratic oligarchy into a liberal, democratic society based on universal suffrage and parliamentary government; a development which the German ruling classes **had been fighting** to restrain in their own country ever since 1848.  
Zu Beginn dieses Jahrhunderts entwickelte sich Großbritannien in schnellen Schritten von einer aristokratischen Oligarchie zu einer liberalen, demokratischen Gesellschaft auf der Grundlage allgemeinen Wahlrechts und parlamentarischer Regierungsform - eine Entwicklung, der die deutschen herrschenden Klassen in ihrem Land seit 1848 nach Kräften **entgegengewirkt hatten**.

### 5.3.3 Futur II

The *Futur II* parallels the English future perfect, it denotes the location of an eventuality prior to a reference point in the future. Hence it can be employed to refer to a situation in the future, as for example in the following sentence: *Bis zum Sommer wird er die Arbeit abgeschlossen haben*.<sup>170</sup> Here the event time, the finishing of the work, is situated between S and R, the beginning of the summer, additionally the aspectual class of the verb and the semantic content indicate a completion of the situation at the reference time. Helbig points out that the application of the *Futur II* for an indication of future time reference may contain a modal factor.<sup>171</sup> The ability to express modality can be accounted for by the modal character of the auxiliary verb *werden* and becomes obvious if the sentence is put into *Perfekt*: *Bis zum Sommer hat er die Arbeit abgeschlossen*, which expresses a factuality and certainty about the future event. Additionally, the *Futur II* can be employed to refer to a past event: *Peter wird (vor einigen Stunden) eingeschlafen sein*, where it is used to express assumptions about a past situation.

## 5.4 Conclusions

It was shown in the previous chapters that the English and the German tense and aspect systems display remarkable similarities in the areas of the simple present and future, although the pragmatic uses of the future tense show a certain degree of divergence. The area of future and past perfect, as well as the German basic perfect and the English present perfect exhibit as well similarity in meaning. The Pragmatic uses of these

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<sup>170</sup> Helbig, Gerhard (1993) (2<sup>nd</sup> ed.). *Deutsche Grammatik: Grundfragen und Abriß*. München: Iudicium, p. 39.

<sup>171</sup> cf. Helbig (1993), p. 39.

temporal references differ, however, with regard to the temporal domains the tenses can be used to refer to.

Two main areas of dissimilarities between the German and the English tense and aspect systems occurred in contrasting both systems: firstly, the *Perfekt* - present perfect distinctions is the result of an ambiguous German temporal reference, covering the meaning and the use of the *Präteritum*; secondly the German language has no grammaticalized progressive aspect to express durative qualities in *Präsens*, *Präteritum* and *Futur I*, hence it is important to describe the situations unambiguously so as to communicate successfully, thus the context of the verb and lexical means such as adverbials and paraphrases play important roles. The concept of a perfect progressive tense is even more difficult to grasp and express in the German language.

These areas of divergence between the English and the German tense and aspect system are reconsidered in chapter 0 and 7 in the context of learning strategies and formulating hypotheses about potential fields of errors that might arise for German learners of English. Below a table is provided summarizing parallels and pointing out the divergences between the English and German tense and aspect systems.

**Table 5:** Overview about time references in English and German, organized according to their inclusion of aspect and mutual equivalence to refer to temporal domains

| Time referred to | Language | Aspect                     |                 |                            |                                    |
|------------------|----------|----------------------------|-----------------|----------------------------|------------------------------------|
|                  |          | neutral                    | perfect         | progressive                | perfect progressive                |
| Present          | German   | Präsens                    | Perfekt         | -                          | -                                  |
|                  | English  | simple present             | present perfect | <i>present progressive</i> | <i>present perfect progressive</i> |
| Past             | German   | <i>Präteritum/ Perfekt</i> | Plusquamperfekt | -                          | -                                  |
|                  | English  | <i>simple past</i>         | past perfect    | <i>past progressive</i>    | <i>past perfect progressive</i>    |
| Future           | German   | Futur I                    | Futur II        | -                          | -                                  |
|                  | English  | simple future              | future perfect  | <i>future progressive</i>  | <i>future perfect progressive</i>  |

## 6 Some Theoretical Aspects of Second Language Acquisition

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Having drawn parallels and elaborated on the differences between the English and the German tense and aspect systems, the paper focuses now on some theoretical aspects of second language learning, so as to provide a theoretical framework for the empirical study and formulate hypotheses about the outcome of the acquisition of the English tense and aspect system by German adult learners, before the empirical study is conducted.

Following Ellis' outline of second language research a number of factors have to be considered, these include the characteristics of learner language, learner external factors, learner internal mechanisms and the language learner him-/ herself.<sup>172</sup> This chapter takes all of these factors into account: firstly, the roles of error analysis and contrastive analysis in second language research and their relevance for the paper are considered in exploring the characteristics of learner language; secondly, some remarks are made on learner language and language transfer as learner internal mechanisms; thirdly, learning strategies, as individual characteristics for language learning, are introduced as a crucial means for language learning and to provide a window to observe the processes of second language acquisition (SLA) in the language learner; and fourthly, age is considered as an external factor affecting SLA.

### 6.1 Contrastive Analysis and Error Analysis

The contrastive analysis hypothesis assumes

that those aspects where the languages [which are being compared] are different would also provide the most difficult learning problems and would need particular emphasis in teaching, whereas it would not be necessary to teach the similar patterns.<sup>173</sup>

Thus the essential source for errors is in the contrastive analysis (CA) assumed to be transfer from the mother tongue (MT) of the learner towards the target language (TL). The behaviorist approach to language acquisition is obvious here: the acquired habits

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<sup>172</sup> Ellis, Rod (1994). *The Study of Second Language Acquisition*. Oxford: UP, pp. 17-38.

<sup>173</sup> Ringbom, H. (1994). "Contrastive Analysis". In: Asher (1994), p. 737-738.

from the first language (L1)<sup>174</sup> are transferred to the acquisition of a second language, hence SLA is considered to be a mere imitation of first language acquisition. Thus, interference from L1 towards a second or foreign language<sup>175</sup> was assumed to take place whenever the habits of the learner's MT differed from those of the TL. The original aim of CA was to predict learner difficulties and make the research results available for language teaching so as to affect study programs and learning outcomes positively. However, CA was criticized, because of its doubtful predictions, since not all errors made by language learners can be traced back towards differences between their MT and the TL. Nevertheless, it provided an important impetus to the genesis of other theories and research approaches in second language acquisition, such as error analysis.

Error analysis (EA) starts out from a different perspective. In EA learner language is analyzed first and then attempts are made to find explanations for the errors, which might include differences between the MT and the TL of the learner. Thus the contrastive approach is incorporated into error analysis as an explanatory element, but it is not the only possibility to explain learner errors and it is not employed to predict errors. EA pursues the same intention as CA, that is to provide feedback for language teaching, and additionally seeks to attain insight into how languages are acquired.<sup>176</sup>

As EA aims at an understanding of the language acquisition process, it examines and classifies errors according to the source of the error. Thus a basic distinction on psycholinguistic grounds can be made between errors due to a lack of knowledge, i.e. of linguistic competence, and due to performance, i.e. how the competence is put into use. These two categories can be subdivided: competence errors can be partitioned into transfer from the L1 of a speaker towards a TL and intralingual errors,<sup>177</sup> while performance errors can be broken down into processing problems and communication strategies. Interference errors occur when a pattern of L1 is confused

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<sup>174</sup> Mother tongue and first language are two terms denoting the same concept: the language a person learns first.

<sup>175</sup> Second and foreign languages are differentiated according to the environment they are learned in and the social and communicative functions they fulfill: accordingly, second languages are usually learned in a language community, where it is used for every day social and communicative purposes, whereas foreign languages may be learned literally anywhere where it does not serve immediate social and communicative functions. In literature 'second language' is sometimes used as generically covering as well the meaning of 'foreign language', such as in the phrase 'second language learning'. In this paper the term target language is employed to cover the concepts of second as well as foreign language, however, no changes are applied to the expression of SLA.

<sup>176</sup> cf. Ringbom (1994), 740.

<sup>177</sup> Ellis further introduces developmental errors, which he defines as errors that may "occur when the learner attempts to build up hypotheses about the target language on the basis of limited experience." Ellis (1994), p. 58.

with TL structures. Intralingual errors “reflect the general characteristics of rule learning such as faulty generalization, incomplete application of rules and failure to learn conditions under which rules apply.”<sup>178</sup> Communication strategies as causes for errors occur when the learner seeks to compensate his/ her lack of knowledge and uses substitute constructions. However, Ellis points out that a distinction between performance and competence errors, and into the subcategories, is not always as clear-cut as the theoretical definitions are and that the classification of distinct errors in learner language is often subject to personal biases and the opinion of the researcher. Errors may also be made due to sociolinguistic reasons, such as on the grounds of a lack of adjustability of the language according to the social context,<sup>179</sup> this inability may then manifest in pragmatic errors, such as errors in the application of appropriate register or style.

Studies in EA have shown that the types of errors vary between the learners’ levels of competence in the TL, learners at the advanced and intermediate level, for example make more intralingual than transfer errors, whereas learners at the elementary level produce more errors due to transfer and less due to rule generation in the TL, i.e. intralingual errors. Moreover, the occurrence of transfer errors varies according to the linguistic areas, i.e. more transfer errors are produced in the domain of phonology and lexicon, while grammar is not so much affected by linguistic transfer, this however depends also on the area of grammar and on the learners, i.e. language production of adult learners is more likely to be influenced by transfer than child learners.<sup>180</sup> These findings make some implications about the results of the study which is presented in chapter 7.8 and they also imply that language acquisition is a systematic process, since errors do not appear randomly but systematically.

Nevertheless, EA has been criticized for its imbalanced focus on errors while ignoring what learners produced correctly and viewing errors as unwanted occurrences in TL production. Conversely, the interlanguage theory views errors as erroneous only from the point of view of the TL, not from the point of view of the learner.

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<sup>178</sup> Ellis (1994), p. 58.

<sup>179</sup> cf. Ellis (1994), pp. 51-61.

<sup>180</sup> cf. Ellis (1994), pp. 60-61.

## 6.2 Interlanguage Theory, Fossilization and Stabilization

The revelation of a systematicity of errors in learner language and the fact that certain errors occur in certain phases of learner development allows for the conclusion that SLA is a process in which the learner passes through several developmental stages. The systematicity of errors and the developmental stages imply that second or foreign language learners employ strategies with which they attempt to process TL information and produce TL output. Thus SLA is considered to be a cognitive process within which the learner actively selects and processes information.<sup>181</sup> Thus errors do not appear as random, undesirable misconstructions in the IL, rather they can be viewed as proof of the learner's strategic attempt to produce TL output. Selinker views these attempts as an intermediate language system between the L1 of the learner and the actual TL, which he labels interlanguage (IL). Selinker defines IL by setting it apart from utterances of native speakers, he states that IL

is not identical to the hypothesized corresponding set of utterances which would have been produced by a native speaker of the TL had he attempted to express the same meaning as the learner. [...] The existence of a separate linguistic system based on the observable [L2 learner] output which results from a learner's attempted production of a TL norm [...] we will call 'interlanguage'.<sup>182</sup>

Selinker goes on to explain that five central processes affect the IL, these are specifically: language transfer, transfer of training, strategies of second language learning, strategies of second language communication and overgeneralization of the TL linguistic material. It is significant that Selinker distinguishes between learning strategies and communication strategies, since although they are linked, they are obviously two separate psychological processes. What is however unclear is, why Selinker lists language transfer and overgeneralization as separate processes and not as subcategories of learning strategies.

Nemser brings forward a further definition of IL, he calls it approximative system, which underlines the dynamism of the system and points as well toward a variation between second or foreign language learners, as well as variation within the TL production of individual learners:

An approximative system is the deviant linguistic system actually employed by the learner attempting to utilize the target language. Such approximative

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<sup>181</sup> Schönplflug, Ute (1995). "Lerntheorie und Lernpsychologie". In: Bausch, Karl-Richard; Herbert Christ, Hans Jürgen Krumm (eds.)(1995)(3<sup>rd</sup> ed.). *Handbuch Fremdsprachenunterricht*. Tübingen, Basel: Francke, p. 54

<sup>182</sup> Selinker, Larry (1972). "Interlanguage". In: Richards (1984), pp. 34-35.

systems vary in character in accordance with proficiency level; variation is also introduced by learning experience [...] communication function, personal learning characteristics, etc.<sup>183</sup>

Nemser, thus, takes the personal capabilities of second or foreign language learners into account, which are responsible for the learners' ultimate success in SLA. The variability of TL output by learners is a controversial issue in linguistics, while some linguists, think of the underlying grammar of learner production as heterogeneous, others consider IL as a homogeneous system.<sup>184</sup> It is a confusing idea that the learners' implicit knowledge of a language, in this case the underlying grammar of the IL, is subject to variation. Taking into consideration, that only the performance, i.e. the utilization of competence, is observed in SLA research, it is only natural that variation may occur, for example due to the social context of the situation and the language task itself. Concluding, however, from this observation that IL is a variable system does not appear to be reliable conclusion. Or as Gregg puts it: "‘heterogeneous competence’ is simply a contradiction in terms."<sup>185</sup> A more appropriate way to describe the modification of the IL grammar would be 'evolution' or as Ellis very aptly put it 'complexification'.<sup>186</sup>

The construction of an IL can thus be referred to as hypothesis testing, where the second or foreign language learner receives TL input and formulates on the basis of this data a hypothesis (or rather a set of hypotheses) about TL structures. This hypothesis is then tested in output production and depending on whether the learner's hypothesis is confirmed or disconfirmed by the communication partner, s/he either abandons or maintains the hypothesis. Here the view of a complexification of learner grammar becomes even more evident, since the grammar the learner constructs extends and becomes increasingly complex. Errors in learner language can therefore be viewed as the obvious results of the learner's hypothesis testing, necessary for language development, which is achieved by reformulating the hypotheses. Schachter argues that contrarily to scientific hypothesis testing, i.e. looking deliberately for disconfirmation, the language learner seeks verification of his/ her hypotheses.<sup>187</sup> It seems rather natural that the learner concentrates on the positive aspects, i.e. on successful communication,

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<sup>183</sup> Nemser, William (1971). "Approximative Systems of Foreign Language Learners". In: Richards (1984), p. 55.

<sup>184</sup> cf. Ellis, Rod (1990). *Instructed Second Language Acquisition*. Oxford: Basil Blackwell, p. 51.

<sup>185</sup> Gregg, Kevin R. (1989). "Second Language Acquisition Theory". In: Gass, Schachter (1989), p. 20.

<sup>186</sup> cf. Ellis (1994), p. 352.

<sup>187</sup> Schachter, Jacquelyn (1992). "A New Account of Language Transfer". In: Gass, Selinker (1992), p. 36.

since considering the amount of hypotheses s/he has to test to arrive at a relative proficient level of the TL, it would not be encouraging to focus on setbacks. This approach to language learning might, however, be a reason for a stagnation in the development of IL, which is called fossilization.

Selinker defines fossilization as “long term persistence of plateaus of non-target-like structures in the interlanguage (IL) of non-native speakers (even those who are very fluent speakers of the L2)”.<sup>188</sup> Specifically this means that only the fewest learners achieve native-like competence in a TL, the remaining proportion continues on an IL level and has to struggle with desolate hypothesis testing and the backsliding on old hypotheses. Backsliding is a phenomenon, which occurs when learners seem to have attained the correct rule and suddenly return to the former rule. Selinker puts it in the following way: “fossilizable structures tend to remain potential performance, re-emerging in the productive performance of an IL when seemingly eradicated.”<sup>189</sup>

Selinker at first hypothesized that fossilization only occurs when language transfer is involved, however, in an empirical study he discovered that restricted input leads to early fossilization and that certain structures fossilize earlier in the learner than others, and these are structures, where transfer is a co-factor, such as in the production of English sentences by French learners of *Iste mine*, *Ist going to sleep* and *This iste* where phonological rules of the French L1 are transferred into English which is accompanied by “failure on the part of the learner to correctly analyze *Its* as consisting of *it* and *is*.”<sup>190</sup>

Long criticizes that research on fossilization has so far suffered from problems in the research design, inappropriate choice of participants, deficient data and inadequate analyses, hence empirical support for fossilization has not yet been presented. Moreover, he criticizes that fossilization is simultaneously described to be the end state of SLA and the process leading to this result. He therefore proposes to use the term ‘stabilization’ to describe the state of language learners, since temporary stabilization of IL is empirically confirmed, even over a period of years before a further development of IL occurred, whereas permanent fossilization is not.<sup>191</sup>

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<sup>188</sup> Selinker, Larry; Usha Lakshmanan (1992). “Language Transfer and Fossilization: The Multiple Effects Principle”. In Gass, Selinker (1992), p. 197.

<sup>189</sup> Selinker (1972), p. 36.

<sup>190</sup> Selinker, Lakshmanan (1992), pp. 205-206.

<sup>191</sup> cf. Long, Michael (2003). “Stabilization and Fossilization in Interlanguage Development”. In: Doughty, Long (2003), pp. 487-490.

Moreover, Long makes suggestions as to the causes for stabilization, he regards the individual learner's sensitivity to input and his/ her perceptual saliency as sources for stabilization. Differences between learners might thus be explained by their differing abilities to perceive and process input, while differing effects of stabilization on various structures of the TL are explained by perceptual saliency, "which is [...] often related to frequency, communicative value, semantic weight, and so forth."<sup>192</sup>

### 6.3 Learning Strategies

Transfer is a central learning strategy in the acquisition of a second or foreign language as well as in any other domain of learning, it enables the learner to draw on his/ her preexisting linguistic knowledge to understand and produce TL utterances. Two types of transfer have to be distinguished, positive and negative: positive transfer occurs when prior linguistic knowledge is correctly applied to another domain, whereas negative transfer describes the extension of a rule to a domain it actually does not cover and thus causes errors.<sup>193</sup> Schachter refers to transfer as "evidence of a constraint on the learner's hypothesis testing process. It is both a facilitating and limiting condition on the hypothesis testing process".<sup>194</sup> Thus transfer does not necessarily display in the form of errors (negative transfer), but also as correct TL structures. Transfer may, however, also occur as avoidance or overuse of specific TL structures.<sup>195</sup>

Oxford defines learning strategies as "behaviours or actions which learners use to make language learning more successful, self-directed and enjoyable."<sup>196</sup> More specifically, O'Malley and Chamot, underlining their cognitive approach to language learning, define learning strategies as "special ways of processing information that enhance comprehension, learning, or retention of the information."<sup>197</sup> Cohen, stressing the consciousness of the selection of a strategy and differentiating between language learning and language use strategies, defines them as

processes which are consciously selected by learners and which may result in action taken to enhance the learning or the use of a second language or foreign

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<sup>192</sup> Long (2003), p. 517.

<sup>193</sup> cf. Brown, Douglass H. (1987)(2<sup>nd</sup> ed.). *Language Learning and Teaching*. Englewood Cliffs: Prentice Hall, p. 81.

<sup>194</sup> Schachter, Jacquelyn (1992), p. 32.

<sup>195</sup> cf. Ellis (1994), p. 302.

<sup>196</sup> Oxford (1989), as quoted in Ellis (1994), p. 531.

<sup>197</sup> O'Malley, Michael J.; Anna Uhl Chamot (1990). *Learning Strategies in Second Language Acquisition*. Cambridge: UP, p. 1.

language, through storage, retention, recall, and application of information about the language.<sup>198</sup>

Cohen distinguishes between language learning strategies and language use strategies, he elucidates that learning strategies are strategies which help to select, memorize and store information, whereas language use strategies are those strategies which help to retrieve and rehearse information, as well as compensation and communication strategies.<sup>199</sup>

O'Malley's and Chamot's classification of learning strategies operates on Andrew's information processing model, deriving from the field of cognitive psychology. According to this model, four stages are necessary in the process of storing information in the long term memory and thus transfer declarative knowledge into procedural knowledge. Declarative knowledge being knowledge which can be verbally described, i.e. it is consciously accessible, whereas procedural knowledge cannot be described, i.e. is not consciously accessible; declarative knowledge can be described as 'know what' and procedural knowledge as 'know how'. To acquire new knowledge, the learner has to take the following four steps: firstly, specific information is being focused on with the aim of storing it in the short term memory; secondly, this information is acquired by an active transfer from the short term memory into the long term memory; thirdly, connections are constructed between ideas contained in the short term memory, knowledge of related content from the long term memory might be employed to assist the understanding; and fourthly, the long term memory is searched for existing knowledge and is transferred into the short term memory.<sup>200</sup> The function of learning strategies is assessed by O'Malley and Chamot as making "explicit what otherwise may occur without the learner's awareness or may occur ineffectively during the early stages of learning."<sup>201</sup>

If language is considered to be a cognitive skill then language acquisition is the development of a cognitive skill. Language acquisition consists of two mechanisms, comprehension and production of language: language comprehension is the manipulation of input so as to extract meaning and language production is the formation

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<sup>198</sup> Cohen, Andrew D. (1998). *Strategies in Learning and Using a Second Language*. London, N.Y.: Longman, p. 4.

<sup>199</sup> cf. Cohen (1998), pp. 5-6.

<sup>200</sup> cf. O'Malley, Chamot (1990), pp. 17-18.

<sup>201</sup> O'Malley, Chamot (1990), p. 18.

and expression of meaning.<sup>202</sup> Since comprehension and production strategies are distinguished, leaning strategies have to be distinguished from productions strategies, and communication strategies. O'Malley and Chamot define these strategies in the following way:

Learning strategies are attempts to develop linguistic and sociolinguistic competence in the target language [...] [motivated by] the desire to learn the target language rather than to communicate. Production strategies are used to accomplish communication goals; they reflect an interest in using the language system efficiently and clearly without excessive effort. [...] Communication strategies are adaptation to the failure to realize a target goal.<sup>203</sup>

Learning strategies and production strategies are closely interconnected and a distinction between them is sometimes not possible, since they mutually influence each other, e.g. production strategies contribute to the learning process as they generate feedback which might include the correction of errors and thus result in the learners comprehension of input and the formation of new hypotheses.

Based on Anderson's information processing theory, O'Malley and Chamot describe three superior learning strategies: metacognitive, cognitive and social/affective strategies. Metacognitive strategies are strategies which are responsible for the overall control of the learning processes, they include strategies such as planning and monitoring. Metacognitive strategies can be located in the area of procedural knowledge. Cognitive strategies are responsible for the regulation of the steps which are taken in the comprehension of information, as well as in the transfer from declarative to procedural knowledge, such as deduction and recombination of information. Thus they can be considered to be elementary in processing information and the execution of actions.<sup>204</sup> Social/ affective strategies are strategies the learner uses to interact with his learning environment, these include cooperation with other learners or asking for information. In a comprehensive overview about learning strategies, as they were set up by O'Malley and Chamot:

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<sup>202</sup> cf. O'Malley, Chamot (1990), pp. 33-37.

<sup>203</sup> O'Malley, Chamot (1990), p. 43.

<sup>204</sup> Tönshoff, Wolfgang (1995). "Lernstrategien". In: Bausch, Christ, Krumm (1995), p. 240.

**Table 6:** Account of O'Malley's and Chamot's learning strategies<sup>205</sup>

| <b>Learning Strategy</b>          | <b>Description</b>   |
|-----------------------------------|--|
| <b>Metacognitive</b>              |  |
| <b>Advance organizers</b>         | Making a general but comprehensive preview on the concept or principle in an anticipated learning activity.  |
| <b>Directed attention</b>         | Deciding in advance to attend in general to a learning task and to ignore irrelevant distractors.  |
| <b>Selective attention</b>        | Deciding in advance to attend to specific aspects of language input or situational details that will cue the retention of language input.  |
| <b>Self-management</b>            | Understanding the conditions that help one learn and arranging for the presence of those conditions.   |
| <b>Advance preparation</b>        | Planning for and rehearsing linguistic components necessary to carry out and upcoming language task.   |
| <b>Self-monitoring</b>            | Correcting one's speech for accuracy in pronunciation, grammar, vocabulary, or for appropriateness related to the setting or the people who are present.   |
| <b>Delayed production</b>         | Consciously deciding to postpone speaking to learn initially through listening comprehension.  |
| <b>Self-evaluation</b>            | Checking the outcomes of one's own language learning against an internal measure of completeness and accuracy.   |
| <b>Cognitive</b>                  |  |
| <b>Repetition</b>                 | Imitating a language model, including overt practice and silent rehearsal.   |
| <b>Resourcing</b>                 | Defining or expanding a definition of a word or concept through use of target language reference materials.  |
| <b>Directed physical response</b> | Relating new information to physical actions, as with directives.  |
| <b>Translation</b>                | Using first language as a base for understanding and/ or producing the second language.  |
| <b>Grouping</b>                   | Recording or reclassifying and perhaps labeling the material to be based on common attributes.   |
| <b>Note-taking</b>                | Writing down the main idea, important points, outline, or summary of information presented orally or in writing.   |
| <b>Deduction</b>                  | Consciously applying rules to produce or understand the second language.   |
| <b>Recombination</b>              | Constructing a meaningful sentence or larger language sequence by combining known elements in a new way.   |
| <b>Imagery</b>                    | Relating new information to visual concepts in memory via familiar easily retrievable visualizations, phrases, or locations.   |
| <b>Auditory representation</b>    | Retentions of the sound or similar sound for a word, phrase, or longer language sequence.  |
| <b>Key word</b>                   | Remembering a new word in the second language by (1) identifying a familiar word in the first language that sounds like or otherwise resembles the new word, and (2) generating easily recalled images of some relationship with the new word. |
| <b>Contextualization</b>          | Placing a word or phrase in a meaningful language sequence.  |
| <b>Elaboration</b>                | Relating new information to other concepts in the memory.  |
| <b>Transfer</b>                   | Using previously acquired linguistic and/ or conceptual knowledge to facilitate a new language learning task.  |
| <b>Inferencing</b>                | Using available information to guess meanings of new items, predict outcomes, or fill in missing information.  |
| <b>Social/ Affective</b>          |  |
| <b>Cooperation</b>                | Working with one or more peers to obtain feedback, pool information, or model a language activity.   |
| <b>Question for clarification</b> | Asking a teacher or other native speaker for repetition, paraphrasing, explanation and/ or examples.   |

<sup>205</sup> Ellis (1994), pp. 537-538.

Oxford additionally distinguishes between direct and indirect strategies: direct strategies involve TL directly, whereas indirect strategies “support and manage language learning without (in many instances) directly involving the target language.”<sup>206</sup> She subdivides direct strategies into memory, cognitive and compensation strategies, and indirect strategies into social, affective and metacognitive strategies. A comprehensive account of her classification is provided in Appendix 2.

Regarding the acquisition of grammar rules of a TL, some strategies might affect the processing and storing of grammar rules more than others, e.g. metacognitive strategies are involved in every activity of understanding and producing of TL, hence they always affect the learning of grammar rules. Crucial cognitive strategies influencing the processing and storing of TL grammar are repetition, resourcing, translation, grouping, deduction and elaboration.

#### **6.4 Factors Affecting the Choice of Learning Strategies**

It is significant to be aware of the fact that learners do not equally apply certain strategies in language learning, they might differ in their choice of strategies, as well as in the frequency they use certain strategies. Several factors might influence the choice of learning strategies, for example, the level of proficiency, social and situational factors, personal learning style and age.

The level of proficiency in a TL influences the use of strategies, studies have shown that learners with a high command of a TL use more strategies than learners with a lower command of the TL. Social and situational factors, such as the environment the language is learnt in and the tasks the learners have to fulfill,<sup>207</sup> affect the language learning directly. Whether a language is learned as a second language or a foreign language affects the ultimate proficiency level of the learner, hence social and affective factors have an affect on the route, as well as on the rate and the success of the language acquisition.<sup>208</sup>

The personal learning style, which is also called cognitive style, “refers to a manner in which people perceive, conceptualize, organize, and recall information.”<sup>209</sup>

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<sup>206</sup> Oxford, Rebecca L. (1990). *Language Learning Strategies: What Every Teacher Should Know*. Boston: Heinle & Heinle, p. 135.

<sup>207</sup> cf. Ellis (1994), pp. 540-544.

<sup>208</sup> cf. Ellis, Rod (1985). *Understanding Second Language Acquisition*. Oxford: UP, p. 99.

<sup>209</sup> Ellis (1985), p. 114.

Learning styles are individually relatively fixed, one classification of learning styles is that between field dependence and field independence. Field dependent variables, such as personal orientation, i.e. the reliance on an external frame of reference in the handling of information, or social sensitivity, are considered to be most effective in the naturalistic acquisition of a language, whereas field independent variables, such as impersonal orientation and analytic capabilities of the learner are considered to be more successful in classroom learning.<sup>210</sup>

Age is yet another factor affecting the choice of learning strategies, since the conscious application of learning strategy demands a cognitive maturity of the learner, or as Krashen puts it

significant Monitor use is only possible after the acquirer has undergone formal operations, a stage in cognitive development that generally occurs at about puberty[...]. The availability of the conscious grammar, the Monitor, allows adults to produce formally acceptable utterances using first language rules repaired by the Monitor [...]. While the use of this mode does not require comprehensible input, it helps the acquirer to talk early, to participate in conversations, and thereby obtain input, at least some of which will be comprehensible.<sup>211</sup>

Krashen notes, further that “comprehensible input [...] is hypothesized to be the causative variable, and not age *per se*.”<sup>212</sup> In other words, age alone is not responsible for a successful acquisition of a second or foreign language, since without input the learner will not be able to acquire linguistic structures of the TL.

Studies have shown that age is a crucial variable affecting language acquisition directly. Age has a twofold effect on language acquisition, on the one hand adult learners are able to grasp TL structures faster, because they can draw on their prior linguistic knowledge, while on the other hand child learners are generally able to achieve a higher level of ultimate proficiency than adult learners.<sup>213</sup> The differences between child and adult learning are generally accounted for by the different approaches to language learning, while adults use metacognitive, cognitive and social/ affective strategies, children up to a certain age employ their LAD<sup>214</sup> to acquire languages. Thus

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<sup>210</sup> cf. Ellis (1985), pp. 114-115.

<sup>211</sup> Krashen, Stephen D. (1987). *Principles and Practice in Second Language Acquisition*. N.Y., London: Prentice Hall, p. 44.

<sup>212</sup> Krashen (1987), p.44.

<sup>213</sup> cf. Long, Michael H. (1990). “Maturational Constraints on Language Development”. In: *Studies in Second Language Acquisition* 12: 251-285, and Ellis (1994), pp. 484-494.

<sup>214</sup> The ‘language acquisition device’ was introduced by Chomsky, referring to an innate faculty in mind, “which triggers and supports the process of acquiring a first language.” Field, John (2004). *Psycholinguistics: The Key Concepts*. London, N.Y.: Routledge, p.143.

adults are more likely to consciously employ learning strategies, than children in language learning. The cognitive approach to language learning enables them to access a TL faster, while their prior linguistic knowledge may enable or retard them, as it might cause positive and negative transfer.

## 7 Empirical Study

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The following study attempts to discover whether German adult learners are able to attain full competence in the English tense and aspect system during the process of formal instruction in English. The focus of the study is on the errors the learners produce in applying English tenses and aspects, to find out whether there are certain areas where the learners are especially inclined to produce errors. Moreover, efforts are made to uncover factors which might affect the acquisition of the English tense and aspect system.

### 7.1 Participants

The participants of this study are 21 German university students of British and American Studies of the Chemnitz university of technology (TUC) taking their final exams at the university. The participants belong to varying levels of proficiency. The classification of the students according to the levels of proficiency originates from the marks the participants received for their essays.<sup>215</sup> The distribution of participants across the levels of proficiency is uneven though: seven participants belong to proficiency level 1, nine participants belong to proficiency level 2, three participants belong to proficiency level 3 and two participants belong to proficiency level 5. This distribution of participants is expected to affect the distribution of tenses and errors across the levels of proficiency, i.e. the quantity of errors and tenses produced on the levels 3 and 5 are expected to show a higher degree of idiosyncratic traits of language behavior than the distribution of tenses and errors on levels 1 and 2, and should be borne in mind when drawing conclusions.

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The critical period hypothesis assumes a restricted access to the LAD, i.e. it is only accessible up to a certain age, after which language acquisition has to be achieved cognitively.

<sup>215</sup> Appendix 3 provides an overview about all participants and their level of proficiency.

Note however that the marks the students received are assessments of their overall performance in the exams, i.e. their complex communication performance in English is judged, not their performance in the field of tense and aspect.

Moreover, the participants are organized according to the time when they took their exams, which are here called ‘semester’, thus a student who took his/ her exam in the summer term of 2004, is called ‘semester 2004’. Every semester consists of 7 students. Additionally every participant received a code consisting of letters and numerals indicating his level of proficiency relative to the other participants of his semester. Thus a student being coded as ‘SS03\_a’ is the student who achieved the highest level of proficiency and thus received the highest mark of all involved participants in the study of the summer semester 2003.<sup>216</sup> These specifications are also used as corpus references for the essays, which can be found in Appendix 4.

The participants were selected according to their performance in the exams, indicators for selecting them were their levels of proficiency, which reflect the average proficiency of all students who took their exams in a specific semester. The levels of proficiency are considered to be the levels on which the learners had stabilized at the time when they were taking their exams.

Some variation between the learners should be taken into consideration, as to their age, as well as their length of study at the university, their number of years of school instruction in English as a subject and the amount of instruction depending on whether English was chosen as a minor or major subject in school. Unfortunately it was not possible to inquire about the participants’ age and individual experiences in the instruction of English. Nevertheless, some variables can be considered to be constant among all participants, at the time they took their exams they were at least 22 years old<sup>217</sup>, they received at least five years of school instruction in English<sup>218</sup> and studied no less than eight semesters at the university. Hence every participant in the study has had ten years of experience in English instruction when taking the exam. This is important since “formal instruction is effective in developing explicit knowledge of grammatical features. [...] It is in this kind of language use that learners are able to draw on their explicit knowledge.”<sup>219</sup>

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<sup>216</sup> Accordingly, WS03/04 indicates that the participants took their exams in the winter semester of 2003/2004.

<sup>217</sup> This figure derives from the fact that students take their *Abitur* usually at the age of 18 to which 4 years of university attendance were added.

<sup>218</sup> The variation in the amount of school instruction in English is due to the participants’ personal background, in which part of Germany s/he attended school and when.

<sup>219</sup> Ellis, Rod (1999). *Learning a Second Language through Interaction*. Amsterdam: John Benjamins, p. 191.

Additionally, every participant should have had the opportunity to practice his/her linguistic skills and knowledge in the learning environment of the university, which could be described as a mixed environment, since plenty of opportunities are provided to learn English as a second language at the university, such as in the courses and in privacy when preparing for the courses, while outside the official university life German is the predominant language for communication. Some of the learners may even have studied a semester in an English speaking country in an environment providing the occasions to learn English as a second language. Thus the learners' levels of proficiency in the English language should correspond to their years of instruction and personal effort invested in their studies, if it is assumed that their competence developed proportionally to their time and effort investment in their skills. Nevertheless the learners' performance in the exam is probably affected by situational factors, such as stress, which have to be taken into account when assessing their performance.

## **7.2 Data**

The data consists of 21 written essays of the language practice exams taken in three succeeding semesters, summer term 2003, winter term 2003/2004 and summer term 2004, at the TUC. Thus the samples are considered to be the outcome of planned language production, that is they are assumed to show a higher degree of metacognitive strategies, such as planning, monitoring and self-evaluation, than for example oral production of language.

In the language practice exams students are given three topics of which they have to choose and discuss one in an essay. Each topic is introduced by a statement and followed by a number questions, which are thought as a guideline for the approach to the topic. Thus the essays should display the following features: they should be written in a formal style, they should reflect an objective discussion of the topic, nevertheless, the expression of subjective views are allowed, descriptive and narrative elements may as well be included in the essays. The topics may involve views on past, present or future events. These features are expected to influence the choice of the tenses and the aspects which are used by the authors of the texts.

### 7.3 Hypotheses

The following characteristics are hypothesized to become palpable during the research:

1. the learners' varying overall proficiencies in the English language are expected to be in some way related to the learners' competence in the field of tense and aspect;
2. some areas of the English tense and aspect system are expected to show a higher average amount of errors,
3. while the learners of lower proficiency are expected to show a higher rate of errors in these areas.
4. The areas displaying a high rate of errors, are expected to reflect the divergences between the German and the English tense and aspect systems, i.e.
5. the English present perfect is expected to show signs of overuse, whereas the simple past is anticipated to be underused,
6. the progressive aspect is predicted to be underused,
7. and the combination of progressive and perfect aspect are also expected to be underused or even avoided.

### 7.4 Procedure of Data Analysis

First, the errors produced by the students are counted and put into relation to the errors they produced in the field of 'Vb'. 'Vb' is the character for errors in tense and incorrect written out verbs in the conventional, official correction key of the language practice section of the university's Anglistik/ Amerikanistik department.<sup>220</sup> The original correction notes applied to the essays, by native speakers of English are taken as indicators of errors, thus any deviation from the TL should have been recorded. Next, the errors indicated to be 'verb errors' are analyzed and categorized according to the tenses the errors occurred in. Subsequently attempts are made to reveal the sources of the errors. Moreover, the distribution of tenses and errors across the various levels of proficiency is examined relative to the overall occurrence of finite verb forms and attempts are made to draw some conclusions as to the implications of the distribution of tenses and errors.

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<sup>220</sup> For a comprehensive and explanatory account of the correction key see Appendix 5. Note that errors marked with 'Vb' are indicated to be tense errors, although aspect is obviously also covered by this label.

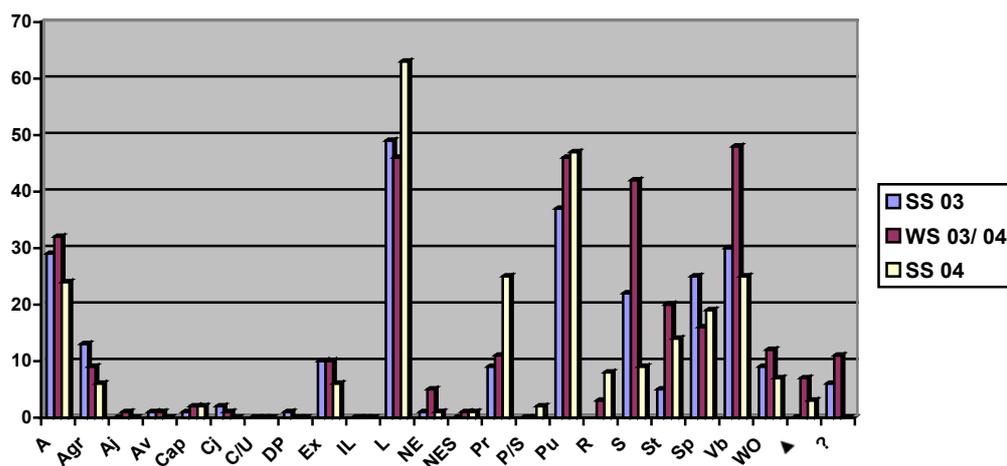
It is important to note that the evaluators of the students' essays have a personal background which shaped their linguistic behavior, hence they might have preferences for certain linguistic structures, the use of tenses in specific contexts, etc. Furthermore, they originate from environments with differing standard varieties of English, thus they may show varying degrees of tolerance for linguistic compositions, additionally they may even have different styles of error correction. These factors should be borne in mind when approaching the categorization and the number of errors in the samples.

## 7.5 Distribution of Errors

**Table 7:** Overview about the overall number of errors per category per semester

| Overall Number of Errors per Category |    |     |    |    |     |    |     |    |    |    |     |    |     |    |     |     |    |    |    |    |     |    |    |    |
|---------------------------------------|----|-----|----|----|-----|----|-----|----|----|----|-----|----|-----|----|-----|-----|----|----|----|----|-----|----|----|----|
| Error Category                        | A  | Agr | Aj | AV | Cap | Cj | C/U | DP | Ex | IL | L   | NE | NES | Pr | P/S | Pu  | R  | S  | St | Sp | Vb  | WO | ▲  | ?  |
| SS 03                                 | 29 | 13  | 0  | 1  | 1   | 2  | 0   | 1  | 10 | 0  | 49  | 1  | 0   | 9  | 0   | 37  | 0  | 22 | 5  | 25 | 30  | 9  | 0  | 6  |
| WS 03/04                              | 32 | 9   | 1  | 1  | 2   | 1  | 0   | 0  | 10 | 0  | 46  | 5  | 1   | 11 | 0   | 46  | 3  | 42 | 20 | 16 | 48  | 12 | 7  | 11 |
| SS 04                                 | 24 | 6   | 0  | 0  | 2   | 0  | 0   | 0  | 6  | 0  | 63  | 1  | 1   | 25 | 2   | 47  | 8  | 9  | 14 | 19 | 25  | 7  | 3  | 0  |
| Σ                                     | 85 | 28  | 1  | 2  | 5   | 3  | 0   | 1  | 26 | 0  | 158 | 7  | 2   | 45 | 2   | 130 | 11 | 73 | 39 | 60 | 103 | 28 | 10 | 17 |

The above table shows the overall distribution of errors in the various categories as they were indicated by the evaluators of the essays per semester. The accumulation of errors is especially high in the categories of 'lexis', 'punctuation' and 'verb'. The highest error scores were achieved in the field 'lexis', this is normal for learners of a foreign or second language. Errors in this field occur to a large extent due to transfer from the L1 of the learners or due to incorrect comprehension of the semantic concepts of words and word forms. The second highest scores were achieved in the field of 'punctuation', these can be interpreted as errors in the structuring of written texts. Errors in this field might cause ambiguity or misinterpretations of written texts. And the third highest error scores were achieved in the field of 'verb'. See Figure 22 for a diagrammatic overview. A closer examination of this category is provided in the next chapter.



**Figure 22:** Comparison of absolute numbers of errors per category per semester

Accumulations of errors occur in particular categories in the various semesters, such as the agreement category in the summer semester of 2003,<sup>221</sup> the ‘article’, ‘sense’, ‘style’ and the ‘verb’ categories in the winter semester of 2003/ 2004 and the ‘lexis’ and ‘preposition’ category in the summer semester of 2004. These accumulations are partly due to a generally higher production of errors in the particular categories in a semester, but also to contributions of specific participants. Errors in the ‘sense’ category, for example, occur generally more often in the winter semester of 2003/ 2004, nevertheless, participants WS03/04\_e and WS03/04\_g contributed considerably to the number of errors in this category with more than half of the total number. Whereas the categories ‘article’, ‘style’ and ‘verb’ show a generally higher amount of errors without the exceptional contribution of specific persons.

It is however important to be aware of the fact that the winter semester of 2003/ 2004 contains two participants, WS03/04\_f and WS03/04\_g, who did not pass the exam, exhibiting a too low level of performance. WS03/04\_f and WS03/04\_g are responsible for the highest scores in twelve of 24 error categories in total. The fact that the participants displaying the lowest levels of proficiency produce most errors is not surprising though, since the students’ performance is marked according to the amount of errors they produce and how these errors affect the understanding of communication. Thus the general distribution of errors mirrors the levels of proficiency of the participants of the study.

<sup>221</sup> For an exact distribution of errors per person per category per semester see Appendix 6.

## 7.6 ‘Verb’ Errors

Focusing on the errors produced in the field of ‘verb’, they need a more specific categorization than the bare label ‘Vb’, which, according to the official correction key, denotes incorrect tense or inappropriately written out verbs. Therefore, the ‘Vb’ errors, as indicated by the evaluators of the essays, are classified according to the features which were wrongly applied to the verbs or wrongly not applied to the verbs in the texts. The following refined categories to ‘Vb’ can thus be distinguished: tense error (te),<sup>222</sup> aspect error (as), error where both tense and aspect were selected erroneously (te/as: combination of tense and aspect), modus error (mod), agreement error (agr) and ‘other’, which include errors in negation, non-finite verb constructions, participles, errors in selecting active and passive voice, and errors originally marked as ‘spelling’ errors. Agreement errors include constructions where verbs referring to a plural noun occur in singular forms and vice versa, as for example:

- SS03\_d: 163-4 American military, which **was** needed<sup>223</sup>
- WS03/04\_b: 495-496 the United States of America **are** unable to recognise

Negation errors, include errors which occur in syntax due to the auxiliary use, word order, passive use, etc. as in the following examples:

- SS03\_d: 127 Chemnitz **did not only establish**
- WS03/04\_b: 479 **Not to forget** is the increasingly bad image

Non-finite verb constructions include the erroneous use of infinitives, gerunds, etc., examples are:

- SS04\_c: 904 At the end of the day one can never be sure **to prevent** an attack by these means
- SS04\_g: 1057 Millions of Euros are spent for **making** a product interesting

A complete account of all errors originally indicated as ‘Vb’ and other errors involving finite verb constructions is provided in Appendix 7.

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<sup>222</sup> The abbreviations for the refined error categories do deliberately not entail capital letters so as to keep them apart from the correction code of the language practice section of the Anglistik/ Amerikanistik department.

<sup>223</sup> Examples presented in this chapter are taken from the essays of the study’s participants. The essays build a corpus in which the corpus references are composed of the person reference, which is the first part of the code, consisting of letters and numerals, and a line reference, which is the numeric code after the colon, to indicate where the examples can be found. The corpus is presented in Appendix 4.

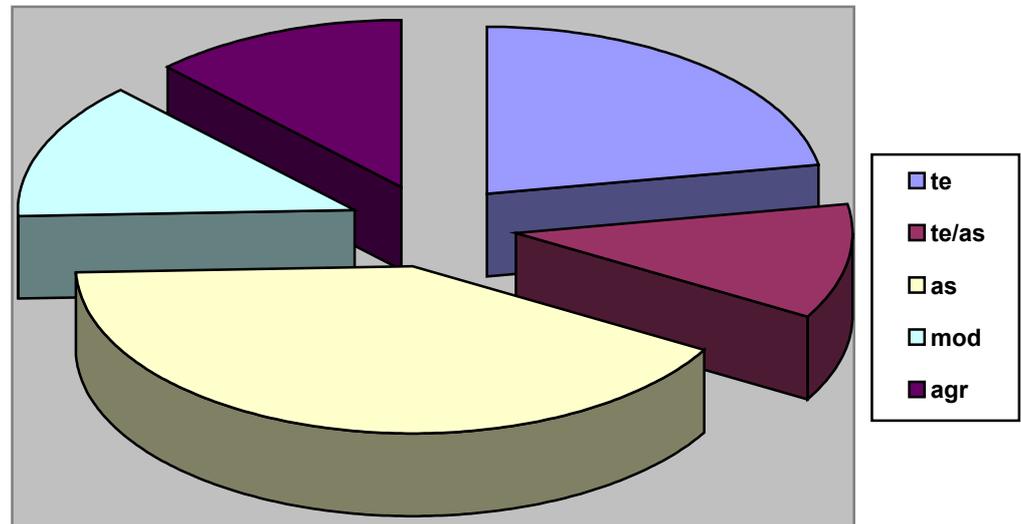
Table 8 an overview is provided about all errors which occurred in the samples indicated to be 'verb' errors and additional errors which were originally indicated to involve 'verb', 'sense', 'agreement' and 'lexis errors', but may also be considered in the context of the refined categorization of verb errors. Therefore the total number of 'verb' errors might in some cases be smaller than the total number of errors as they are listed in the refined categories. Moreover, a larger number of errors may occur in the scope of the refined error categories due to the fact that these include also repetitive errors which were originally not counted twice or thrice by the evaluators. Thus the overall number of errors in finite verb constructions might in some cases be larger or smaller than the original number of 'Vb' errors. Due to the fact that the paper focuses on finite verb constructions, the overall number of errors in finite verb constructions is smaller than the quantity of 'Vb' errors, since infinite verb constructions were not taken into consideration. An additional category is introduced displaying the total number of errors in finite verb constructions, as finite verb constructions are in the focus of this paper, in this category the number of overall produced errors is smaller than the original number of 'Vb' errors.

The tense, tense/ aspect and the aspect rows sometimes display a specific source of error where this occurs the errors produced in these categories are solely due to this source. The overall number of errors produced in the tense, tense/ aspect and the aspect areas constitute almost two thirds of the overall number of errors involving verbs, leaving aside non-finite verb constructions, negations, etc., they constitute more than two thirds of the overall number of finite verb constructions.

**Table 8:** Refined categorization of Vb errors

| Corpus/ Person Reference | Total Number of Vb Errors | Tense Errors | Tense Aspect Combination Errors | Aspect Errors   | Modus Errors | Agreement Errors | Other Errors | Total Number of Errors in Finite Verb Constructions |
|--------------------------|---------------------------|--------------|---------------------------------|-----------------|--------------|------------------|--------------|---|
| SS03_a                   | 0                         |              |                                 |                 |              |                  |              | 0   |
| SS03_b                   | 1                         |              |                                 |                 | 1            |                  |              | 1   |
| SS03_c                   | 2                         | 1            | 1 (present perfect)             |                 |              |                  | 1            | 3   |
| SS03_d                   | 8                         | 1            |                                 | 2               |              | 3                | 1            | 8   |
| SS03_e                   | 3                         | 1            |                                 |                 | 1            |                  | 1            | 2   |
| SS03_f                   | 8                         |              |                                 | 4 (progressive) | 2            |                  | 2            | 6   |
| SS03_g                   | 8                         |              | 1 (present perfect)             | 3               |              | 1                | 4            | 7   |
| WS03/04_a                | 1                         | 1            |                                 |                 | 1            |                  |              | 2   |
| WS03/04_b                | 11                        |              | 1 (present perfect)             | 5 (progressive) |              | 4                | 2            | 10  |
| WS03/04_c                | 4                         | 1            | 2 (present perfect)             | 2 (progressive) |              |                  |              | 4   |
| WS03/04_d                | 2                         |              |                                 |                 |              |                  | 2            | 0   |
| WS03/04_e                | 10                        | 8 (future)   |                                 | 1 (progressive) |              |                  | 1            | 9   |
| WS03/04_f                | 11                        | 1            |                                 | 4 (progressive) | 3            | 1                |              | 9   |
| WS03/04_g                | 10                        | 1            |                                 | 5               | 3            | 1                | 2            | 9   |
| SS04_a                   | 0                         |              |                                 |                 |              |                  |              | 0   |
| SS04_b                   | 1                         |              |                                 |                 |              |                  |              | 1   |
| SS04_c                   | 4                         |              |                                 | 3 (progressive) |              |                  | 1            | 3   |
| SS04_d                   | 3                         |              |                                 | 2 (progressive) | 1            |                  | 1            | 2   |
| SS04_e                   | 11                        | 5            | 5 (present perfect)             | 4 (progressive) |              |                  | 1            | 15  |
| SS04_f                   | 3                         |              |                                 | 1 (progressive) |              | 1                | 1            | 2   |
| SS04_g                   | 3                         |              |                                 | 1 (perfect)     |              |                  | 2            | 1   |
| <b>Σ</b>                 | <b>104</b>                | <b>20</b>    | <b>10</b>                       | <b>37</b>       | <b>12</b>    | <b>11</b>        | <b>22</b>    | <b>91</b>   |

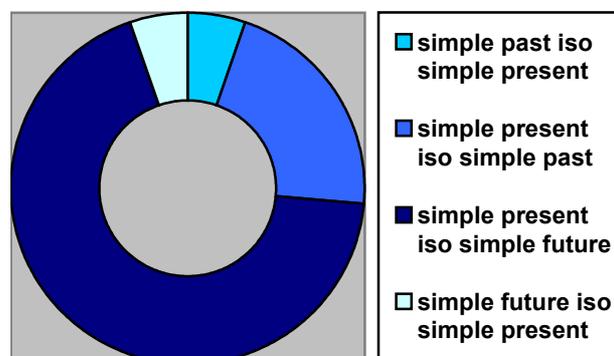
A diagrammatic overview about the distribution of finite verb constructions is provided in Figure 23 below. Which highlights the exceptionally high occurrence of errors in the tense and aspect areas. The following chapters investigate these areas and the area of tense aspect combination.



**Figure 23:** Distribution of errors in finite verb constructions

### 7.6.1 Tense Errors

The tense errors which occurred in the samples, can be grouped into four types: type one, where simple past was used in stead of simple present occurred once; type two, where simple present was used in stead of simple past occurred four times; type three, where simple present was used instead of simple future occurred 13 times; and type four, where simple future was used in stead of simple present occurred once. A diagrammatic representation helps to visualize the relative proportions of the errors:



**Figure 24:** Distribution of tense errors

### **Type One: Simple Past in stead of Simple Present**

Having a closer look at the contexts where the simple past was used in stead of the simple present, the error can be interpreted to be an inaccuracy deriving from transfer of an overall past context, it is a bare performance error.

- SS03\_e: 236-239 In contrast to Germany, the Americans are used to their system and they do not know another one. In comparison to European countries, the USA **were** welfare leggard. When Roosevelt started to develop a social security system in the thirties, European countries already had one and were improving it.

### **Type Two: Present in stead of Past**

The first example of the type two errors,

- SS03\_c: 112-115 Dresden and Leipzig used to be much more popular than Chemnitz among tourists. One reason is\* certainly that both these cities have\* far more tourist attractions than Chemnitz. However, the main reason **is** that Chemnitz's city centre looked like a ghost town five years ago. For this reason authorities in Chemnitz decided to rebuild the city centre.

can be interpreted in two different ways: one explanation for the error would be an arbitrary shift of perspective in the middle of a narrative passage to draw a vivid picture before the eyes of the readers, which did not succeed, because of the emphasis on the change of state that took place in the past; the other explanation would be that this is a performance error, which derived from the use of the present tense used in the preceding sentence to describe a situation, which was valid in the past and will also continue to hold in the future, i.e. the use of an atemporal present. Having a closer look at the present tense forms of the preceding sentence (marked with asterisks), the second verb form describes an unaffected state of affairs of having more tourist attractions, whereas the first verb form actually constitutes a reference towards a time in the past which is introduced by the preceding sentence and should therefore also indicate past time reference.

The other three occurrences of type two errors, indicate an arbitrary shift of perspective from past to present in the middle of describing past situations, which could be explained to be due to a lack of attention to time reference during writing.

- WS03/04\_a: 420-422 The cloned sheep was identical in appearance with its source but not so long ago it became known that this cloned sheep suffered of arthritis which its parent **does** not.
- WS03/04\_c: 538-539 Nobody knows why Bush senior left Saddam Hussein in power but Bush junior soon decided that Saddam had become a nuisance and **has to leave** his post
- WS03/04\_c: 692-693 One example happened a few days ago when they located a building where they thought weapons were stored they **bomb** the building. But no weapons were found.

### Type Three: Present in stead of Future

Type three errors are the errors which occurred most often among the tense errors, two persons can be considered main contributors, WS03/04\_e who produced eight errors of this type and SS04\_e who produced four. This type of error overtly reflects transfer from the German language, since in German future reference may also be expressed by modal verbs such as *müssen*, etc. or simply *Präsens* if certainty about future situations is to be expressed. Thus the two participants obviously draw extensively on their linguistic knowledge of their MT when they attempt to produce future references in the English TL. Although the transfer from German is palpable, the following examples hint as well to an incomplete acquisition of the rules for future tense application, i.e. intralingual errors. In the examples the certainty of the authors about the future situation is underlined by the use of passive, which has the effect of mirroring the force from outside obliging the people to pay and deprives them of their pensions:

- WS03/04\_e: 641-642 Again, people **are made** pay for their teeth themselves.
- WS03/04\_e: 652-653 Caused by the high unemployment rate in Germany, it is clearly understandable that younger people **are not guaranteed** to get a pension when they are older.

Another possibility to express obligation are *have to* constructions, which obviously have an equivalent effect of suppressing required future tense in English when the moment of speaking is not entailed in the situation, i.e. when it precedes the future situation described by the verb, as the following example shows:

- WS03/04\_e: 661-664 Furthermore, you **have to pay** for most of the medicine, at least partially, if you earn more than a certain minimum income.  
To sum up the issues mentioned and explained before, it has to be stated that a lot of services **have to be paid** extra although people are insured.

Further examples for reference to a putative factual future situation, repressing required future tense are the following:

- SS04\_e: 968-969 The BA is an internationally accepted degree, and therefore students also **have** the chance to attend foreign Universities to get their MA degrees.
- SS04\_e: 985-987 The intention to internationalize education is great but the process of putting the concept into reality has just started and it **takes** much more time to create a system that actually works well and **suits** all students in the long run.

### Type Four: Future in stead of Present

The following error is ambiguous, since the situation which is described can either refer to the general state of affairs that students apply for jobs, which must have been the point of view of the evaluators, or it may refer to the future situations when students with new degrees apply for jobs, as the specification *in the near future* indicates.

- SS04\_e: 999-1003 To sum up my ideas I argue that the plan to internationalize the German higher education system will be one of the steps that we need to take to make our academic degrees competitive to other countries. Having BA and MA degrees in the near future will definitely be an advantage for students who **will apply** for jobs nationwide and they will also have excellent chances on the job markets worldwide.

### 7.6.2 Aspect Errors

Aspect errors have to be divided into two groups, the errors made in the field of perfect and that in the field of progressive aspect, a further subdivision can be made into errors where the aspect was erroneously not used and where the aspect was erroneously used. A diagram represents the distribution of all aspect errors.



**Figure 25:** Distribution of aspect errors

#### Errors Involving the Perfect Aspect

Two types of errors involving perfect aspect have to be distinguished, those where the perfect was used in contexts where it is not necessary, and those where the perfect should be used, but was not. The samples provide examples for both cases.

##### *Erroneous Use of the Perfect Aspect*

Cases where the perfect was used without indication for its necessity by the contexts are:

- SS04\_g: 1061-1062 I, for example, have a part-time job in a fashion store in Chemnitz which opened in last year's September. To attract customers, thousands of Euros **had been spent**.
- SS03\_d: 152-155 In only a short time, special forces of the American army defeated their enemies who escaped to the mountains and who are still fighting against the Western "invaders". Although the purpose of this war **had been** the fight against terrorism, it led also to the liberation of a people who has been subdued\* for years.

In both cases the past perfect is used where simple past is required since no reference point in the past is provided from which the situation could be referred to. In the second example, the present perfect form, which is marked with an asterisk, is also applied wrongly, here the past perfect would be appropriate since reference is made to a situation prior to the liberation of the people in the past.

### ***Erroneous Non-Use of the Perfect Aspect***

Two cases occurred in the samples where the perfect was not applied where it should have been:

- WS 03\_g: 729-730 If you open a newspaper these days you will be faced with „the war in Iraq“. Even though this war **lasts** a long time already it still polarizes people all over the world.

Here the adverb already emphasizes the development of the situation up to the present moment which indicates necessity for present perfect, rather than simple present tense. A direct transfer from German is obvious here since *der Krieg dauert schon lange* would be correct in German, whereas *der Krieg hat schon lange gedauert* would indicate that a change of state is approaching.

- SS03\_g: 342 The city population **is declining** since 12 years

In this sentence the ongoing process of the declining population in the past up to the present moment, which is the point from which the past development is viewed, is emphasized by the adverbial *since 12 years*, therefore the perfect aspect has to be applied.

### **Errors Involving the Progressive Aspect**

The progressive aspect constitutes obviously the biggest problem for the participants in this study, the errors in this area amount to 33. In contrast to the errors made in the field of perfect, the progressive occurred primarily in one erroneous form, in absence.

### ***Erroneous use of the Progressive Aspect***

Only two instances occurred where the progressive was applied where it was not required:

- WS03/04\_g: 752-754 One could get the feeling America wanted to have something as a child does sometimes demanding things. And it **is getting** more interesting the more difficult it is to get.
- SS04\_f: 1023-125 . If TV says “Buy it” – the majority of people will follow that slogan. If women and men **are finally doing** so, the makers of advertising spots and their partners, the industry, have done a good job and succeeded.

In both cases it appears as if the rules for the use of the progressive aspect were not completely acquired: in the first example, a typical behavioral pattern of children is discussed as a general fact, which overrides the durative quality of the situations, and therefore the simple present tense has to be used; in the second example it can be assumed that the learner wanted to express future time reference by using the present progressive and the durative quality of the shopping situation, nevertheless, a general

statement about the stimulus response behavior of people overrides the fact that the act of shopping has durative qualities and any future reference.

### ***Erroneous Non-Use of the Progressive Aspect***

31 errors occurred in the samples due to non-use of the progressive aspect. The only past tense form where the progressive was erroneously not applied to occurred in the passive voice.

- SS04\_c: 868-871 The tape was passed on to the police and the man **was searched** for by radio and television. This put a lot of pressure on the young man so that he finally gave up and confessed that he had committed the crime.

The progressive aspect has to be applied here to indicate that the searching of the man took place during a specific period in the past which came to an end when the man turned himself over to the police.

Examples for avoidance of the progressive aspect with present tense in active and passive voice are:

- SS03\_d: 188-190 Still, the United States, which **face** similar problems in Iraq at the moment, are not able to solve these difficulties alone.

In this instance the progressive has to be used, because the current situation of the USA facing difficulties is described, hence the reference point is located within a situation, which is specified by the adverbial *at the moment*, and the temporal boundaries of the situation are not considered.

- WS03/04\_b: 465-469 Armed resistance against U.S. troops continues, and is unlikely to stop in the near future. Not only military supporters of Saddam Hussein and the old dictatorship **resist** U.S. presence in Iraq, also more and more civilians **participate** in the attacks. American soldiers **are shot** at, helicopters **are downed**, even international organisations such as the Red Cross **are** attacked.

Here the first sentence specifies that the temporal boundaries of the current situation, which is the reference point, are blurred, therefore the following descriptions of the situation should be referred to in the progressive form.

- SS03\_f: 265-269 Exports are weakening and the tax revenue is declining dramatically, because of the steadily increasing number of unemployed people and the higher number of firms which have gone bankrupt. Therefore, the German government **is forced** to make more and more debts in order to plug the hole in the budget.

In this case the avoidance of the progressive aspect is not due to a non-recognition of the location of a reference point within a situation whose temporal boundaries are blurred, since the first sentence displays correct use of the progressive. Rather it appears as if the passive repressed the application of the progressive, an additional factors might be that that author obviously referred to the situation as a general state of affairs, despite

his/ her former presentation of the situation as being of particular importance at the moment of utterance, which demands the progressive aspect.

A particularly problematic occurrence of erroneous non-use of the progressive is the following one:

- SS03\_g: 365-367 What is contradictory is, that with the new built malls, especially the Rathaus-Passage is meant here, new flats are provided. This is rather questionable, since on the other hand all over Chemnitz houses and flats **are** empty and **decay**.

This case is ambiguous, since on the one hand it can be viewed as a direct translation from the German construction *Häuser und Wohnungen stehen leer und verfallen*, on the other hand, however, does the situation also entail progressive meaning, since the current situation is described without consideration of the temporal boundaries. The conscious application of a grammatical aspect, as the progressive aspect in this case, is however a different psychological matter. Nevertheless, the evaluators suggested that the above phrase should have the following form: *houses and flats are empty and decaying*. The actual difficulty in this case is the elliptic omission of the second auxiliary verb *be* before *decay*, since in the construction, *are* is used as a copula between the subject *houses and flats* and its argument *empty*, and simultaneously as an auxiliary for the present participle *decaying* thus it is part of the present progressive. This ellipsis, however, ties the two attributes of the houses and flats closer together than in the German equivalent.

The overall tendency to avoid the progressive aspect can thus be accounted for by an incomplete acquisition of TL rules and/ or a repression by semantic properties of the verb. Hence the parameter to express durativity was not acquired completely by most learners. The overall use of progressive forms by the participants of this study corroborates this hypothesis, the progressive aspect was used 62 times, of which three were incorrect, but 31 times the progressive was not used where it should have been. Therefore Ungerer concludes that

[f]ür uns deutsch Sprechende ergibt sich somit das Problem, dass uns das Sprachgefühl für die Verwendung des progressiven Aspekts weitgehend fehlt. Deshalb neigen wir im Englischen zur Vernachlässigung, aber auch zur übertriebenen Anwendung der *progressive form*.<sup>224</sup>

Ungerer's claim that the progressive is might be overused was not supported by the participants, but this might also be the result of the successful application of avoidance strategy by the learners. Although the use of the progressive aspect constitutes a major problem for German learners of English, the instances where the progressive aspect was

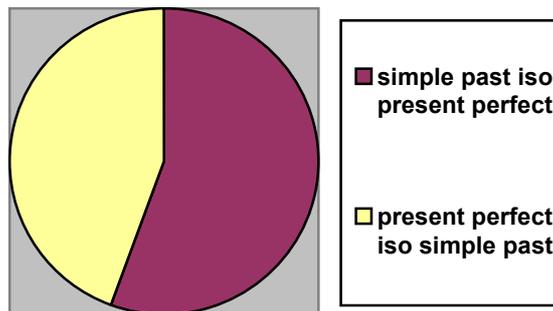
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<sup>224</sup> Ungerer (1999), p.131.

applied correctly certainly mark any statements like the one by Schloter who declares that the “Markierung des Aspekts, [...] ganz offensichtlich für deutsche Lerner auf immer unbegreiflich bleibt”,<sup>225</sup> as exaggerated.

### 7.6.3 Tense Aspect Combination Errors

Errors in the field of tense aspect combination occurred ten times always involving the present perfect and simple past tense. Six errors occurred due to the use of the simple past tense in stead of the present perfect and four errors occurred due to the use of the present perfect in stead of the simple past. Hence the following diagram.



**Figure 26:** Proportion of erroneous use of simple past and present perfect

#### Simple Past in stead of Present Perfect

Errors where simple past tense was used in stead of the present perfect are for example:

- SS03\_c: 143-144 The flourishing business in the city centre is also likely to attract a number of investors who might be willing to invest their money into even bigger projects in the town, that might make Chemnitz even more appealing in the future – maybe more attractive than Dresden and Leipzig. The rebuilding of Chemnitz’s city centre **helped** create a prosperity in Chemnitz.
- WS03/04\_c: 519-520 Far more allied soldiers **died** after the end of the major combat operations than during the war. So, what is going wrong in that country?
- SS03\_g: 352-354 This happens, among other things, by providing a vital City Centre, where people can go to after work as on weekends do their shopping or just chill in one of the Cafés which **emerged** in the last years.

In these examples the use of the present perfect is required, because the past situations are viewed from the present moment in retrospection and no temporal specification is provided about the past situation. The first examples require a perfect of result, since the effect of the past situation is still present, while the third example requires a perfect of recent past underlining the temporal proximity and the present relevance of the situation.

<sup>225</sup> Schloter, Andreas Leonhard (1992). *Interferenzfehler beim Erwerb des Englischen als Fremdsprache: ein empirischer Beitrag zur Fehlerursachen Forschung*. München: tuduv.

In the following example both of the verbs used in the past tense forms should have present perfect form since they describe the persistence of the situation.

- SS04\_e: 955-957 It still sounds exotic and I truly believe that this is the reason why this subject **attracted** so as many students as it **did** for the last 5 years here in Chemnitz

The correct form *this subject has attracted so many students as it has for the last 5 years* would again entail an elliptic omission, in this case the omission of the main verb *attracted* in the second finite verb construction, therefore two present perfect errors were counted here.

### **Present Perfect in stead of Simple Past**

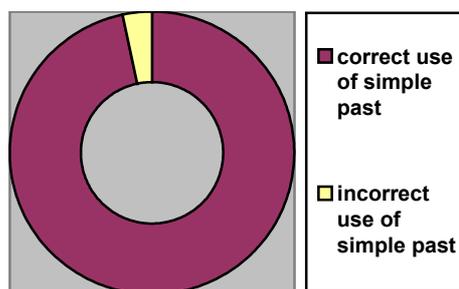
Errors where the present perfect was used instead of the simple past tense are the following four cases:

- WS03/04\_b: 483-486 From the Iraqi perspective, United States presence **has** only initially **been** positive. Now it seems to be determined more by their own, especially economic, interests, than by a true effort to hand over the power to the Iraqi people as soon as possible.
- SS04\_e: 952-953 When I **have started** University in 1997, the subject of Intercultural Communication **has been** brand new.
- SS04\_e: 979-981 I have just recently read polls about exactly this topic. Most of the managers, etc. in the business world who **have been questioned** did not know the difference between a BA and a MA.

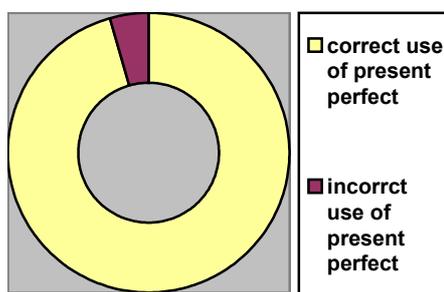
In the first example, the simple past should be used, because the situation of the popularity of the USA among the Iraqis is described to have taken place at a certain period in the past which is now completed. This is indicated by the next sentence where the interests of the USA are described to be different at the moment of utterance, diminishing its popularity. In the second example a specific point in the past is indicated as *1997* which permits the use of the present perfect in the English language. And in the last example the simple past tense should be used, because the survey was carried out only once in the past, it is completed and nothing indicates that it will be repeated. Thus the erroneous use of the present perfect shows that the POST operator were applied to the sentence bases where they should actually be applied to the predicates. Therefore it can be said that these errors are classical for transfer from the learners' German linguistic knowledge to the TL.

What is surprising, however, is that these errors constitute only 4,4% of the overall number of errors in finite verb constructions entailing present perfect, moreover, it can be stated that the present perfect was not avoided, since it was used 92 times in total in the samples. The errors where the simple past was used in stead of the present perfect, however, build up to 5,4% of all errors which occurred in finite verb constructions. Viewing both types of errors in relation to the total number of

occurrences of the tenses, the errors where the present perfect was erroneously used constitute a relatively higher proportion: the present perfect was used 92 times in total of which 4 uses were erroneous, this is 4,4%, whereas the simple past was used 178 times in total of which 5 uses were erroneous, that is 2,8%. These figures show that the present perfect is more often used to cover the meaning of the simple past than the simple past is used to cover the meaning of the present perfect, i.e. the transfer strategy of is of higher importance for the participants in this study than the avoidance strategy, although the total number of occurrences suggest the opposite. The following diagrams should therefore be viewed as an addition to Figure 26.



**Figure 27:** Proportion of correct and incorrect use of the simple past



**Figure 28:** Proportion of correct and incorrect use of the present perfect

#### 7.6.4 Distribution of Tense, Aspect and Tense Aspect Combination Errors According to Proficiency Levels

Having clarified what the problems in the use of tenses and aspects, as well as in the combination of tense and aspect, i.e. present perfect, are, it would be useful to see how the errors are distributed across the various levels of proficiency. In Table 9 an overview is provided:

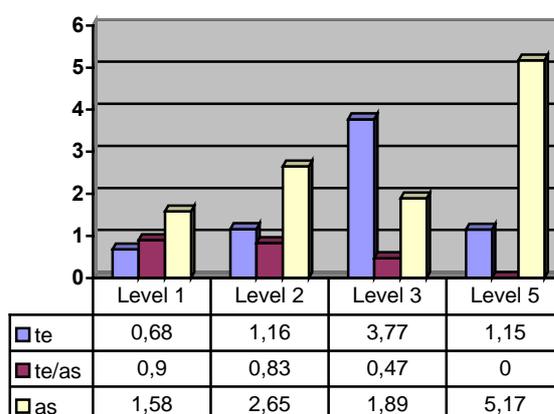
**Table 9:** Distribution of tense, tense/aspect and aspect errors across the various levels of proficiency

| Proficiency Level | Tense Errors | Tense/ Aspect Errors | Aspect Errors |
|-------------------|--------------|----------------------|---------------|
| Level 1           | 3            | 4                    | 7             |
| Level 2           | 7            | 5                    | 16            |
| Level 3           | 8            | 1                    | 5             |
| Level 5           | 2            |                      | 9             |

The distribution of the tense errors reveals an accumulation of errors on the proficiency levels 2 and 3, while levels 1 and 5 show relatively less errors. It has to be borne in mind though, that two participants, SS04\_e on proficiency level 2 produced five tense errors, i.e. 71,4% of all errors on that level of proficiency in the tense category, and WS03/04\_e, on proficiency level 3, produced eight tense errors, i.e. all errors on that level of proficiency in the tense category. The remaining proportion of all tense errors were almost evenly distributed among the levels of proficiency, while the participants produced a maximum of one tense error on the average.

Errors in the area of tense aspect combinations occurred only on the proficiency levels 1, 2 and 3. An accumulation occurred again on behalf of participant SS04\_e who produced all errors in this category on level 2. The remaining errors were produced by four participants of whom only one produced two errors, the other 15 participants in the study did not produce any errors in the area of tense aspect combination. What is interesting, however, is that apart from the error clusters produced by SS04\_e, errors in the tense and aspect combination occur only on levels 1 and 3.

Accumulations occurred as well in the area of aspect errors, nevertheless, more participants produced errors in the field of aspect than in any other area and most errors as well. A systematic distribution, however, cannot be observed. Attempting to find a systematicity in the errors across the levels of proficiency, the errors produced in the various categories on the levels of proficiency are put into relation to the total number of finite verb constructions per level. The diagram below displays the distribution in per cent.



**Figure 29:** Error rates in the tense, tense aspect combination and aspect areas across all levels of proficiency relative to the number of finite verb constructions per level in per cent

The diagram exhibits a systematic distribution of errors on level 1: an increasing quantity of errors from tense to aspect; whereas the distribution of errors on level 2

displays a relatively higher error rate in the tense and the aspect area, but a lower error rate in the area of tense aspect combination, compared to level 1. Level 3 displays the highest error rate in the area of tense across all levels of proficiency, while the error rate in the area of tense aspect combination is even lower than on level 2 and the error rate in the aspect area is higher than on level 1, but lower than on level 2. The error rates on level 5 show an almost identical error rate in the area of tense compared to level 2 and the highest error rate across all levels of proficiency in the area of aspect.

The error distribution across the levels of proficiency occur now not so unsystematic at all, since the errors made in the tense area show signs of a U-shaped development. The acquisition of grammatical forms is typically achieved in a U-shaped development, where the learner acquires a grammatical form and uses it at first correctly, before s/he goes through a developmental stage of hypothesis testing and rule acquisition of the particular form where s/he necessarily produces errors, before s/he arrives at a point where s/he uses the form correctly again. In the above diagram a U-shaped development can be noticed in the area of tense, where the learners' error production increases from level 5 to level 3, before it decreases again and sinks below the error rate of level 5 on level 1 again. The error rate in the area of tense aspect combination increase from level 5 to level 2, while the error rate on level 1 is only slightly lower than on level 2, thus the hypothesis of a U-shaped development does not appear to be applicable in this case. The error rates in the aspect area suggest a decrease of error rates with an increase of proficiency, except for level 3. It is important to bear in mind the varying numbers of participants on the different levels of proficiency, since this is very likely to be the source of the low error rate in the aspect area. Moreover, the high error rate of level 5 in this area might also be caused by the idiosyncratic traits of language behavior of the participants, rather than an average language behavior of learners of this proficiency level.

## **7.7 Distribution of Tenses**

### **7.7.1 Tenses Being Used**

The distribution of errors might be affected by the participants' overall use of the various tenses, i.e. if participants of level 5 used only a restricted set of tenses, avoiding aspects, it would be consistent with their low error production in that area.

The use of the various tenses depends to a large proportion on the topics the participants dealt with in their essays and their personal points of view on the issue,

whether they view the issues in from a historical perspective or rather from the viewpoint of current relevance of the issues. That is, when a topic is discussed to be an issue of current relevance it is rather likely that present tenses are mainly used, while past tenses might be used in flashbacks and future tenses in anticipations about future happenings. The number of past and future tenses depends thus on the quantity of flashbacks and future anticipations. Hence the use of tenses in the essays depends entirely on the perspective of the authors on an issue and on his/ her linguistic competence to describe them. To depict eventualities in chronological order requires a minimum amount of the various tenses, since the logical associations between the single eventualities are then established by lexical means, such as temporal and locative adverbials like *then, after that, there, here, in the morning etc.*,<sup>226</sup> which is typical for learners of lower levels of proficiency. Learners of higher levels of proficiency rather construct a main storyline with flashbacks on previous events and anticipations of future events using grammatical means, which requires a bigger set of tenses.

The ability to construct a main storyline and side storylines depends as well on the appropriate use of aspects in the English language, that is the progressive aspect might be used to establish a temporal frame for events in the past, as well as in the present and future. The perfect aspect in contrast might present situations as complete at some point of time. Thus in a construction of main and side storylines the interaction of tenses, lexical and grammatical aspects, and adverbs have to be mastered and require a higher command of linguistic competence than the presentation of events in their natural order.<sup>227</sup>

The following table and diagram provide an overview about the percentage of employment of the various tense forms on the various levels of proficiency.<sup>228</sup> The distribution can only be considered in relation to the total number of finite verb productions, because the differing numbers of participants and productions of finite verb constructions in the various levels do not allow for a consideration of absolute numbers. A distribution of percentages of the various tenses is nevertheless not unproblematic, since only two participants in the study belong to level 5, whereas nine participants in the study belong to level 2. Thus the comparability of employment of the

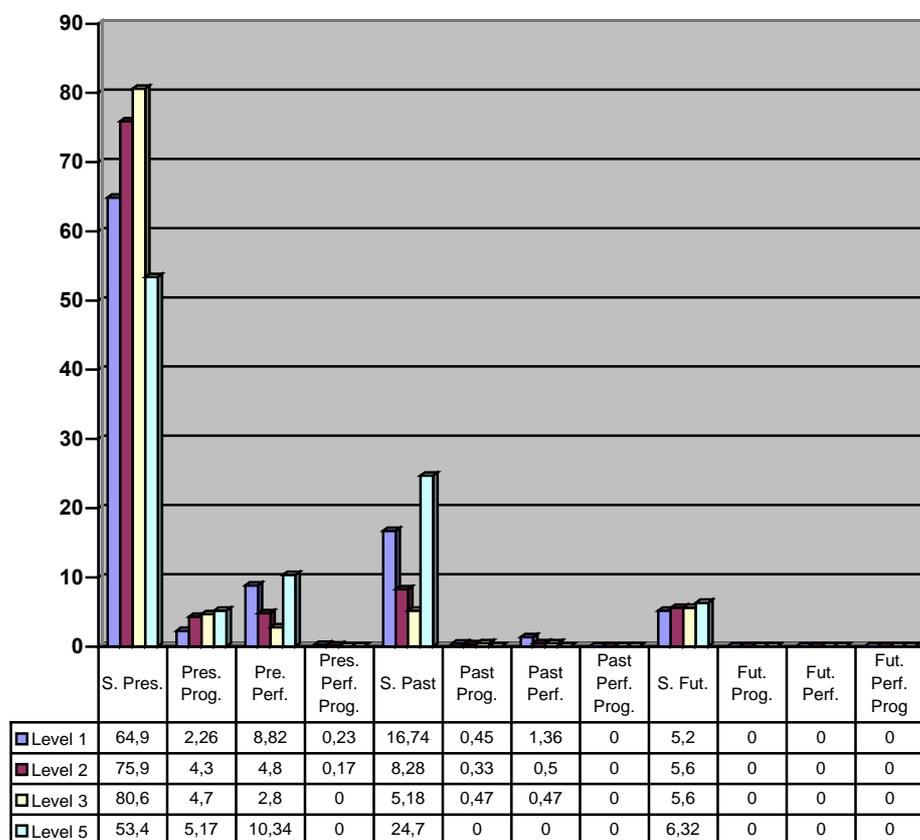
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<sup>226</sup> cf. Bardovi-Harlig, Kathleen (2000). *Tense and Aspect in Second Language Acquisition*. Oxford: Blackwell, p. 36.

<sup>227</sup> cf. Bardovi-Harlig (2000), pp. 36-48.

<sup>228</sup> A comprehensive overview about each participants employment of the various tenses is provided in Appendix 8.

various tenses might not be representative, nevertheless, some tendencies of how the learners employ tenses to structure texts and approach the overall task to produce texts in the TL can be observed.



**Figure 30:** Proportions of tenses in relation to the total number of finite verb forms across the various levels of proficiency in per cent

The figures above show that on all levels the simple present tense was employed as the main narrative tense on levels of proficiency. The simple past appears to be the main narrative tense for flashbacks, while level 1, 2 and 3 also employ past progressive and past perfect forms. The simple past was across all levels of proficiency used approximately twice as much as the present perfect. The simple future tense was used on every level, the proportion of simple future forms is equal on the levels 2 and 3, while being slightly higher than on level 1, and lower than on level 5. A constant increase in use can be ascertained for the present progressive across all levels of proficiency.

### Distribution of Tenses on Proficiency Level 1

The distribution of tenses allows for a deduction regarding the perspectives with which the participants approach the topics and thus the production of essays. The participants belonging to level 1 seem to approach the essays from a factual perspective, employing,

besides the simple present, the present progressive to a rather small proportion. The present perfect and present perfect progressive are used to describe past situations and view these from the present moment. Moreover, the simple past is the main tense for description of past events on level 1, while past progressive and past perfect amount to a rather small proportion of the tenses which are used, nevertheless they occur on level 1. Future time references is relatively little used on level 1, compared to the proportions present and past time references take up.

### **Distribution of Tenses on Proficiency Level 2**

The participants of level 2 seem to approach the production of texts differently, they use more simple present and present progressive forms, but less present perfect than the participants of level 1. This might hint to a concentration on present states of affairs, since retrospective tenses are used less and as well to a higher number of utterances conveying a subjective point of view and drawing a vivid picture for the reader. The fact that past tenses are also employed less on level 2 than on level 1 support this hypothesis. Moreover, future tenses are employed more on level 2, this distribution of finite verb forms sketches a picture of the participants belonging to level 2, where they concentrate more on the description of present states of affairs and future prospects, than the participants of level 1.

### **Distribution of Tenses on Proficiency Level 3**

Although only three participants took part in the study belonging to proficiency level 3, some general hypotheses may, nevertheless, be deduced: the tendency to concentrate on present states of affairs and future prospects increases on level 3, the simple present is employed to an even larger proportion than on level 2. The proportion of present progressive increases, while the proportion of present perfect forms decreases. The higher proportion of present progressive forms might be evidence for an increased effort of the participants to draw vivid pictures for the reader and to convey the subjective points of view on the states of affairs, while the decreased past time references and retrospections on past situations reinforces the concentration on the present state of affairs. The distribution of tenses on this level of proficiency is due to the topics and the approaches to the topics by the participants. All selected topics were of current relevance for the authors: the first deals with the rebuilding of Chemnitz's city center and views it in relation to economic, cultural and social development at the present and in the future; the second discusses reforms in the public health care system and its

present and future consequences for the people; and the third writes about advertising from a general point of view and its effects on the people's shopping behavior.

### **Distribution of Tenses on Proficiency Level 5**

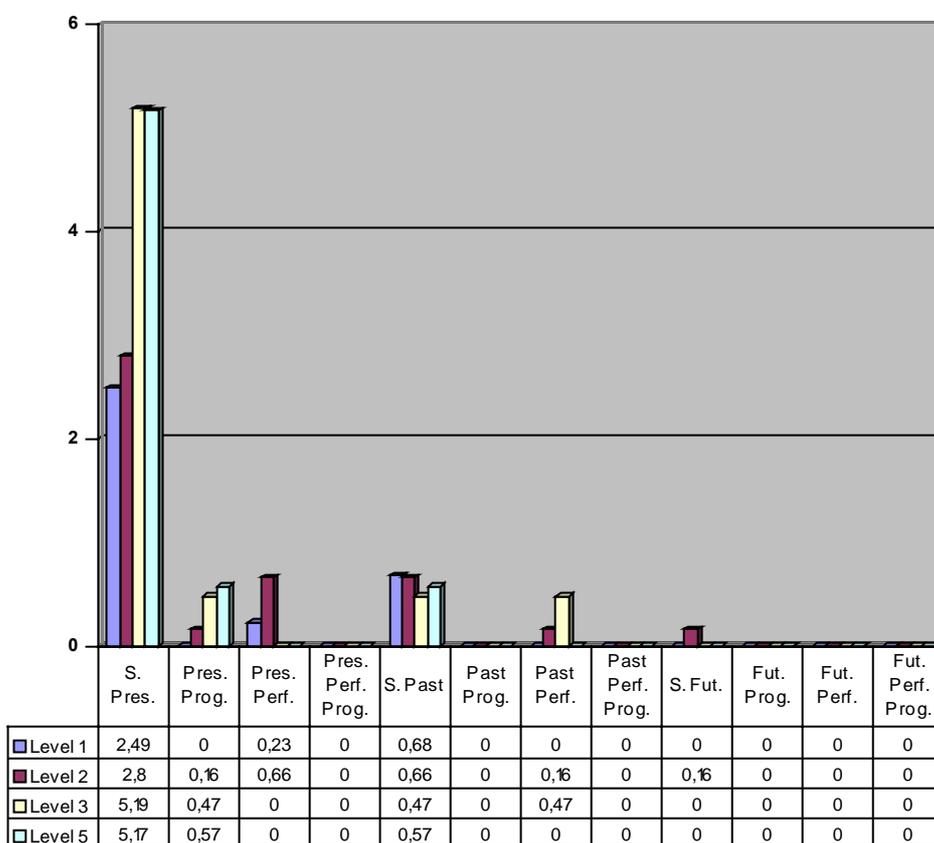
The distribution of tenses on level 5 presents a rather idiosyncratic distribution of tenses, since only two participants in the study belong to proficiency level 5. Interestingly, the distribution of tenses across all levels of proficiency exhibits the smallest proportion of all simple present forms, the largest proportion of all simple past and simple future forms across the various levels of proficiency. Moreover, the proportions of present progressive and present perfect forms of level 5 each constitute the largest ratio of all levels, while neither present perfect progressive, past progressive, past perfect, nor past perfect progressive tenses were used. The non-production of past compound tenses might be responsible for the highest proportion of simple past tense across all levels of proficiency, since describing past situations in chronological order and relating them to each other by lexical means is a useful strategy to avoid past compound tenses as a potential source of errors. This avoidance might also be the cause for the distribution of the present tenses on level 5.

Almost all paragraphs produced by participants belonging to proficiency level 5 are constructed in the same way, an opening sentence referring to a past event either in present perfect or simple past is followed either by a description of the current state of affairs in simple present or present progressive or some general, sometimes personal, statement is made about the situation in simple present, which is usually contrasted or supported by past time references. The last paragraph is then a combination of future prospects, employing simple future, and a résumé of past events, employing simple past. The following examples provide an insight, the first is a paragraph from the middle of an essay and the second is a concluding paragraph:

- WS03/04\_g: 746-751 But how many of those weapons **have been presented** to the world by the Americans during the war? Not enough, I **think**, to make this war "fair". And what about Iraq as a threat to us? **Could it be** the oil what **made** this war so interesting for the United States? I never **felt** the threat of Iraq's army or weapons. But I **felt** uncomfortable with the behavior of Mr. Bush. Even when the United Nation **voted** against a war in Iraq he **went on** and **influenced** the American people in a demagogic way.
- WS03/04\_f: 721-726 Therefore I **do not believe** that the Americans **will be able** to provide a new and progressive way of life for the people. Those people **may be** very suspicious of whatever the Americans **offer** of force on them.  
Also many people in America **have realised** by now that the American dream of "rescuing" the Iraqies **is** a big illusion and **will not work** out the way the Americans **hoped**.

Thus it can be concluded that the distribution of tenses across the levels of proficiency depends largely on the idiosyncratic approaches of the participants to a topic, i.e. whether the topic is seen from a point of current relevance or in its historic context, and how the texts are structured. Describing situations in chronological order or employing past tenses to simply offer information about past situations, which are then put in relation to the present states of affairs demand only a limited set of tenses. Whereas depicting complex interrelations of eventualities demand a bigger variety of tenses. Furthermore, the distribution of tenses, or rather the avoidance of tenses, points to a strategy that aims at avoiding errors.

### 7.7.2 Error Rates per Tense in Relation to the Total Number of Finite Verb Forms



**Figure 31:** Error rates per tense in relation to the total number of finite verb forms per level of proficiency in per cent

The above diagram shows the distribution of errors in the specific tenses relative to the total number of finite verb forms across the various levels of proficiency in per cent. These errors include all erroneous forms in tense, as well as aspect, excluding modus, agreement and other errors. Note that 30 of the total number of 31 errors in not employing the progressive aspect were produced in combination with the simple present

tense, which contribute to the high error ratios that occurred with simple present tense across all levels of proficiency.

The diagram illustrates two phenomena: firstly, an increase in the use of a specific tense across the levels of proficiency leads to an increase in the error ratio in the use of the tense form, the error proportions in the simple and the progressive present tense overtly demonstrate this; and secondly, an increase in competence does not necessarily lead to a decrease of the error ratios in the tenses of a proficiency level, as the error ratios of the simple present and the past perfect might suggest, rather an interplay between of the complexity of the specific tenses and the proficiency level, as well as the characteristic errors on these levels and the idiosyncratic traits of language behavior of the learners' can be assumed.

### **7.7.3 Tenses Being Not Used**

Compound tenses containing the progressive aspect were in chapter 5.4 considered to be potential sources for errors. In fact, the progressive aspect constituted the major source for errors in finite verb forms throughout all levels of proficiency. Significantly, the progressive aspect was only used with present and past tense, while the employments with past tense constitute only a minor proportion of all tenses containing the progressive aspect, and no progressive aspect was employed with future time references. Thus the general avoidance of the progressive aspect, turns out to be overt in past and future tenses even more than in present tenses. Moreover, no future perfect was employed by the participants in the study and the relative proportion of past perfect forms is also rather small, which leads to the conclusion that these compound tenses are as well subject to avoidance.

## **7.8 Results**

At the beginning of this study, expectations towards the outcome of the study were expressed. Some of them could be verified others were invalidated. In this chapter the expectations are reconsidered and conclusions are drawn as to the acquisition of the English tense and aspect system by German adult learners.

The first hypothesis formulated at the beginning of the empirical study, was that the learners' proficiency correlates in some way with their competence in the field of tense and aspect. Although it has to be borne in mind, that the uneven distribution of numbers of participants across the proficiency levels 3 and 5 might not be representative to make a statement about the general production rate of errors, a conclusion can

nevertheless be drawn: an addition of the error rates of the three examined areas suggest a general increase in the error rates from level 1 with 3,4% to level 3 with 6,6%, level 5 draws near the error rate of level 3, thus verifying the hypothesis.

The hypothesis that some areas of the English tense and aspect system show a higher quantity of errors than others was also certified in the study. Tenses which occurred most often involved as well a higher degree of errors than those tenses which were less often used and the progressive aspect appeared as the most frequent source of errors.

The third hypothesis has to be revised though, learners of the lower proficiency levels do not necessarily produce more errors in the areas where most errors occurred. The participants belonging to proficiency level 1 produced, for example relatively more errors (0,68%) in the employment of the present perfect than the participants belonging to proficiency level 2 (0,66%) and the participants of proficiency level 3 (0,47%) and level 5 (0,57%). That the participants of proficiency levels 3 and 5 produced a relatively lower number of errors in the simple past forms might depend on the idiosyncratic language behavior that shines through or on the contexts in which the simple past forms were erroneously used. That is the constructions on level 1 might have been more complex than the constructions on levels 3 and 5, thus the differing communications strategies of the participants might be the source for the error rates. The same assumption can be made for the non-erroneous use of the present perfect.

The fourth hypothesis has to be corrected, since the areas displaying the highest error rates on the average are simple present and simple past, which actually show a high degree of similarity to the German equivalents. In case of the simple present tense two main sources can be identified: the use of the simple present in stead of the simple future, which is a tense error that can be traced back to transfer from German, and the non-use of the progressive aspect. The main source for the errors occurring with the simple past are due to an overuse to avoid the present perfect. Thus the reformulated hypothesis would be: areas where high quantities of errors can be observed involve either transfer form the learner's MT or avoidance of structures which do not occur in the learner's L1 tense and aspect system.

That the present perfect is a source for errors is unquestionable, since ten errors were produced involving the present perfect, that is 14,9% of the overall number of errors occurring in the field of tense and aspect, nevertheless, the fifth hypothesis has to be rejected. Since the participants in this study simultaneously showed the tendency to

overuse and underuse the present perfect: four errors were recorded where the present perfect was used in stead of the simple past, and six errors were recorded where the simple past was used in stead of the present perfect. This points to a transfer strategy which is overlapped by an avoidance strategy.

It was shown that the progressive aspect is considerably underused, thus the sixth hypothesis can be confirmed. The seventh hypothesis was also verified in this study, since the present progressive is underused, the present perfect application showed also signs of avoidance, the present perfect progressive was only used twice, the past progressive and the past perfect occurred as well only marginally, and compound tenses involving future tense were not used at all.

Additionally, it can be summarized that the participants in this study have developed a set of learning strategies which enables them to comprehend linguistic input, process information and produce output, while the output production is affected by communication strategies. A cognitive learning strategy employed by the participants is transfer from their MT, which became obvious in utterances such as:

- SS03\_g: 367 houses and flats are empty and **decay**
- SS04\_e: 991 Right now, students in Chemnitz **suffer** from bad study conditions

which concern aspect, but also utterances where tense is concerned, such as:

- SS04\_e: 985-987 the process of putting the concept into reality has just started and it **takes** much more time to create a system that actually works well and **suits** all students in the long run.

Overgeneralization of TL rules could also be observed, such as:

- WS03/04\_g: 734 reasons that **leaded** Bush
- WS03/04\_g: 761-762 resistance **is showed**

However, the strategy that could be observed most often in the production of finite verb forms was avoidance, the quantity of errors produced, where the progressive aspect should have been used, displays this clearly. This is probably due to the high level of proficiency the learners acquired during their years of instruction in school and university.

It is very likely that situational factors, such as stress in the exam situation might have affected the TL production and thus also the production of errors, i.e. the limited amount of time might have had a negative influence on the participants' affective strategies and thus on their production of the essays. That is metacognitive strategies such as self-monitoring and self-evaluation to control output might have been neglected due to stress and time pressure. In this case an awareness of own behavioral patterns and selective attention towards own weaknesses could be advantageous to

avoid errors. As the learners have achieved cognitive maturity and thus also the aptitude to use their cognitive abilities constructively they should be able to improve their strategic lines of proceeding in learning a second language and producing TL output.

## 8 Summary

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Aiming at an investigation of how German adult learners acquire the English tense and aspect system, an in depth study of the semantics and pragmatics of the English tense and aspect system was accomplished and contrasted with the German tense and aspect system.

### **Major characteristics that crystallized during the examination of the English tense and aspect system were:**

That simple tenses generally convey ambiguous meaning: the basic meaning of the simple present, for example is temporal reference to the moment of speaking, the situation referred to might, however, be punctual, stative, iterative or habitual. Moreover, the simple present might also be used atemporally, it can be employed to refer to past or future situations. The simple past tense locates situations at a definite point prior to the moment of speaking, the aspectual class of the verb might make implications about the completion of the past situation; the simple past may also be employed as a means of face work in polite requests. The simple future tense might on the one hand refer to factual future situations and on the other hand as convey modality with regard to the non-factuality of future events.

Aspects were introduced as expressing subjectivity: the progressive aspect expresses the basic meaning of durativity or lack of certainty about the completion of a situation, whereas the perfect aspect expresses the basic meaning of locating an event prior to a reference point.

Compound tenses were investigated with the aim of finding out, whether they simply convey an addition of the semantic features of its summands: simple tenses coalescing with the progressive aspect articulate durativity: the present progressive denotes durative situations at the moment of speaking and can also be used to make anaphoric references to already established situations; the past progressive is analogously employed to describe ongoing situations in the past. The future progressive, however, rather expresses a future-as-a-matter-of-fact and can also be used with a higher degree of politeness than the simple future in interrogative sentences. Simple

tenses combining with the perfect aspect generally convey the meaning of retrospection from the reference point. The present perfect has, however, several uses: the perfect of result, the experiential perfect, the perfect of persistent situation and the perfect of recent past, which derive from the indefinite location of the event time relative to the reference point and the way in which the writer/ speaker views the situation subjectively. Simple tenses combining with the perfect and the progressive aspect in English express the meaning of situations being in progress at a certain point of time while not making specifications about the temporal boundaries of the situations, thus they are used to convey background meaning to established situations. With regard to the various types of the present perfect and the extended semantic meanings, it was concluded that compound tenses are not a mere addition of its summands.

**Elaborating on the differences between the English and the German Tense and Aspect system and taking learning strategies into account, potential fields of errors were identified for German adult learners of English:**

the English progressive aspect was predicted to pose a major problem on the learners due to the fact that German has no grammaticalized progressive aspect, it was expected that this would manifest as underuse of progressive verb forms. Tenses combining with progressive and perfect aspect were anticipated to be underused or even avoided. The differences between the German *Perfekt* and the English present perfect were identified to be the another potential source of errors due to the differing temporal references both forms make, which would display as an overuse of the present perfect.

**The results of the empirical study revealed:**

that differences between the two tense and aspect systems might cause errors in the production of TL utterances, which occur as transfer from the learners' MT. Such as the use of the simple present in stead of the simple future, since in German the *Präsens* is used to convey factual reference to future situations, and the overuse of the present perfect, due to transfer of the German use of the *Perfekt* referring to definite situation in the past.

Nevertheless, intralingual generalization and avoidance of structures were as well identified as sources for errors. Especially the compound tenses containing future time reference, progressive and perfect aspect were avoided. Moreover, the past perfect progressive was not used and the small number of present perfect progressive, past progressive and past perfect progressive also suggest avoidance.

In addition the study provided insight into the participants' applications of cognitive procedures of production and communication strategies in the production of texts. That is the structuring of the texts of the learners on proficiency level 1 differs from the text structures produced by learners of proficiency level 5: the former develop a main story line and side story lines employing grammatical means to structure their texts, while the latter arrange the events in their texts chronologically and employ lexical means to structure their texts.

**The results of the study suggest:**

that the learners' years of formal education, which are necessary to build up a Monitor, might be reflected in the varying degrees of their linguistic performance, this however cannot be attested, since the participants of the study are anonymous and nothing is known about their educational background except for the general assumptions made in chapter 7.1. The social and situational factors can be assumed to form a rather homogeneous learning environment at the university, but in how far the learners made use of the possibilities to improve their linguistic competence and performance is subject to speculation. Moreover, the learners' personal learning style would have been interesting when considering the errors. Considering the age of the participants, it can be concluded that they had reached cognitive maturity when taking their exams and that they should have been able to maximize their learning outcomes by making their learning as effective as possible through efficient use of learning strategies.

During the empirical study only four participants, of which three belonged to proficiency level 1, SS03\_a, SS03\_b, SS04\_a, and one to proficiency level 2, WS03/04\_d, did not produce errors in the field of tense and aspect. Thus it appears as if they were able to reset successfully the parameter of expressing time in the English language. However, the validity of this statement is questionable, more TL productions of these participants in differing contexts should be analyzed to make a reliable statement about the competence of the language learners in the English tense and aspect system. Moreover, the distribution of the tenses used by the four participants in varying contexts should be examined and compared to the tenses native speakers of English use in the same contexts, before rejecting Dorfmueller-Karpusa's view that non-native speakers of English are hardly able to acquire the English tense and aspect system. Until further research is carried out in this area, the global avoidance of the progressive aspect in the samples appears to be more vital than the faultless performance of four participants in a single context. And thus the view that adult German learners of English

are hardly able to achieve full competence in the English way of expressing time which is based on the successful resetting of the parameter of expressing time.

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## Appendices

### Appendix 1: How Are English Tenses Translated into German? Examples from the English German Translation Corpus

| Tense                       | Corpus Reference | English Sentence  | German Translation   |
|-----------------------------|------------------|---|--|
| Simple Present              | doc/doc1 - 47    | NATO may be the most important European security institution, but it <b>is</b> not the only one.  | Die NATO mag die bedeutendste europäische Sicherheitseinrichtung sein, doch <b>ist</b> sie nicht die einzige.  |
| Present Progressive         | doc/doc1 – 64    | But all these organisations <b>are working</b> towards the same end: greater security in the east.  | All diese Organisationen <b>arbeiten</b> jedoch mit demselben Ziel: mehr Sicherheit im Osten.  |
| Present Perfect             | eu/empl – 433    | Finally Japan - with much smaller increases in employment than in the US - broadly matching the growth in its population of working age - <b>has achieved</b> significantly higher rates of GDP growth since 1980.  | Schließlich konnte Japan - mit einem viel geringeren Beschäftigungszuwachs als die USA - im großen und ganzen dem Zuwachs der Bevölkerung im erwerbsfähigen Alter ausgleichen und <b>hat</b> seit 1980 signifikant höhere BIP-Wachstumswahlen <b>erreicht</b> .  |
| Present Perfect Progressive | doc/doc10 – 144  | Northern Ireland has shared in the recovery that <b>has been going on</b> in the United Kingdom for the past couple of years.   | Nordirland hat teil an der wirtschaftlichen Erholung, die vor rund zwei Jahren in Großbritannien <b>eingesetzt hat</b> .   |
| Simple Past                 | doc/doc28 - 31   | But alongside that <b>went</b> a political miracle.   | Aber parallel <b>vollzog</b> sich ein politisches Wunder.  |
| Past Progressive            | doc/doc14 - 33   | Their fight for democracy reinforced what <b>was already happening</b> in Warsaw and in Budapest.   | Ihr Kampf für Demokratie verstärkte, was <b>bereits</b> in Warschau und Budapest <b>geschehen war</b> .  |
| Past Perfect                | ac/harm – 783    | Within a week the revolution <b>had broken out</b> all over Germany.  | Innerhalb einer Woche <b>war</b> die Revolution über Deutschland <b>hinweggebraust</b> .   |
| Past Perfect Progressive    | doc/doc5 - 68    | At the beginning of this century Britain was fast evolving from an aristocratic oligarchy into a liberal, democratic society based on universal suffrage and parliamentary government; a development which the German ruling classes <b>had been fighting</b> to restrain in their own country ever since 1848. | Zu Beginn dieses Jahrhunderts entwickelte sich Großbritannien in schnellen Schritten von einer aristokratischen Oligarchie zu einer liberalen, demokratischen Gesellschaft auf der Grundlage allgemeinen Wahlrechts und parlamentarischer Regierungsform - eine Entwicklung, der die deutschen herrschenden Klassen in ihrem Land seit 1848 nach Kräften <b>entgegengewirkt hatten</b> . |

|                                   |                         |   |   |
|-----------------------------------|-------------------------|---|---|
| <b>Simple Future</b>              | <b>doc/doc1 - 16</b>    | Creating a zone of stability <b>will be</b> good for Central Europe and good for Russia.  | Die Schaffung einer Zone der Stabilität <b>wird</b> für Mitteleuropa, aber auch für Rußland gut <b>sein</b> .   |
| <b>Future Progressive</b>         | <b>ac/murph – 160</b>   | Since many of the markets we <b>will be looking</b> at do not provide the type of data needed to determine sentiment readings, the price-oriented indicators I <b>will be employing</b> lend themselves more readily to intermarket [sic] and overseas comparisons. | Da für viele der Märkte, die wir <b>untersuchen werden</b> , der Typ von Informationen, der für Schlußfolgerungen aus Stimmungslagen erforderlich ist, gar nicht zur Verfügung steht, eignen sich die kursorientierten Indikatoren, die ich <b>anwenden werde</b> , eher für Imermarket- und internationale Vergleiche. |
| <b>Future Perfect</b>             | <b>doc/doc1 - 84</b>    | Virtually all Community barriers to imports of these goods from Europe Agreement countries <b>will have disappeared</b> by the beginning of 1995 - in eight months' time.   | Praktisch alle Handelshemmnisse der Gemeinschaft für den Import solcher Güter aus assoziierten Ländern <b>werden</b> bis Anfang 1995 d. h. im Lauf der kommenden acht Monate – <b>beseitigt</b> .   |
| <b>Future Perfect Progressive</b> | <b>no entries found</b> |   |   |

## Appendix 2: Classification of Direct and Indirect Learning Strategies by Oxford (1990)

| Direct Strategies        |  |   |
|--------------------------|--|---|
| Memory Strategies        | creating mental linkages                       | grouping  |
|                          |  | associating/ elaborating  |
|                          |  | placing new words into a context  |
|                          | applying images and sounds                     | using imagery   |
|                          |  | semantic mapping  |
|                          |  | using key words   |
|                          |  | representing sounds in memory   |
|                          | reviewing well                                 | structured reviewing  |
|                          | employing action                               | using physical response   |
|                          |  | using mechanical techniques   |
| Cognitive Strategies     | practicing                                     | repeating   |
|                          |  | formally practicing with sounds and writing systems   |
|                          |  | recognizing and using formulas and patterns   |
|                          |  | recombining   |
|                          |  | practicing naturalistically   |
|                          | receiving and sending messages                 | getting the idea quickly  |
|                          |  | using resources for receiving and sending messages  |
|                          | analyzing and reasoning                        | reasoning deductively   |
|                          |  | analyzing expressions   |
|                          |  | analyzing contrastively (across languages)  |
|                          |  | translating   |
|                          | creating structure for input and output        | transferring  |
|                          |  | taking notes  |
|                          |  | summarizing   |
| Comprehension Strategies | guessing intelligently                         | highlighting  |
|                          |  | using linguistic clues  |
|                          | overcoming limitations in speaking and writing | using other clues   |
|                          |  | switching to the mother tongue  |
|                          |  | getting help  |
|                          |  | using mime or gesture   |
|                          |  | avoiding communication partially or totally   |
|                          |  | selecting topic   |
|                          |  | adjusting or approximating the message  |
|                          |  | coding words  |
| using circumlocution     |  |   |
| Indirect Strategies      |  |   |
| Metacognitive Strategies | centering your learning                        | overviewing and linking with already known material   |
|                          |  | paying attention  |
|                          |  | delaying speech production to focus on listening  |
|                          | arranging and planning your learning           | finding out about language learning   |
|                          |  | organizing  |
|                          |  | setting goals and objectives  |
|                          |  | identifying the purpose of a language task (purposeful listening/ reading/ speaking/ writing) |
|                          |  | planning for language task  |
|                          |  | seeking practice opportunities  |
|                          | evaluating your learning                       | self-monitoring   |

|  |  |   |
|--|--|---|
|  |  | self-evaluation   |
| <b>Affective Strategies</b>                | <b>lowering your anxiety</b>             | using progressive relaxation, deep breathing, or meditation |
|  |  | using music   |
|  |  | using laughter  |
|  | <b>encouraging yourself</b>              | making positive statements                                  |
|  |  | taking risks wisely   |
|  |  | rewarding yourself  |
|  | <b>taking your emotional temperature</b> | listening to your body                                      |
|  |  | using a checklist   |
|  |  | writing a language learning diary                           |
| discussing your feelings with someone else |  |   |
| <b>Social Strategies</b>                   | <b>asking questions</b>                  | asking for clarification or verification                    |
|  |  | asking for correction                                       |
|  | <b>cooperating with others</b>           | cooperating with peers                                      |
|  |  | cooperating with proficient users of the new language       |
|  | <b>empathizing with others</b>           | developing cultural understanding                           |
|  |  | becoming aware of others' thoughts and feelings             |

Source: Oxford (1990)

### Appendix 3: Overview about Participants, their Person-/ Corpus References and Levels of Proficiency

|                  |                                 |                   |
|------------------|---------------------------------|-------------------|
| <b>SS 03</b>     | <b>Person/ Corpus Reference</b> | <b>Assignment</b> |
|                  | SS03_a                          | 1                 |
|                  | SS03_b                          | 1,3               |
|                  | SS03_c                          | 1,7               |
|                  | SS03_d                          | 2                 |
|                  | SS03_e                          | 2,3               |
|                  | SS03_f                          | 2,3               |
|                  | SS03_g                          | 3,3               |
| <b>WS 03/ 04</b> | <b>Person/ Corpus Reference</b> | <b>Assignment</b> |
|                  | WS03/04_a                       | 1,3               |
|                  | WS03/04_b                       | 1,3               |
|                  | WS03/04_c                       | 1,7               |
|                  | WS03/04_d                       | 2                 |
|                  | WS03/04_e                       | 3,7               |
|                  | WS03/04_f                       | 5                 |
|                  | WS03/04_g                       | 5                 |
| <b>SS 04</b>     | <b>Person/ Corpus Reference</b> | <b>Assignment</b> |
|                  | SS04_a                          | 1,7               |
|                  | SS04_b                          | 2                 |
|                  | SS04_c                          | 2                 |
|                  | SS04_d                          | 2                 |
|                  | SS04_e                          | 2                 |
|                  | SS04_f                          | 2,5               |
|                  | SS04_g                          | 3                 |

## Appendix 4: Samples

<SS03\_a>

Chemnitz and its cinderella image

- 5 A new mall and some more shops **have been opened** in the city centre of Chemnitz. This **is** still a reason to celebrate because the shopping facilities of the past **were** fairly limited and above all restricted to the outskirts. Moreover, this event **could represent** another step towards the improvement of our city's image.
- Chemnitz **has always been outshone** by its sister cities Leipzig and Dresden. Whereas
- 10 Leipzig **was** a famous trading place and Dresden a city for celebration, Chemnitz **was** an industrial centre where people **worked** hard. Apart from that, the city centre **was almost totally destroyed** during the World War II and afterwards **rebuilt** in the grey socialist tradition. After reunification Chemnitz **found** its own way to promote the benefits of the city and the region. First of all, from the geographical point of view,
- 15 Chemnitz **is** the gate to the Ore Mountains which **are** famous for their crafts far beyond Saxony's borders. This fact alone **attracts** a lot of visitors and tourists to the region. However, even Chemnitz itself **has become known** by special events such as the hip hop festival 'splash', the congress of garden gnomes, some opera festivals or the travel fair that **took** place recently. With regard to the possibility of Leipzig hosting the
- 20 Olympics 2012 there **could be** another chance for Chemnitz to attract attention. However, when looking from the inside, business in Chemnitz also **faces** problems. The unemployment rate here **is** quite high and the people's income fairly low. A lot of young people **leave** the town looking for jobs elsewhere. The number of inhabitants **has declined** dramatically since 1990. As a consequence, old people **are** the majority. If one
- 25 **adds** the Germany's current stagnant economy a rather bleak picture for business in Chemnitz **is drawn**. However, this **is** a momentary situation and better times **are** ahead. Young people **might return** to their home town one day, and for the moment senior citizens **have** the most secure income. Investors **know** (or **should know**) about the specific situation in Chemnitz when they **do** their own research beforehand. Now that
- 30 the shops **are** open there **is** also a chance that it **will all work out**. Much **depends** upon the right mix of shops. A café near the city hall **is** a good place and some boutiques in the centre **are** also not bad. If one **has found** a niche with a business idea, it **is** a promising way, also here in Chemnitz, to be successful as a merchant. Of course, competition with big chain stores **is** high and **makes** it hard for small shops to survive.

35 Thus a high amount of capital **is needed** in advance. However, good ideas and a long breath **will be rewarded**.

Summarising, a rebuilt city centre with new shops **will not create** prosperity, at least not at once. It **improves** the image of Chemnitz and **attracts** more people to the city centre. If, in addition, the future **looks** much rosier than some **might think**.

40

<SS03\_b>

Chemnitz, the German Manchester, as it **has long been called**, **has** from the mid-1990s onwards **undertaken** tremendous efforts to rid itself of the image of an ugly and grey industrial city in Eastern Germany. Looking at a real city centre with shops, restaurants  
 45 and other places which **would attract** both the Chemnitz people and visitors from outside to meet and spend time in the city, Chemnitz **has** never **been** able to compete with cities like Leipzig and Dresden. The rebuilding which **is now taking place aims** at **making the city more appealing** in its own right as well as countering the movement of people away from Chemnitz. As part of this process a new mall and more shops and  
 50 restaurants **have recently opened** around the City Hall. These developments **can be viewed** controversially and **are hotly debated** by the Chemnitz people and the city administration.

First, when we **look** at the number of new shops in the city centre, the question **arises** who **is going to buy** there. In the face of rising unemployment rates in the region it  
 55 **would seem** that most people **are** rather hesitant to spend money on the consumer goods offered in the mall and shops. However, when we **visit** the shops we usually **find** customers ready to buy and shop. It **is** difficult to say whether the number of shoppers **is** sufficient for the businesses to survive but apparently parts of the Chemnitz population **are indeed able** to effort regular shopping in the city centre.

60 When we **ask** whether the new city centre **will create** prosperity in Chemnitz, we **must take** in mind that the city centre **is** only part of Chemnitz and that it **belongs** to a greater plan to make the city more attractive. The financial situation of many Chemnitz people **is** surely not the best and their consuming capacities **may** be limited. However, the new mall, shops and restaurants **have helped** to create jobs and thus **contribute** to economic  
 65 improvements in Chemnitz. Another aspect in this context **lies** in the increasing attractiveness of the city. An appealing environment **is** obviously an advantage when it **comes** to business investments. Located in the heart of Saxony, Chemnitz already **offers** an excellent infrastructure for business development. The lack of an attractive city

centre, however, **has long been** one of the criteria why business executives and other  
70 professionals **have opted** for other places like Leipzig. Now that Chemnitz **offers** a  
lively and appealing centre, decisions about business **might be** more favourably for  
Chemnitz. As a consequence then further employment **could be created** which **would**  
**improve** the overall economic situation of the region and ultimately **strengthen** the  
people's capacity to shop and spend many in the new places around the City Hall.

75 For over a decade now people **have been leaving** Chemnitz to find a better life, very  
often in Western Germany. Of course, this development too **has been** due to the  
economic conditions and rising unemployment. With the new approach to city  
rebuilding and the increasing establishment of business, this development **might be**  
**reversed** in the future. The demand for the skilled workers and professionals **is** unlikely  
80 **to be met** by the population that **has remained** in Chemnitz. And again the  
attractiveness of the city **might play** an increasingly important role when people **decide**  
whether to leave or stay in Chemnitz.

Chemnitz University already **attracts** more and more student every year. Many of these  
newcomers quickly **feel** home in Chemnitz as they **notice** that the city **is** "on the move".  
85 Today's first years students **might** in some years time **want** to stay in Chemnitz because  
of the excellent inner-city infrastructure and the employment opportunities **opening up**  
before them. Of course, when we **look** at the nature of the shops that **have opened** in  
the city centre, we **find** that many of them **are** branches of the big centralized national  
chain stores. It **could be argued** that this situation **will impoverish** smaller local  
90 merchants because the chain store **have** the financial backing of their head quarters to  
be competitive in the market for customers. On the other hand, local merchants **can**  
**often trust** on a fixed number of customers who **are attracted** by the more personal  
experience when shopping at the local shops. There **is** no doubt that the smaller  
businesses **face** an existential threat by their big competitors. However, if they **are able**  
95 to fill the niches in the market and built on their customers bring them, the prospect of  
survival **may not be** too bad. To sum up the discussion, we **have found** that through the  
rebuilding of the Chemnitz city centre, Chemnitz **has** the opportunity to get rid of its  
rather disadvantageous image of an ugly city, which **is** neither appealing to its own  
population nor to its visitors from outside the city. The new centre **might serve** to  
100 attract new businesses to the city and thus **help** to stabilize the economic situation.  
Although many Chemnitz people **are** not in the financial position to make full use of the  
commercial offers in the city, the long-term effects of the process **are** likely to improve

their economic situation as well. Of course, there **are** arguments against the opening of national chain stores in the city but apparently these places **attract** most shoppers.

105 Taking a realistic and possibly optimistic perspective on the future of Chemnitz **might be** more useful than risking a stand-still in the development. The new city centre **will** certainly not **solve** all of Chemnitz' problems but it **will** definitely **contribute** to the greater attractiveness of the city and **foster** further economic and cultural progress.

110 <SS03\_c>

A new chance for Chemnitz and its city centre?

Dresden and Leipzig **used to be** much more popular than Chemnitz among tourists. One reason **is** certainly that both these cities **have** far more tourist attractions than Chemnitz. However, the main reason **is** that Chemnitz's city centre **looked** like a ghost town five

115 years ago. For this reason authorities in Chemnitz **decided** to rebuild the city centre. Chemnitz **has recently finished** the second phase in its rebuilding of the city centre. Another huge mall **has been constructed** as well as several smaller shops and restaurants. Chemnitz's citizens **seem** to be enthusiastic about their new city centre. However, tourists **appear** to be impressed by the fresh look of Chemnitz, too. In their

120 opinion, Chemnitz **can be ranked** among the most beautiful cities in Saxony now. There **is** no doubt, that Chemnitz **owes** this rating to its new city centre. Some people nonetheless **criticize** the development in Chemnitz. They **argue** that the whole project **is** a waste of time and money. It **is** the aim of this essay to show that this **is** not true. It **is** certainly correct that the rebuilding of the city centre **cost** Chemnitz a huge amount of

125 money. However, it **has to be considered** that the city **will** now **be compensated** for their expense by means of payments, taxes, as well as parking fees. By rebuilding its city centre, Chemnitz **did not only establish** a large number of shops and restaurants, it also **provided** its citizens with work, that **was** so much-needed in this region, where the number of people without a job **was** extremely high. By making jobs available for its

130 citizens, Chemnitz also **managed** to put a stop to the everlasting migration that **led** to a considerable decline in the city's population. Authorities in Chemnitz also **realized** that it **is** important to attract as many people and tourists as possible and to give them a chance to spend their money in Chemnitz rather than any other town or village. This **is** extremely important these days since towns **are competing** more than ever for sources

135 of income as the country's economy **is** close to a recession. The city **is dotted** with shops now which all **offer** different things, so competition between these shops **should**

140 **be** relatively small. However, the wide variety in the shops of the city centre **will**  
 certainly **attract** consumers from different towns as well, and **put** the shops in  
 Chemnitz into a better position compared to the shops in the other towns. The  
 flourishing business in the city centre **is** also likely to attract a number of investors who  
**might be** willing to invest their money into even bigger projects in the town, that **might**  
**make** Chemnitz even more appealing in the future – maybe more attractive than  
 Dresden and Leipzig. The rebuilding of Chemnitz’s city centre **helped** create a  
 prosperity in Chemnitz. In addition the project **provided** jobs for Chemnitz’s citizens  
 145 and **turned** the former ugly town in some of Saxony’s most attractive towns. Obviously  
 opponents **were** wrong when they **stated** that this project **was** a waste of time and  
 money. The project **cost** Chemnitz quite a lot of money but in turn Chemnitz **gained** an  
 economic upturn that **will make** up for these initial costs. That’s for sure!

150 <SS03\_d>

After September 11th, 2001, the United States **waged** a war against the Taliban regime  
 in Afghanistan. In only a short time, special forces of the American army **defeated** their  
 enemies who **escaped** to the mountains and who **are** still **fighting** against the Western  
 “invaders”. Although the purpose of this war **had been** the fight against terrorism, it **led**  
 155 also to the liberation of a people who **has been subdued** for years. But still the  
 problems **remain**. The new government **is** not able to control its nation. Lawlessness  
 and disorder **are taking** over the country.

The questions that **need** to be answered **are**: What **led** to this development? What **needs**  
 to be done to solve the problems? The United States **marched** into Afghanistan almost  
 160 two years ago. After defeating the Taliban regime, they **searched** for the members of  
 that regime and possible terrorists. After establishing a new government, they **lost**  
 interest in a country that **has** nothing to offer. Nevertheless, the government **is** highly  
 dependable on their Western allies. After the withdrawl of a high number of American  
 military, which **was needed** for the Iraq war, Afghanistan **was left** alone with its  
 165 problemes. Although the United Nations **sent** troops to help, the current situation **is** far  
 from good. How **is** one to establish a new order by giving less support than needed?

The breakup of Taliban regime **had** a significant impact on the lifes of millions of  
 inhabitants. After years of suppression, they **are** able to enjoy freedom. Women, who  
 especially **had** to face discrimination in form of religious terror, **are allowed** to attend  
 170 school for the first time in their lives. In addition, they **are allowed** to uncover their

faces. As a matter of fact, the American attack against terrorism **has helped** a nation to rise from devastation. Still, since infrastructure and economy **are destroyed** not only from current incidents but also from the Russian and Afghanistan war and the following civil war, severe measures **need** to be taken into account to create a democratic and prosperous environment. The majority of people **are** poor. On the borders of Pakistan still **live** thousands of fugitives. The Taliban **have started** to regroup again, gathering followers around new leaders while American special forces **are** still **trying** to find the old ones.

175  
180 First of all, the people in Afghanistan **need** education. One **should not forget** that a high percentage of people **is** uneducated according to Taliban values. Therefore, a school system **has** to be created to teach people democratic principles as well as the meaning of freedom and equality. In addition, universities **need** to be rebuild.

A second measure **is** the reconstruction of infrastructure. People **need** medical aid and options to improve their living standard. To achieve these goals, Afghanistan **needs** help from Western nations. Since the West **is** responsible for these significant changes in Afghanistan, it **should do** everything possible to easen its problemes. One **can not free** a caintry and **deny** help and support. As the Western states **belong** to the minority whose people **live** in prosperity, they **have** a moral responsibility. Still, the United States, which **face** similar problemes in Iraq at the moment, **are** not able to solve these difficulties alone. That **is** why, the United Nations **need** to play a major role in the reconstruction of Afghanistan. They **are** able to help transform an old-fashioned, backward society into a democratic nation. Nevertheless, this development **will take** time. But the fact that changes **can gain** a foothold **is** not to deny. Since the newly **achieved** equality of Afghanistan women **shows** clearly a positive development.

195

<SS03\_e>

Economic and social problems in Germany

The last year's national election **was** narrowly **won** by Chancellor Gerhard Schröder and his SPD party. Now, he **faces** a very hard job because the German economy **is** fairly weak. At the moment the future prospects **do not look** prosperous. It hardly **seems** like a cyclic recession but the problems **appear** to lie very deep in the system itself. Furthermore, the situation **can be described** as a vicious circle. Not only the economy **is** weak, people **do not have** work and the social system, securing, for example unemployed people a minimum income, **is** not payable any longer. While costs and

205 debts **are rising**, the tax revenue **is declining**. The following **will provide** a discussion about the German economic and social situation. Solutions to the crisis **will be mentioned** if there appear to be some.

As it **was mentioned** at the beginning, the German economy **is** very weak. That **is** also a result of the fact that people **do not have** enough money to purchase goods. They **buy**  
210 only the necessary things, like food, and no luxuries. To sum it up, supply and demand **do not correspond** with each other. The result **is** that too much **is** produced, too less **is sold**. Another consequence **is** that some shopkeepers **have to close down** their shops because expenses **are** higher than income. They not only **lose** their job but also **risk** their existence. Taking these thought into account, one **can conclude** that it **is** not the  
215 ideal economic circle.

Directly linked to that **is** the fact of unemployment. Factories **producing** too much lay off staff to compensate the costs. The unemployment rate in Germany **is**, with about 4 million people without work, very high. At this point it **is** very easy to prove the statement of the vicious circle. If people **do not earn** money, they **will not have** money  
220 to buy any luxuries or spend it for “unnecessary” things. They **keep** their money together and if possible, **save** it. In relation to unemployment, an interesting fact **can be** the situation 60 years ago. When Hitler **came** to power in the thirties, unemployment rate **was** similarly high. People **were** enthusiastic when he **gave** them work. At first they **did not realize** that he **was preparing** a war. Of course, Schröder **will not use** the  
225 situation to prepare another war but he **has** to do something.

In Germany, people **are secured** by a social network. In case of unemployment, as already **mentioned**, illness or old age people **are ensured**. The socialsystem in Germany **guarantees** its citizens a minimum income in case the main income **is** not available any longer. In comparison to the USA, where everyone **cares** for himself or  
230 herself, it **is** a favourable system. The problem here **is** that costs **are exploding** and debts **are increasing**. It **has become** an especially severe problem since society **is aging** and unemployment **is rising**. Facing the growing costs of the social system, including the costs in the health sector, a transformation of the system into an American one **could be** a solution. Theoretically, it **could be** a way out but practically Germans **will**  
235 **not accept** that. In contrast to Germany, the Americans **are used to** their system and they **do not know** another one. In comparison to European countries, the USA **were** welfare leggard. When Roosevelt **started** to develop a social security system in the thirties, European countries already **had** one and **were improving** it. That is why the

systems **are** so different. May be Germans **are** ready to take more responsibility and costs but they **will never give up** the social security network. That **is** what Chancellor Schröder **proposed** in his Agenda 2010. People **must pay** more that the state **can guarantee** them a minimum income in case the main income **is lost**. It **might be** correct to introduce new costs instead of rising taxes. Now, most of the people **seem** not pleased with this solution but one **can imagine** that they **prefer** it to the American model.

It **is** also essential to exclude people from the social security system who **live** on the costs of the nation and **do not want** to work at all. Such people **do not pay** for insurances and so on but they **get** their welfare money which **is** thought for people in a real misery. Relief payments **should remain** in the system but they **should be reserved** for the right people. To sum up, one **can say** that changes within the social security system **are** necessary but a totally new system according to the American model, **is** not thinkable.

To conclude, it **can be stated** that the economic problems of the country **result in** social ones, earlier or later. This **is** especially the case, when the state system **guarantees** a minimum income. If the unemployment rate **rises**, social state expenses **will increase** and thus also state debts. There **is** no universal solution to these problems but the most important role **seems** to play employment. If people **earn** enough money, they **will be** ready to spend it for a new car, holidays, jewelry or whatever. Without doubt this **would have** positive effects on the economy. Furthermore, less people **would depend** on the relief. Keeping this in mind, the crucial point **is** really work. Creating more jobs **would not only ease** the economic but also social crisis.

<SS03\_f>

On the future of the German social system

It **is** universally **acknowledged** that the German economy **is** in serious trouble. Exports **are weakening** and the tax revenue **is declining** dramatically, because of the steadily increasing number of unemployed people and the higher number of firms which **have gone** bankrupt. Therefore, the German government **is forced to make** more and more debts in order to plug the hole in the budget.

Due to the facts **mentioned** above, the question **comes up** whether the German social system **will survive** in this insecure times. The following discussion **is** to deal with this issue in detail by having a close look at two different aspects: the adoption of the

American social system, or the modification of the German system, so that it **might cope** with the difficult economic situation. Last but not least, some new ideas about how the German or European economies **should run are to be discussed** as well.

It is quite obvious that the German social system **has to be changed** if it **is** to meet future challenges. The introduction of a social system as it **exists** in the United States, however, **is** a proposal that **will never be accepted** by the people of Germany. Compared to the United States, Germany **can look back** on a much longer tradition of welfare and the German society **has** always **been** proud of its welfare programmes that **offer** full social security. Therefore, I **am convinced** that a system in which the people **are** primarily responsible for themselves without much security **offered by** a state system, **will never be taken** into consideration by the German government.

If the social system in Germany **may not remain** the same and if a system, as it **exists** in the United States, **will not be accepted** the German system **has to be modified** or even **transformed**. Before turning to the German public health insurance system, I **would like to concentrate** on the problem of the pension system, because it **represents** the problem that **is** maybe the most urgent to solve.

The pension system **suffers** from the fact that a declining number of young working people **is to pay** for an increasing number of people receiving retirement payments. For young people, it **means** that the monthly rate, which **is taken** for the pension insurance, **is** dramatically **rising**. Therefore the so-called “generation contact” **does not work** anymore. There **are** different ways that **could lead out** of this miserable situation.

Something that the government **should keep** in mind, **is** to positively influence the decision of couples in favour of or against children, because children **represent** the future of the pension system. Affordable and flexible possibilities of day-care **could positively influence** women especially if they **are willing** to continue working. Furthermore it **is** necessary to create a climate within society in which children **are** not just **accepted**, but really **wished** and **loved**. At the moment this **does not seem** to be the case in Germany.

Additionally, all groups of society **will once benefit** from the pension system **should be forced** to pay for the system. Up till now, large groups such as members of the parliament or German civil servants and other high officials **are freed** from this payments, but **receive**, compared to the average citizen, fairly high pensions.

305 The cornerstone of a working pension system, however, **seems** to be a private insurance in addition to the state's system in order to prevent people from poverty when they **are** old and the public pension system **will not be** able to comfort their needs.

Besides the pension system, there **are** also other programmes of the German welfare system that **seem** to be in serious trouble. I especially **think** of the public health insurance.

310 As already **explained** in the pension context, private insurance **might also be** an element that **could help solving** the financial disaster of public health insurance structures. Health insurance institutions **are forced** to increase the contributions of their members to guarantee sufficient and appropriate medical treatment. If private insurance

315 insurances **paid for** certain ways of treatment, the public health insurance **would save** money and the contribution **would maybe remain** stable.

Another aspect that **is** widely **discussed** nowadays **refers** to the extremely high number of institutions which **offer** public health insurances. From my point of view, it **is** not necessary that there more hundred of these institutions. A smaller number **would**

320 eventually **result in** a decline of the bureaucracy which also **means** to save money.

Last but not least it **is** also useful to focus on the economy, because economy **is** inextricably **linked** with the financial situation of the social programmes. The record high of unemployed people in Germany still **heats** all financial problems because the unemployed **are not able to pay** contributions to the pension system, for example. The

325 German government **can introduce** some measures to fight unemployment. The reduction of additional wage costs **might be able** to encourage national as well as international firms to invest in Germany. Investment **is followed by** new jobs. Additionally, bureaucratic hurdles, which people willing to start up a new business **are confronted** with, **have to be reduced** to a minimum. On supra-national or European

330 level, bureaucracy **has** also **reached** high dimensions. Reduction of bureaucracy **might** also **help** here to stimulate European economies and therefore to fight unemployment.

To conclude, it **is** obvious that the German social system **has to be changed** to meet future challenges, but the introduction of a system as it **exists** in the United States, **is** not the solution. Rather, I **have shown** that there **are** effective ways to reform the pension

335 as well as the public health system. The economic development **must also be taken** into consideration. Only a sound economy combined with reformed social system **can guarantee** social security in the future.

<SS03\_g>

340 Several weeks ago, another shopping mall **opened** in the City Centre of Chemnitz. More shops and flats **are provided** now. But for whom?

The city population **is declining** since 12 years, so, who **is going to life** and who **is going to buy** there? **Does** it **make** sense to revive, rebuild and modernise the City Centre, facing the facts?

345 Maybe, firstly, one **has to ask** why there **are** these attempts of the town hall to change the face of the City Centre.

To my mind, it **is** important to give the centre of Chemnitz a new look, since the town **has** hardly any cultural or architectural attractions, apart from the new built and highly promoted 'Industrie Museum'. Chemnitz **is** a worker's town with no cultural  
 350 heritage, which **could attract** tourists. So, there **need** to be efforts of another kind to attract people to Chemnitz and especially to hold the inhabitants. Part of this effort **need** to be, making the town attractive. This **happens**, among other things, by providing a vital City Centre, where people **can go** to after work as on weekends do their shopping or just chill in one of the Cafés which **emerged** in the last years.

355 A town **lives** with its City Centre. If there **is** none the town **is** dead, not worth visiting and even not worth living in .

With the building of new stores and buildings working places **are provided**, too. This **is** also important for the region, since the unemployment figures **are** high. To stop the migration of the population the town **has to provide** labour. This **can** only **happen**,  
 360 apart from erecting new buildings, by attracting investors, which **settle** down opening up new firms, factories etc. They **will** not **do** so if population further declines.

It **is** a kind of a vicious circle which **has to be broken**. To my mind, the attempt to revive the City Centre, making it more attractive, **is** a step into the right direction, to help to-stop the declining number of inhabitants.

365 What **is** contradictory **is**, that with the new built malls, especially the Rathaus-Passage **is meant** here, new flats **are provided**. This **is** rather questionable, since on the other hand all over Chemnitz houses and flats **are** empty and **decay**. I **think** the providing of flats **is** useless (at least at the moment) for the fact even **mentioned** and because I **cannot** imagine, that people **would like** to life in between shops, passengers, noise, so, in the  
 370 inner city. The town local government **should better care** for the existing living places instead of building new ones.

On the other hand, these new flats, as part of the rebuilding of the City Centre **might be** a good and useful investment into the future.

Who **knows**? Maybe, in some years time Chemnitz **might become** as vital and attractive as, for example, Dresden. This **could happen**, possibly with the help of the planned skiing hall, which **shall be erected** in the ‘Conti-Loch’. This **might be** a chance for Chemnitz to receive a better reputation.

The University **can help** to improve the reputation, too. If Chemnitz **is** attractive and **offers** a sufficient amount of labour some more students **might stay** here, as more students **might wish** to stay here. Then, the living places which **are** now empty, **might be** needed.

One problem we **have not discussed** so far, but which **is linked** with the rebuilding of the City, **is following**: The question **is**, if local merchants **impoverish** because of the neighbourhood of big national chain stores.

I **do not see** this a serious problem, since in most of the malls in the town, and outside of it, there **are**, of course, branches of big national chain stores, but there **are** local merchants as well. So, I **think it is** a good mixture of both, which **will help** the local merchants to survive.

As a kind of summary, the rebuilding and reviving of the City Centre **might make** not much sense now, but something **has to be done** to stop the declining population and to make Chemnitz more attractive. This rebuilding **might be** a first step into a brighter future for Chemnitz.

<WS03/04\_a>

395 Cloned food – where **do we go** from here?

In the early 1960s two scientists **discovered** the structure of the DNA, the “building block” of life as it **is** sometimes **called**. Ever since a vast amount of money **has been invested** in the research concerning this genetic code and any new findings and discoveries **were met** by the public’s emphorical praise and wonder. Indeed, it **is** fascinating to know that such a tiny biological complex as a cell **should contain** all the necessary information which **is** needed to bring forth a larger organism such as a plant, an animal and even a human being. One of the most characteristic forces of human beings **is** their thirst for knowledge. Perhaps scientists **thought** that with the discovery of the DNA structure they **had discovered** the very essence of life. When Dolly, the cloned sheep, **was presented** to the public in 1997, it finally **became** obvious that once

more man **had attempted** to play God. Now the discussion **turns** to the very food we eat. Something inside us **tells** us that it **is** a risky thing to produce life out of a single cell, to create plants, animals, or worse, human beings. It **is** against the laws we **can observe** in nature and somehow it **makes** us hesitant. **Is** there really no danger in eating  
410 cloned food? In the following three questions **shall be discussed**: **Can** we, **can** scientists **know** what they **are** about to place on our plates? **Can** any long-term consequences **be foreseen**? **Can** we **trust** our government to make the right decisions and to be honest in handling this issue? It **should become** obvious at the end that it **is** wise to be cautious about the food we consume.

415 The first question to be dealt with **is** whether anyone **can** really **know** what cloned food **is** and the facts suggest that no one can. A clone **is defined** as a descendant of a single plant or animal which **is produced** nonsexually from any one cell and which **has** exactly the same form as the parent. This dictionary definition already indicates that no scientist **would give** any guarantee of sameness which **goes** much beyond the outward  
420 form of parent and descendant. The cloned sheep **was** identical in appearance with its source but not so long ago it **became known** that this cloned sheep **suffered** of arthritis which its parent **does not**. **Is** there any evidence that the cloning **did not make** the animal more vulnerable to such a disease? Scientists hardly **understand** the complex process inside a cell, even now after decades of research. What they really **know is**  
425 diminishingly small compared to what **is** unknown. It **is** therefore possible that to have on our plates a carrot which **looks** exactly like a carrot but its defects beneath the surface **are** beyond our perception.

Similarly, it **is** questionable whether we **can**, at this stage, **have** any realistic knowledge of the long-term consequences of consuming cloned food. No one **did foresee** in 1997  
430 that the cloned sheep **would have** arthritis. How **are** we to know that there **is** any danger in eating cloned food and whether it **will affect** our body negatively or not? The only way we **could be** sufficiently sure about any side effects **would be** to allow for thorough research. Unfortunately most governments and even less companies **are** patient enough to wait for the results of such research. Yet there **is** much reason to be  
435 cautious. Human history **has shown** that diseases **can be caused** if descendants originate from closely connected parents. Considering the disease of Dolly, the cloned sheep, defects **are** rather probable than being an exception. Therefore research concerning the effects of cloned food consummation **appears** to be inevitable. The responsibility in this regard **lies** with the governments.

440 The third question, therefore **is concerned** with the trustworthiness of our government  
in handling this issue with honesty. If we **ask** why such vast amounts of money **are**  
**invested** in genetic research and why industries **want** to produce cloned food at all, we  
**can** only **begin** to question whether this **is** all done for the sake of mankind. The main  
reasons **may** be of a different kind. There **may** as well be financial considerations and  
445 such as concerning economic independence from other states. To produce their own  
food **would make** states more autonomous in this respect. There **are** some states  
already which **allow** the distribution already, for example the Netherlands. In the course  
of globalization and the EU cooperations even our government **might feel** itself  
compelled to loosen the ties of the law.

450 All this considerations **make clear** that it **is** not an easy task to decide for the  
consummation of cloned food. Rather it **is** wiser to be cautious with regard to what kind  
of products we **buy** and thus **signal** to the industry that we **do not agree** with current  
development in this field.

455 <WS03/04\_b>

When President George W Bush officially **declared** the war in Iraq over almost half a  
year ago, hopes **were** high among Iraqi civilians and among other nations that  
bloodshed and dictatorship **would** now **be replaced** by freedom and democracy. It  
**appears**, however, that these hopes **will take** a long time to be fulfilled. According to  
460 Newsweek, more than 70 soldiers from the United States Army **were killed** in Iraq  
during the last month – an all-time high since the beginning of American actions in Iraq  
in March. The number of civilian casualties **caused** by American counterattacks, **is** even  
higher. More people **have been killed** in peacetime than in the so-called “War on  
Terror” in Iraq. The evident questions: **is** the war really over, and **has** the U.S.A. really  
465 **been** victorious in Iraq? Armed resistance against U.S. troops **continues**, and **is** unlikely  
to stop in the near future. Not only military supporters of Saddam Hussein and the old  
dictatorship **resist** U.S. presence in Iraq, also more and more civilians **participate** in the  
attacks. American soldiers **are shot** at, helicopters **are downed**, even international  
organisations such as the Red Cross **are** attacked.

470 What **are** the reasons for such continued resistance? First of all, it **has to be made** clear  
that the underlying wish of the people **is** certainly not the restoration of any form of  
dictatorship. A majority of people **is** happy to be given the chance on freedom and  
democracy. At the beginning, the actions of the American Army **seemed** to provide the

opportunities for building up such a democracy. By now, many people in Iraq **see** one  
475 system of dictatorship **replaced** by another. The U.S.A. **is** the new “aggressor”, and  
even one that **comes** from outside the country, from the Western, Christian civilisation.  
To the Iraqis, the goal of democracy **is** far from being achieved – there **have been** no  
general elections yet, the interim Iraqi government **has** no power without the approval  
of the United States. Not to forget **is** the increasingly bad image of American soldiers  
480 **caused** by their killing of civilians, who in a large number of cases **were** innocent and  
**had** nothing to do with attacks on U.S. troops. It **is** no wonder, then, that the Iraqi  
population **does not feel** comfortable with the thought that the United States **will keep**  
their control over the country for an indefinite period of time. From the Iraqi  
perspective, United States presence **has** only initially **been** positive. Now it **seems** to be  
485 determined more by their own, especially economic, interests, than by a true effort to  
hand over the power to the Iraqi people as soon as possible.

From the American perspective, on the other hand, their country’s involvement in Iraq  
**is** continuously **defended** as being absolutely necessary for the fight against terrorism  
and successful despite the many casualties. According to important American  
490 politicians, including the President, time **is** not yet ripe for a retreat from Iraq.  
Considering the recent developments in the Mideast country, however, it **seems** that  
those politicians **are** illusionist to a certain grade in the assumptions about their  
influence in Iraq. It **is** undeniable that they **have** positive plans and ideas about the  
rebuilding of Iraq the problem **is** that many of these ideas **do not correspond** with Iraqi  
495 concepts for the future of their country. Apparently, the United States of America **are**  
unable to recognise the different mentality and structure of society of the Iraqi people  
and their need to rebuild the country according to their own ideas. The recent attacks  
**have shown** that the American way to handle the situation **does not work**, at least not  
as undisturbedly as the Americans **had expected** at the end of the war. What **seems** to  
500 be a progressive measure in American eyes **can be perceived** as the contrary on the  
Iraqi side.

Several months after the official end of the war, the situation in Iraq **remains** unstable,  
and the United States **are** far from achieving their goal of a new, progressive and  
democratic Iraqi society. Maybe hopes **were** too high, maybe old structures and  
505 ideologies **are** not that easy to overcome, and maybe the Iraqi people **need** even more  
time to adjust to the newly-received freedom. It **must also be mentioned**, however, that  
many of the existing problems in Iraq **have been intensified**, if not **caused**, by the

American attitude towards their role in rebuilding Iraq and their continued presence in the country despite the victory over Saddam Hussein. As long as the United States **try** to influence the political developments in Iraq, unrest and resistance **will** most certainly **continue**.

<WS03/04\_c>

After a fairly quick war the perfectly equipped US army **succeeded over** the Iraqi forces and **destalled** the dictator Saddam Hussein. The major combat operations **are** over now but so far the Americans **have not been able** to fully gain control over the country. The American forces **are facing** constant resistance by Iraqi fighters. Last month **has been** the bloodiest month for the coalition forces in Iraq since the end of the war. Far more allied soldiers **died** after the end of the major combat operations than during the war. So, what **is going** wrong in that country?

The American governments **have** always **believed** that it **is** their destiny to bring freedom and democracy to the whole world. The **have followed** this policy over more than a century now which **earned** them the title of “the world’s sheriff”. Basically, there **is** nothing wrong with the idea of bringing freedom and democracy to our all too violent world. The problem **is** that that the Americans **understand** freedom and democracy as acting in their interests and pursuing US-friendly policies. US-governments **have** constantly **tried** to force their way of living and thinking on other countries. They **have never hesitated** to make use of their military force to get their interests through. There **are** numerous examples: Guatemala, Cuba, Vietnam, Nicaragua or Somalia to name just a few.

The most recent example **is** Iraq. After supporting Saddam Hussein with money and arms during the Iraq-Iran war in the 1980ies, the government of George Bush senior **waged** a war against him in 1991 to liberate the small state of Kuwait. It **was** surely only a lucky coincidence that the Kuwaitis and the Iraqis **sit** on enormous oil reserves! Of course, this **was** not a coincidence. The real motive behind the first gulf war **was** the interest in the Arabian oil. Like so many times before, the war in 1991 **was** about securing American economic and security interests.

Nobody knows why Bush senior **left** Saddam Hussein in power but Bush junior soon **decided** that Saddam **had become** a nuisance and **has to leave** his post. Quickly, a cover story **was made up** about weapons of mass destruction and nuclear threats. Against strong resistance from “old Europe” and against the background of an

escalating Israeli-Palestinian conflict, the US army **invaded** Iraq, overthrew Saddam's regime and **established** itself as occupying power. Of course, Saddam **was** not one of the good guys in the world, but the Iraqis **were** not keen on an American occupying force in their country. Besides, the image of the USA **is** not the best in the Middle East. Additionally, no-one really **believes** the Americans' story about weapons of mass destruction and nuclear bombs. Everyone **knows** that this **is** about hegemony and the interest in oil.

There **are** the Iraqis who **will not accept** the American occupation. They **are** **terrorizing** the American forces with suicide bombings and ambushes. The situation in Iraq **is** highly unstable and, at the moment, it **is** not the best place to be for an American soldier. The problem **is** that the Iraqi population **does not perceive** the Americans as bringing freedom and democracy. The Americans **are perceived** as occupiers who **try** to gain control over the country's oil reserves and who **try** to establish Iraq as a base for operations against the Arabian countries.

The US-government **claims** that power **will be handed** back to the Iraqis as soon as possible. An interim governing council **was established** and elections **are planned** to be held some time next year. Nevertheless, it **seems** very unlikely that the US **will not have** control over those elections. They **will make** sure that an US-friendly government **will be installed** which **will grant** the US free access to the oil and the right to use Iraq as a military base.

It **might be** that the US-government **believed** in bringing freedom and democracy to Iraq. They **were** surely surprised that they **were not greeted** with joy and enthusiasm when their tanks **rolled** into Bagdad. However, the underlying motives **cannot be denied**. The US-government **wanted** to remove Saddam Hussein because he **had become** unreliable. Free access to the Iraqi oil **was** no longer secured with Saddam still in power. After the terrorist attacks of September 11th, the US **is** especially interested in establishing itself in the Middle East because the development in this region **are** most crucial for the security needs of the USA. These selfish motives **are** obvious to a lot of people especially in the Middle East. Where the image of the US **is** rather bad. The Iraqis **resist** the US forces because they **want** the US army out of their country. They themselves **want** to decide over the future of the Iraq without US-influence and they **do not want** that their country **will be used** as an army camp. Fact is that the USA **would not have cared** about a country like Iraq if it **did not have** such

575 tremendous oil reserves and such an important geostrategic position in the war against  
terror.

<WS03/04\_d>

The war **is** over in Iraq

580 A few months ago, President Bush **announced** the end of war in Iraq. But not, as one  
**might expect**, on the main square in Bagdad, rather on an aircraft carrier far away from  
the Iraqi people. However, when American troops **remained being attacked** by  
Hussein's followers and terrorists, Bush **changed** the interpretation of the  
announcement of the end of war into an announcement of the end of an important  
585 mission in Iraq. If even the President himself **does not know** whether the war **is** over,  
how **is** the rest of the world supposed to know? Nevertheless, there **is** no doubt about the  
troublesome situation of the American soldiers in Iraq and the American government in  
Washington. Everyone **agrees** on the successful removal of the dictatorial government  
of Saddam Hussein, but the second biggest enemy of the West **remains** alive and free.  
590 The Americans **expected** the Iraqi people to cheer them on their way to Bagdad, while  
forgetting the miserable situation of these people after the end of the First Iraq War. At  
that time, America **left** pro-American fighters to the mercy of Saddam Hussein and  
thousands **were killed**. How **could** the US-Army **think** they **would forget**? During the  
invasion of Iraq the American forces **bombed** and **destroyed** not only houses and  
595 industry, but also water and electricity supplies. Until today, they **have not rebuilt** a  
steady water and electricity supply for the population. Neither **have** they **managed** to  
provide enough food or medical treatment for those in need. Thus the question **arises** if  
minimal living standards **are** really less important than the ideals of freedom and  
democracy. The American government **seems** to believe that democracy and freedom **are**  
600 enough to bring peace to a country. They seemingly **forget** that hunger, cold, darkness  
and illness **are** greater motivational powers. It **is** no wonder that the father of a starving  
and sick child **reaches** for his weapons if the same child **was** healthy under the former  
government. It **is** clear that a husband **becomes** anti-American, if American soldiers  
**search** his house, his bedroom and wife for weapons. It **is** more than just a great  
605 mistake to disrespect the privacy of a bedroom and the men's belongings, especially in  
Muslim culture. Although the motivations and aims of the American government **might**  
**have been** good and benevolent, they simply **underestimated** the cultural and religious  
differences of their and theirs societies. The ideals of America's individualist, modern

and progressive society **do not match** life in Iraq. This clash of cultures and religions  
 610 **will lead** to even greater misunderstandings, prejudice and hate if the Americans **do not**  
**recognize** the hopes and wishes of the Iraqi people. They **will not be able** to  
 indoctrinate Western democracy and freedom on a people with a completely different  
 structure of society. The Iraqi understanding of welfare, family, clan and chiefship **will**  
**not function** under a Western democracy. This **means** that both communities **have to**  
 615 **find** a common solution uniting either side's hopes and ideas and **start** rebuilding rather  
 than continue fighting. But first of all, America **has to start** respecting people different  
 from its own, and not **seeing** everyone as terrorist. Similarly, Iraqi people **have to start**  
 cooperating. Without fundamental changes in the attitudes of invaders and invaded  
 towards a partnership-like relation aimed at rebuilding and reforming, there **will be** no  
 620 peace for neither America nor Iraq. America **cannot continue** to wear the mask of the  
 Chosen and Enlightened while trampling human rights in Guantanamo. Nor **can** Iraq  
**play** the role of the victim only that **is fighting** against American and Christian  
 warriors. Both countries **have to face** reality.

625 <WS03/04\_e>

The German government **is going to take** into account some basic changes in the laws  
 of society. These changes **appear** in form of cut pensions and social services mainly.  
 By which means, however, **does** any government **have** the right to simply take away  
 what everyone **has paid for** for a long time?

630 In fact, the government **stands** over above the people in a country and **regulates**  
 society. **Does** it also **have** the right to disturb harmony and order by introducing new  
 laws concerning social services? **Don't** people in a modern democratic society **have** the  
 right to expect that they **will be** fully **consulted**? These **are** issues German people **have**  
**to deal** with at the moment. Most Germans **are** annoyed of the changes the government  
 635 **intends** to introduce. After having paid a lot of money for health insurance for many  
 years, people **will be forced** to pay an extra sum when going to doctor's next year.  
 These quarterly payments, which **will have to be done** by every patient, **will have to be**  
**paid** at the doctor's but **are done** for the health insurance companies. This **means** there  
**will even be** pressure on the doctor's side who **is forced** to collect the money for the  
 640 insurance companies, apart from the patient who **is forced** to pay.

A second change in the laws of society **concerns** the public insurance for teeth. Again,  
 people **are made** pay for their teeth themselves. The government's decision not to

support public insurance for teeth **is** also a problematic issue for people. Thus, they **will have to pay** enormous amounts of money when going to the dentist's. Of course, 645 people **are wondering** why they **have paid** a lot of money for health insurance for many years as this **results in** extra payments for every single treatment at the doctor's.

Most important for older people **is** the government's intention to cut pensions. The people who **are concerned have worked** for their whole life, then **retired** and in the end they **are cut** the pensions. It **is** easily understandable and not questionable that these 650 people **cannot agree** with such decisions by the government.

Referring this issue to younger people, the problem **is** slightly different. Caused by the high unemployment rate in Germany, it **is** clearly understandable that younger people **are** not guaranteed to get a pension when they **are** older. This **refers** to the tax incomes, being quite low with a high unemployment rate. Although this **can be considered** the 655 reason for the government's changes concerning pensions cuts for older people today, these people **are** likely not to understand that. Moreover, there **are** several services at the doctor's patients **have to pay** for. If you **want** to have yourself **checked** without any necessity from the medical side, this **must be paid** by the patient himself. Such a medical examination of the body **is not paid** of the public health insurance. In addition 660 to these preventive measures, some special treatment **has to be paid** by the patient as well. Furthermore, you **have to pay** for most of the medicine, at least partially, if you **earn** more than a certain minimum income.

To sum up the issues **mentioned** and **explained** before, it **has to be stated** that a lot of services **have to be paid** extra although people **are insured**. By no means, it **is to be** 665 **understood** by the people why they **have to pay** for health insurance but also for special treatment. Compared to other countries, like the United States for example, it **is** certainly an advantage to have health insurance which **is** obligatory for everybody. It **is**, however, not understandable by the people why the government **introduces** laws supporting extra payments apart from the costs for health insurance. Neither they 670 **understand** the aim of such changes, nor they **do not know** why they **are** not **consulted**.

To comment that, it has said that by doing so the government **does not support** harmony and order since people in a democratic society **are meant to be consulted** fully. Thus, the government **should not express** surprise about the people's reaction. 675 The people, who **have become** some kind of the government's victim, **are loosing** the trust in their government and **do not believe** in social security any longer.

<WS03/04\_f>

Whenever you **read** a newspaper or **watch** tv, you **hear** about new bomb blasts in Iraq. The American and the British armies **have fought** against Iraq. But the war **has been**  
680 **declared** over for several months. However there **are** still fights **going on** in Iraq.

The American and British alliance **moved** into the Iraq at the beginning of this year. The official target **was to end** the dictatorship of Hussein and **bring** freedom and democracy to the country and the people that **live** in there. At the beginning one **could** even **hear** that the fight against terrorism **was** also a reason for the war. This **could be**  
685 **proofed** true. It **has** broadly **been discussed** that oil **would be** the true main reason for the Americans to move into Iraq. Being in control over Iraq they **would be able** to control oil pipelines. However to have a reason for declaring war to Iraq they **accused** it of having weapons of mass destruction.

By now the war **has** already **been declared** over but no weapons for mass destruction  
690 **have been found** so far. The army **is** still **surging** for such weapons.

They **are** also **sirching** for other weapons that military groups **use** against them. One example **happened** a few days ago when they **located** a building where they **thought** weapons **were stored** they **bomb** the building. But no weapons **were found**. Actions like this **give** raise to the public Iraqi opinion that the Americans **do not bring** change  
695 to the better. Therefore there **is** much resistance to the occupation. The war **has been declared** to be over but the fights **go on**. Since the end of war even more people **have been killed** than in war times.

It **started** with robberies. Iraqis **broke into** house of the government, ruling class and into public buildings. There **was** no police to prevent this from happening. The  
700 Americans **did** at first **not feel** responsible for this. As the robberies **did not stop**, the Americans finally **took** over the job of the police. Little by little the robberies **could be stopped**. But the people of Iraq already **felt** left alone by the Americans.

You **can see** on tv Iraqi complaining about incredibly high prices for gas and petrol. Besides they **feel** not save because of the ongoing robbery. They **feel** occupied and not  
705 helped in many things. Things **are not changing** for the better fast enough.

In Bagdad, the capital city, there **are** still bomb blasts **reported** every day. Thus even more people **have died** since end of war as in war times. There **have also been** several attacks on the Red Cross and other foreign organisations. As a consequence the organisations **retreated** from Iraq. This **makes** life even harder on the Iraqies.

710 All these facts **show** that the Americans **have not** really **won** the war but **are** in trouble. The army **has not managed** to bring peace and democracy to the country. The people only **see** only crimes and rising prices on the market. It **is** about time that those people **get** a sign out of democracy. The Americans **plan** elections in Iraq. But they **will not be held** before next summer.

715 Until then people **will have** to live with the foreign armies. That this **is** possible **show** pictures of southern parts of Iraq where the British army **controls** the cities. There they **took over** the role of the police and **do not face** so much resistance. This **shows** that the Iraqi people **do want** freedom and democracy. They **are** capable of taking the steps that **are** necessary. However they **feel** exploited by the Americans. Besides there **exists** a strong anti-American attitude as well as in many neighbouring countries, too.

720 Therefore I **do not believe** that the Americans **will be able** to provide a new and progressive way of life for the people. Those people **may be** very suspicious of whatever the Americans **offer** of force on them.

Also many people in America **have realised** by now that the American dream of  
725 “rescueing” the Iraqies **is** a big illusion and **will not work** out the way the Americans **hoped**.

<WS03/04\_g>

If you **open** a newspaper these days you **will be faced** with „the war in Iraq“. Even  
730 though this war **lasts** a long time already it still **polarizes** people all over the world. We all **know** the pictures that **have been transmitted** to our living rooms: the President of the United States as he **explains** why a war **is** necessary. And we **see** bloodshed. We **see** scenes of the reel war: when people **kill** people. We **will not forget** about the “friendly fire”. But what about the reasons that **leaded** Bush and his nation into that war against  
735 Iraq? In this essay I **want** to have a closer look at the reasons this war **was fought** for. Furthermore, I **want** to raise the issue of why it **is** that there **is** so much resistance to the American’s occupation of the Iraq?

At last a conclusion **will be given** to sum up all the mentioned facts **let** us **have** a look back at first. Back to a day the world **stopped** turning around suddenly. I **am thinking**  
740 of the 11th of September. Many people **died** in the World Trade Center. And Many people **think** that this assassination **is** the reason for the war in Iraq. Some people even **go further** and **say** the assassination **was arranged** by the CIA to have a reason for starting a war in Iraq. As many people **are thinking and discussing** about this war, as

many opinions there **are**. The official reasons, **mentioned** by Bush, **are** the deadly  
745 weapons Iraq owns and Iraq as being a threat to everyone in the civilized world.

But how many of those weapons **have been presented** to the world by the Americans  
during the war? Not enough, I **think**, to make this war “fair”. And what about Iraq as a  
threat to us? **Could it be** the oil what **made** this war so interesting for the United States?  
I never **felt** the threat of Iraq’s army or weapons. But I **felt** uncomfortable with the  
750 behavior of Mr. Bush. Even when the United Nation **voted** against a war in Iraq he  
**went on** and **influenced** the American people in a demagogic way.

One **could get** the feeling America **wanted** to have something as a child **does**  
sometimes demanding things. And it **is getting** more interesting the more difficult it **is**  
to get. So war **was** the only way to fulfill Mr. Bush’s dreams. And this **leads** us to the  
755 second point in my essay: why **is** there so much resistance to the America’s occupation?  
I **think** because of all those points I **mentioned** above. This war **seems** to be a quite  
unfair and futile one to most of us. Not only in Iraq people **are fighting** against this war  
but also in the rest of the world. A huge amount of demonstrations **made** clear that the  
world **did not want** or **accept** this war. And it **is** not the first time United States **raises** a  
760 war and “plays police” somewhere in the world. Many people, including me, **think** of  
the USA as a threat to the world. And probably, therefore it **is** that so much resistance **is**  
**showed** and so much solidarity **is lived** with people in Iraq. Who **knows**: Once WE  
**have** something America **is** interested in and then we **are** the ones Mr. President **leads**  
war against?! That **might** be reasons for the world to not agree with this war. In Iraq  
765 people probably **fear** what the Americans **plan** for their country. Because of the fact  
that people in Iraq **want** freedom and democracy they **fight** the Americans. They  
**should rule** their own country not other’s countries.

Iraq’s people **seem** to feel the Americans **can** not really **provide** a way for the people  
there to go on. And even more the Americas **have** no right to try so. To finish these  
770 thoughts and to sum up this essay I **wonder** whether the war in Iraq **is** over. **Is** it over?  
**Have** the Americans **won** or **have** they not? **Have** people in Iraq **won**? **Has** someone  
**won** this war?

**Did** the war **end** because of the shown solidarity with Iraq and the grown antipathy  
towards Mr. Bush and his United States? What **was** this all about: **was** it the oil the war  
775 **was fought** for? We probably **will** never **know**. But for sure we **will know** whether  
there **will be** another “Iraq” once – who ever it **will be** next time. And I **think** there  
definitely **is** a new “Iraq” America **is** interested in ...

<SS04\_a>

780 Video cameras and public safety

For quite a while it **has been** customary in Britain and the USA to install video cameras in several places in order to keep an eye on public life. The system **has been used** there for some time and, for the meantime, **has proved** to be a useful means of ensuring public safety. Today, the issue **is** even more current with regard to the threat from  
785 terrorist action. From the positive experiences, there **seem** to be numerous reasons to support such kinds of security systems and Germany as well **has started** to use them in some places. Nevertheless, there **has** also **been** criticism of the CCTV system. In this essay, a look **will be taken** at the disadvantages of the video camera surveillance. Examples for the use and positive results as well as the influence on the people **will be**  
790 **given**.

The installation of video cameras in several places, such as banks and shops **is** not new to the customer. Today, the number of CCTV controlled areas **is increasing**. Now, public places, such as shopping malls, train stations and trains, tunnels and motorways **are being monitored** as well. Along with that, there **is** a lot of positive feedback on the  
795 effects of the camera systems. Crime in such areas **is** on the decrease, passengers damaging trains **can be found**, or accidents on motorways **can be discovered** earlier. Moreover it **is** possible to identify dangerous situations, such as a truck that **had to stop**. It can also **make** places safer, especially at night time, where attacks **have occurred** before. Examples for such aspect **are**, for instance the man who **was recently arrested**  
800 for pushing a girl in front of an underground train or the murder of a little boy in England whose murderers **were filmed** when they **took** him from a shopping centre. Furthermore, Stuttgart **is** now Germany's safest city after installing surveillance systems in public places.

Nevertheless, many people **feel** that they **are losing** gradually more and more of their  
805 privacy. Being watched permanently **makes** them feel uneasy about their everyday activities and that they **are** transparent for the police or other authorities that **own** the tapes. Therefore, one issue in this discussion **is** the question of what **is done** with the tapes, whether they **will be destroyed** and after what time.

Considering the fact that people **lead** a rather transparent lifestyle nowadays,  
810 whatsoever, the question **arises** whether video cameras **are** such a big threat. People **are being controlled** in many ways it **is** no secret where one **lives**, how much one **earns** or

where one **shops** and what one **shops** for. So why **should** people not **accept** the CCTV-system and **put** public safety first? One **could argue** that in a democracy people also **have** a right to a certain amount of privacy, and therefore nobody **should be able** to  
 815 watch all of our steps. Moreover, some people **feel** they **have** the right to do the same at home and, thus, **trace** their neighbours' activities.

To sum up, the CCTV system **offer** a number of positive aspects and **have already demonstrated** their usefulness. Nevertheless, the fears of the citizens **have** to be considered as well, and therefore a tight net of controlling the use of video cameras  
 820 **seems** necessary in order to guarantee the acceptable application of CCTV systems.

#### <SS04\_b>

##### Old degrees and new degrees

During the last two years, students in Germany and elsewhere in Europe **have been**  
 825 **experiencing** a change in University life. Traditional and well-known degrees **are going to be scrapped**. They **are going to be replaced** by English-American degrees, such as BA and MA. This **means** that study programs **will have to be changed** according to the new situation. A BA **can be achieved** after 3 years and after two more years the MA. It **is** necessary to raise the question if this **is going to be** an advantage for  
 830 society in the long run. Looking at it from a European perspective it surely **is** an advantage. The introduction of the new degrees **respond** to the needs of a changing society. Since we as Europeans **are** free to decide for a European country in which we **want to work** the problem **has always been** the acknowledgement of the University degree. For example, in Italy a German "Diplom" **can be mistaken** for the 2-year  
 835 Italian degree "diploma". The new degrees **solve** the problem of acknowledgement in other European countries. The introduction of the new degrees also **corresponds** with the common complain that the students **stay** too long in university. A B.A. **offers** an alternative to be ready earlier for the job.

But **will** a BA **provide** students with enough knowledge for the later job and life? **Will**  
 840 the change **be** a disadvantage for the students? At the moment university **is not prepared** enough to suit the needs of these two degrees. The United States, for example, the country of origin of these two degrees, **deals** with BA and MA in a different way as Germany. There, students first **go** to college where they **acquire** their first academic degree, the BA, after 4 years. After that they **are** free to decide to move  
 845 on to graduate school or to enter work life. With two more years in graduate school the

MA **can be acquired**. In Germany, students, no matter if MA or BA students, **are all mixed** together in the institution “university”. They **take** the same courses and **have** the same exams. The difference **is** that the BA students **do not meet** the same requirements as MA students, for example BA students **take** a shorter amount of courses. In my  
 850 opinion this **is** not well thought and confusing, especially for BA students. They **get** a bit of everything, but not enough for an effective knowledge in the **chosen** subject. It **gives** the impression of a low-level MA.

In my opinion this **will affect** the lives of students studying for a BA. For example this new degree **is** still hardly **known** to employers. This **might cause** problems in the  
 855 selection processes. The BA graduate also **might be faced** with a knowledge-deficit in the job. Also, three years **is** not enough to fully develop working techniques, special skills and grow in maturity. On the other hand, a BA graduate **can grow** in maturity, **develop** skills and **acquire** practical knowledge and working experience in the job remarkably earlier than an MA graduate. I **think** the next coming years **will shape** the  
 860 profiles of these two new degrees in a better way once study programs **are developed** that **suit** the needs of both degrees. It **takes** time to adjust to the change. It **is** correct and necessary to respond to these changes. Europe **is growing** together – and so **are** its academic degrees.

865 <SS04\_c>

Two weeks ago people **were shown** a strange video tape in the news. In Hamburg a man **pushed** a young woman on purpose so that she **was** almost **hit** by an underground train. Luckily, video cameras **installed** in the metro station **recorded** the scene. The tape **was passed** on to the police and the man **was searched** for by radio and television.  
 870 This **put** a lot of pressure on the young man so that he finally **gave up** and **confessed** that he **had committed** the crime.

This **is** only one of many cases that **shows** how useful video cameras **can be**. Since September 11th and the attacks of Madrid on March 11th , 2004, people **are** even more concerned about national security and public safety. Public places and crowds of people  
 875 **are** more and more **becoming** potential targets for further attacks. Still, the big-brother-security **is** a controversial issue. There **are**, as we **have seen** in the case of Hamburg, positive aspects that **make** people feel the necessity of video recordings. Especially in train and underground stations and airports people **feel** safer when cameras **are** around. The modern technology that **is used** for precaution **gives** them the feeling that

880 somebody cares for them and watches out for criminal behaviour. Thus closed circuit television **makes** them feel more comfortable.

At the same time voices against the public observation **get** louder. The recording of the cameras **are considered** as a violence of privacy. People who **utter** their disagreement and disapproval, **name** several reasons for their opinion. Not only they **see** the  
885 observation as a violence of privacy, they **are** also **waning** that the world **is working** towards a transparent individual. At this point one **has to say** that the United States **is** already far beyond the observation issue. Travelling to the USA nowadays **is combined** with a myriad of security measures. Some people even **have to leave** their finger prints at the airport, others **are photographed and registered**. It **is** a sort of total control what  
890 the US government **wants** to achieve in order to prevent further attacks on the country. Germany, as a novice in public video recordings, **is working** towards that level as well. Cities, such as Frankfurt and Munich **have already risen** the security standards and body checks **belong** to normal life.

All the above arguments clearly **show** that people **are** a bit double-minded as far as  
895 CCTV **is concerned**. On the one hand, they **feel** a certain security and protection. On the other hand they **claim** the loss of privacy and their status as individuals.

I think it **is** difficult to draw the line between offering safety and security and, at the same time, respecting the privacy of each individual. In many cases one **can say** that measures **seem to be exaggerated**. Still, a lot of cases **have shown** that cameras **can be**  
900 very useful, be it just for the simple feeling of safety or for the hunting of criminals recorded on tapes. In my opinion, cameras **should become** standards in train and underground stations as well as airports, but not every tiny street **should be equipped** with modern technology as the tendency is in Great Britain.

At the end of the day one **can never be sure** to prevent an attack by these means, but,  
905 ironically spoken, one **can** at least **say to have** it on the tape afterwards.

National security **is** one of the highest goods a country **has**, but panic and exaggerated measures **can make** a country even more likely to be attacked.

<SS04\_d>

910 Modern culture and advertisement

Modern culture **is** nowadays increasingly **influenced** by the media. In the expanding world of capitalism, companies **use** mass media in order to advertise their products most effectively. The media itself **depends** on the money **earned** by providing facilities of

advertisement. As a matter of fact, people **spend** more and more time watching  
915 television. Particularly young people seldom **read** books or **go** to the theatre. Obviously,  
watching television **has become** a part of everyday life for a large number of people  
worldwide. There **are** various reasons for this development and to discuss all of them  
**would go** beyond the frame of this essay. There **can be** not doubt, however, that the  
significant role of advertisement within a capitalist economy **contributes** to the growing  
920 importance of mass media, especially the television. Private companies **are** thereby  
**given** the possibility of offering their products to a great amount of potential customers.  
It **lies** in the interest of a country's economy that people **consume** as much as they **can**.  
Accordingly, companies **spend** large sums of money on advertising their products.  
Consequently, their ads **can be seen** not only in the newspapers and on television but  
925 also on large printed notices on walls all over towns and cities. With regard to this, it  
**can be said** that society **is being** permanently **bombarded** with advertisements. One  
**may not underestimate** the influence of the expanding advertising system on societies  
and cultures. Particularly young people **are** easily **convinced** by advertising  
programmes on television of the supposed necessity of owning the most modern  
930 products of computer technology, for example. Actually, it **is** one of the most effective  
advertising strategies to convince of the necessity to possess the advertised product.  
Therefore, a public fashion **is created** by different industries. According to this fashion  
the most modern and expensive products **are** substantial for people to be fashionable. A  
growing number of people **do** in fact **believe** that being fashionable is a precondition of  
935 being popular. The growing importance of wearing designer clothes, particularly among  
teenagers, **is** an evidence for this assumption. Moreover, dressing according to the  
fashion **is** without doubt a precondition to be successful on the labour market of a  
capitalist economy. Not being interested in recent technological innovation **is** also  
**regarded** as backwardly nowadays.

940 In conclusion it **can be said** that modern cultures **are** increasingly **shaped** by capitalist  
economies and their integral advertising systems. Within these systems individuals **are**  
mere consumers, whose personalities **ought to develop** according to the public fashion,  
which **is created** by advertisement. Consequently, materialistic values **are** of  
overwhelming importance for many cultures worldwide.

945

<SS04\_e>

We **live** in fast moving world. Life, especially for young people **is** exiting and frightening at the same time.

I **will** hopefully **graduate** from University this summer with a degree in Intercultural  
 950 Communication and English but when I **read** the job offer ads, I **become scared**  
 sometimes.

When I **have started** University in 1997, the subject of Intercultural Communication  
**has been** brand new. While the word 'intercultural' **has found** its place in media, etc.  
 and people **are using** it everyday, most of the time they **have** problems in understanding  
 955 what it **means** to actually study the field of Intercultural Communication. It still **sounds**  
 exotic and I truly **believe** that this **is** the reason why this subject **attracted** so as many  
 students as it **did** for the last 5 years here in Chemnitz.

Things that **are** new always **attract** people at first, especially if they **are made** in the  
 USA, but **are** they better?

960 In my mind, to shorten study time and to internationalize the German higher education  
 system **has** its advantages and disadvantages. Up to now, students **have** to attend  
 University for at least 9 semester to get a degree. They **do** semiformals but this **does not**  
**count** to apply for a job if they **decide** to drop out afterwards. In comparison with the  
 BA system, students **will receive** a full degree after they **have passed** the BA finals.

965 They **have** the possibility to either attend a MA program or apply for a job.

One of the great advantages of the new study programs **is** the opportunity for students to  
 easily change Universities after their BA graduation.

The BA **is** an internationally accepted degree, and therefore students also **have** the  
 chance to attend foreign Universities to get their MA degrees. For those, who **intend** to  
 970 do so, this fact **increases** the opportunity to study abroad and experience life in a  
 different country. For me the chance to study abroad for a semester **has been** an extra  
 motivation during my study. If you **read** job offer ads, speaking a second language  
 fluently **is** one of the compulsory skills that applicants **are asked** for and there **is** no  
 better way to learn a language except for living in the country where it **is spoken**.

975 Nevertheless, there **are** also disadvantages. In my opinion it **will take** years to  
 reorganize our study system. Additionally, people, for instance in the economic world  
**have to learn** what those different degrees actually **mean**. I **argue**, (that) most of the  
 people who **employ** academics **are** not aware of the fact those changes **are planned** in  
 the near future. I **have just recently read** polls about exactly this topic. Most of the

980 managers, etc. in the business world who **have been questioned did not know** the difference between a BA and a MA. The few business people who **knew had** problems explaining the differences between the existing study programs and the plans for new time frames, meaning free years for a BA, plus two more for a MA.

Therefore I **argue** that this concept **is** not well-known, yet. The intention to  
985 internationalize education **is** great but the process of putting the concept into reality **has just started** and it **takes** much more time to create a system that actually **works** well and **suits** all students in the long run. At the moment, education **is** the most valuable good we **have** to offer and because of this reason politicians **should be** especially careful. Regarding to the statements our chancellor **made** a few weeks ago, there **will be**  
990 elite universities after the example of Berkeley Universities and others.

Right now, students in Chemnitz **suffer** from bad study conditions, especially in the field of Intercultural Communication. There **are** not enough Professors to deal with the needs of all students. Money **has been cut** off again and again but this **is** a fact that politicians **try** to hush up. To educate students **takes** money and making them **pay can't**  
995 **be** the solution in the long run.

To shorten the study process **might be** a solution but I **doubt** that the students **won't lack** academic knowledge due to this proposal. Unfortunately statistics of educational figures **show** that the German education system **needs** to be improved.

To sum up my ideas I **argue** that the plan to internationalize the German higher  
1000 education system **will be** one of the steps that we **need** to take to make our academic degrees competitive to other countries. Having BA and MA degrees in the near future **will** definitely **be** an advantage for students who **will apply** for jobs nationwide and they **will** also **have** excellent chances on the job markets worldwide.

1005 <SS04\_f>

We, the citizens of Germany, **are** definitely a product of our culture and of our advertising system. Germany **can be seen** as a good example for this kind of influencing people.

In the following the importance of advertising **will be made** clear and **will become**  
1010 more transparent by watching at the most important five things for the Germans.

First, there **is** the role of TV, which **should be taken** into consideration, as a whole. It **is** not just **watching** TV – it **is** the power of the TV. According to statements, each person **is watching** TV at least for two or three hours a day. This **is** quite a long time, because

most people **prefer** to watch the private channels. But the “private ones” **can** only **work**  
1015 properly through advertising all the time. Obviously, TV-watchers **are** **bombarded**  
with countless advertising sequences. And the men and women **are** really **do like** what  
they **see** and **keep** it in their minds. What they **have seen** in advertising spots **is** or  
**builds** the basis for their behaviour, especially their shopping behaviour.

Second, the Germans **like** spending money on good and healthy food. But what **is** good  
1020 and healthy for us and our children? People **do not need** a doctor, a book or newspapers  
for that. They **inform** themselves by watching TV. These nice, colourful and impressive  
advertising spots **tell** us, what **is** good for us and which products **should be bought**.  
Very often the price **doesn't play** a role. If TV says “**Buy** it” – the majority of people  
**will follow** that slogan. If women and men **are** finally **doing so**, the makers of  
1025 advertising spots and their partners, the industry, **have done** a good job and **succeeded**.

Third, the buying of clothes **can be seen** as an enormous part on which a huge amount  
of money **is spent** everyday. Mostly women and children **build** the consumers, which  
the industry **wants**. Not the price **is** important, but the labels on the clothes **play** the  
role. The labels **decide** about the buying or the “not buying” of some articles.

1030 Advertising on TV **makes** the buyers here. Actors, musicians, famous singers and  
heroes of the children **sell** us and **show** us the current fashion. They **say** what **is** in and  
what **is** out. In other terms, children, men and women **know** then on what clothes they  
**have to spend** their money. Although most people **don't have** enough money,  
nevertheless they **wants** to fulfill the wishes of their children. Consequently, it **can be**  
1035 **said** that such persons **are** slaves to public fashion.

Fourth, the acceptance of people in society **is** very often **seen** or **made** through their  
fashion codes. For example in big well known businesses firms, you **have to be** well  
dressed. And in most cases it **doesn't mean** just well dressed, it **has to be** very  
expensive. Furthermore, not just the price **decides** whether the clothes **are** good enough  
1040 or not, the label on them **have to be** also “suitable”.

Fifth, the spare time activities **are** also very **influenced** and **dominated** by advertising  
spots in our every day life. We **have to inform** ourselves by TV, what **are** the tops and  
what **are** the flops, the so-called “Ins” and “Outs”. Again and again people **become**  
more and more slaves of the advertising influences. Unfortunately, this **seems to be** the  
1045 trend at the present. People **don't hesitate** to spend all their money on things, which **are**  
shown on TV, in books or in newspapers and colourful magazines.

Finally everybody **should decide** and **know** very well on what kinds of article they **want** to spend their money

1050 More often each of us **should think** about, if it **is** worth to follow the present trend and strategy or not. **Don't** be a slave of advertising influences anymore.

<SS04\_g>

1055 Advertising **is** a very interesting topic because one **can find** it in almost every situation. No matter if you **read** a magazine, **watch** TV, **listen** to the radio, **surf** through the Internet or **go** outside, you **won't be** able to escape from advertising.

1060 In the last years the advertising system **has become** a very important economy sector. Millions of Euros **are spent** for making a product interesting for the consumers. Nowadays, not only big and well-known companies **use** this method to increase selling numbers, because that **is** what it **is** all about at the end, but also, or especially, private store owners.

I, for example, **have** a part-time job in a fashion store in Chemnitz which **opened** in last years September. To ad for customers, thousands of Euros **had been spent**. There **was** an opening party to promote the store. Wallpapers **were spread** throughout the city. Articles **were printed** in youth magazines like the local "stadtstreicher", and so on.

1065 Another example **could be** the advertising of single products, such as hair colorations. It **seems** difficult to find a place or situation where there **is** no advertising for those products. I **won't go** into detail with this but **point** to another fact. The best, and probably most popular media to do advertising **is** television. All private channels almost **live** from advertisings, because companies **have to pay** a lot for twenty seconds of product promotion. That **is** the reason why today's TV program **is filled** with advertising blocks, which **might be** good for the TV channels, but **becomes** more and more disturbing for the consumers. In an evening movie, which normally **lasts** about ninety minutes, **are** at least four to five commercial breaks. Most consumers **are fed up** with this.

1075 Pointing out that advertising **influences** us very much, another question **could be** whether it **influences** us in such extent that it **shapes** our lives or not? Well, in my opinion, it **shapes** our lives in the way, that we **do buy** products which **are** good **promoted**. In many cases the consumer **is testing** those new products which **are** from popular brands and **convincing** by advertising. The point **is**, many products **are** "luxury goods" and not essential. The consumer, however, **is impressed** by the advertising of

1080

the product that he **purchases** it, eventhough he **doesn't need** it necessarily. We **are** a consumer society, and the advertising system, however, **is supported** by, or **does support** that fact, and therefore **shapes** our lives somehow.

1085 To sum up, advertising **is** an interesting and very big topic. In the time given, it **is** not possible to get all points which **could be discussed**. It **is** also difficult to go into details. What I **was trying** to do **is** to give an overview about it.

We, as the society, **are** deeply **influenced** by advertising. It **is** part of our lives. Advertising **is** important for companies and **has** therefore **become** an economy sector. From the private store owner to the big companies, everybody **uses** advertising to  
1090 promote their products. Although it **is** sometimes already **disturbing** the consumers, life without advertising **seems** unbelievable in today's society. So much more **could be said** about how advertising **influences** and **shapes** our lives, about advertising processes, about the financial aspect, as well as how it still **might develop**?! Unfortunately there **is** no more time left. **Don't** be afraid! Advertising **has** such a high degree of importance,  
1095 that there **will be** a lot more chances to discuss this topic in future time.

## Appendix 5: Official Correction Key of the Anglistik/ Amerikanistik Department's Language Practice Section of the TUC

- A** ..... Article – failing/ superfluous/ Incorrect form
- Agr** ..... Agreement – subject verb agreement; possessive/ pronoun agreement over more sentences
- Aj** ..... Adjective – should have been used/ incorrectly used
- Av** ..... Adverb - should have been used/ incorrectly used
- Cap** ..... Capitals – failing or incorrect use
- Cj** ..... Conjunction – incorrectly/ inappropriately used
- C/U** ..... Countable/ Uncountable – noun agreement
- DP** ..... Dangling Participle – incorrect clause reference
- Ex** ..... Extra/ added/ extraneous information
- IL** ..... Illegible/ not decipherable
- L** ..... Lexis/ Vocabulary – incorrect word/ usage
- NE** ..... Not English – implies unusual/ awkward turn of words/ expressions/ idioms – Germanisms
- NES** ..... Not English Sentence – usually no main verb or clause confusion
- Pr** ..... Preposition – incorrectly used (also phrasal verb preposition)
- P/S** ..... Plural/ Singular – incorrect interpretation (in translation)
- Pu** ..... Punctuation – incorrectly used or failing
- R** ..... Register – inappropriate form of language (includes contradictions)
- S** ..... Sense/ Meaning – word/ phrase incorrectly/ unclearly put (grammar may/ may not be corrected)
- St** ..... Style – awkward, but implies correct grammar
- Sp** ..... Spelling – incorrect
- |                        |   |   |
|------------------------|---|---|
| BSp British Spelling   | } | correct spelling, but inappropriate usage for the context |
| A Sp American Spelling | } |   |
- Vb** ..... Verb – tense incorrect/ inappropriately written out
- WO** ..... Word Order – incorrect or results in ambiguous meaning
- ▲** ..... missing – word/ expression should be inserted here
- ?** ..... Unclear/ not fully understandable – sentence/ paragraph/ argument (usually with a line drawn down the margin beside it)

## Appendix 6: Overview about All Errors per Person per Category

|  | Corpus Reference | Assignment    | A   | Agr  | Aj | Av | Cap  | Cj   | C/U | DP   | Ex   | IL | L  | NE | NES | Pr   | P/S | Pu   | R | S    | St   | Sp   | Vb   | WO   | ▲   | ?    | Σ  |
|--|------------------|---------------|-----|------|----|----|------|------|-----|------|------|----|----|----|-----|------|-----|------|---|------|------|------|------|------|-----|------|----|
| <b>SS 03</b>                                     | SS03_a           | 1             |     |      |    |    | 1    |      |     | 1    |      |    | 2  |    |     | 1    |     | 5    |   | 1    |      |      |      | 1    |     |      | 12 |
|  | SS03_b           | 1,3           | 1   | 1    |    |    |      |      |     |      |      |    | 9  |    |     | 2    |     | 7    |   | 4    | 1    | 6    | 1    | 2    |     |      | 34 |
|  | SS03_c           | 1,7           | 1   |      |    |    |      |      |     |      |      |    | 1  |    |     | 1    |     | 4    |   | 1    |      |      | 2    |      |     |      | 10 |
|  | SS03_d           | 2             | 3   |      |    |    |      |      |     |      | 1    |    | 4  |    |     |      |     | 2    |   | 1    |      | 10   | 8    | 2    |     | 2    | 33 |
|  | SS03_e           | 2,3           | 6   | 2    |    |    |      | 1    |     |      | 3    |    | 10 |    |     | 1    |     | 10   |   | 8    | 2    | 4    | 3    | 1    |     | 1    | 52 |
|  | SS03_f           | 2,3           | 12  | 2    |    |    |      |      |     |      |      |    | 7  |    |     |      |     | 3    |   | 4    |      | 2    | 8    |      |     | 1    | 39 |
|  | SS03_g           | 3,3           | 3   | 8    |    | 1  |      | 1    |     |      | 6    |    | 16 | 1  |     | 4    |     | 6    |   | 3    | 2    | 3    | 8    | 3    |     | 2    | 67 |
| <b>Overall Number of Errors</b>                  |                  |               | 26  | 13   |    | 1  | 1    | 2    |     | 1    | 10   |    | 49 | 1  |     | 9    |     | 37   |   | 22   | 5    | 25   | 30   | 9    | 0   | 6    |    |
| <b>Average Number of Errors/ Category/ Level</b> |                  | <i>mark 1</i> | 0,3 | 0,33 | 0  | 0  | 0,33 | 0    | 0   | 0,33 | 0    | 0  | 4  | 0  | 0   | 1,33 | 0   | 5,33 | 0 | 2    | 0,33 | 2    | 0,33 | 1,33 | 0,7 | 0    |    |
|  |                  | <i>mark 2</i> | 7   | 1,33 | 0  | 0  | 0    | 0,33 | 0   | 0    | 1,33 | 0  | 7  | 0  | 0   | 0,33 | 0   | 5    | 0 | 4,33 | 0,67 | 5,33 | 6,33 | 1    | 0   | 1,33 |    |
|  |                  | <i>mark 3</i> | 3   | 8    | 0  | 1  | 0    | 1    | 0   | 0    | 6    | 0  | 16 | 1  | 0   | 4    | 0   | 6    | 0 | 3    | 2    | 3    | 8    | 3    | 0   | 2    |    |
|  |                  |               |     |      |    |    |      |      |     |      |      |    |    |    |     |      |     |      |   |      |      |      |      |      |     |      |    |
| <b>WS 03/ 04</b>                                 | WS03/04_a        | 1,3           | 1   | 1    |    |    |      |      |     |      | 1    |    | 3  |    |     | 2    |     | 11   |   | 3    | 2    | 1    | 1    |      |     |      | 26 |
|  | WS03/04_b        | 1,3           | 6   | 4    |    | 1  |      |      |     |      | 1    |    | 3  |    |     | 1    |     | 4    |   | 4    |      |      | 11   | 1    |     | 1    | 37 |
|  | WS03/04_c        | 1,7           | 4   |      |    |    |      |      |     |      | 1    |    | 2  | 2  |     |      |     | 7    |   | 2    | 2    | 1    | 4    |      |     |      | 25 |
|  | WS03/04_d        | 2             | 3   | 1    | 1  |    |      |      |     |      | 1    |    | 7  |    |     | 1    |     | 2    |   | 5    | 1    | 3    | 2    | 1    |     | 4    | 32 |
|  | WS03/04_e        | 3,7           | 6   | 2    |    |    |      |      |     |      | 2    |    | 7  | 3  | 1   | 2    |     | 4    | 1 | 15   | 6    | 1    | 10   | 1    | 2   | 2    | 65 |
|  | WS03/04_f        | 5             | 8   | 2    |    |    |      | 1    |     |      | 2    |    | 10 |    |     | 7    |     | 21   |   | 6    | 5    | 8    | 11   | 3    | 1   | 1    | 86 |
|  | WS03/04_g        | 5             | 5   |      |    |    | 2    |      |     |      | 3    |    | 17 |    |     |      |     | 8    | 2 | 10   | 6    | 3    | 10   | 6    | 4   | 3    | 79 |
| <b>Overall Number of Errors</b>                  |                  |               | 32  | 9    | 1  | 1  | 2    | 1    |     |      | 10   |    | 46 | 5  | 1   | 11   |     | 46   | 3 | 42   | 20   | 16   | 48   | 12   | 7   | 11   |    |

|  |                         |                   |          |            |           |           |            |           |            |           |           |           |          |           |            |           |            |           |          |          |           |           |           |           |          |          |          |
|--|-------------------------|-------------------|----------|------------|-----------|-----------|------------|-----------|------------|-----------|-----------|-----------|----------|-----------|------------|-----------|------------|-----------|----------|----------|-----------|-----------|-----------|-----------|----------|----------|----------|
| <b>Average Number of Errors/ Category/ Level</b> |                         | <i>mark 1</i>     | 3,7      | 1,67       | 0         | 0,3       | 0          | 0         | 0          | 0         | 1         | 0         | 2,7      | 0,7       | 0          | 1         | 0          | 7,33      | 0        | 3        | 1,33      | 0,67      | 5,33      | 0,33      | 0        | 0,33     |          |
|  |                         | <i>mark 2</i>     | 3        | 1          | 1         | 0         | 0          | 0         | 0          | 0         | 1         | 0         | 7        | 0         | 0          | 1         | 0          | 2         | 0        | 5        | 1         | 3         | 2         | 1         | 0        | 4        |          |
|  |                         | <i>mark 3</i>     | 6        | 2          | 0         | 0         | 0          | 0         | 0          | 0         | 2         | 0         | 7        | 3         | 1          | 2         | 0          | 4         | 1        | 15       | 6         | 1         | 10        | 1         | 2        | 2        |          |
|  |                         | <i>mark 4</i>     |          |            |           |           |            |           |            |           |           |           |          |           |            |           |            |           |          |          |           |           |           |           |          |          |          |
|  |                         | <i>mark 5</i>     | 6,5      | 1          | 0,5       | 0         | 0          | 0         | 0          | 0         | 2,5       | 0         | 14       | 0         | 0          | 3,5       | 0          | 14,5      | 1        | 8        | 5,5       | 5,5       | 10,5      | 4,5       | 2,5      | 2        |          |
| <b>SS 04</b>                                     | <b>Corpus Reference</b> | <b>Assignment</b> | <b>A</b> | <b>Agr</b> | <b>Aj</b> | <b>Av</b> | <b>Cap</b> | <b>Cj</b> | <b>C/U</b> | <b>DP</b> | <b>Ex</b> | <b>IL</b> | <b>L</b> | <b>NE</b> | <b>NES</b> | <b>Pr</b> | <b>P/S</b> | <b>Pu</b> | <b>R</b> | <b>S</b> | <b>St</b> | <b>Sp</b> | <b>Vb</b> | <b>WO</b> | <b>▲</b> | <b>?</b> | <b>Σ</b> |
|  | SS04_a                  | 1,7               | 1        | 1          |           |           |            |           |            |           |           | 3         |          |           | 2          |           | 9          |           | 1        | 2        | 2         |           | 1         |           |          |          | 22       |
|  | SS04_b                  | 2                 | 6        | 2          |           |           |            |           |            |           | 1         | 7         |          |           | 4          | 1         | 8          |           | 3        | 3        | 3         | 1         |           | 1         |          |          | 40       |
|  | SS04_c                  | 2                 | 2        | 1          |           |           |            |           |            |           |           | 9         |          |           | 2          |           | 8          |           | 1        |          | 2         | 4         |           | 2         |          |          | 31       |
|  | SS04_d                  | 2                 | 6        |            |           |           |            |           |            |           |           | 7         |          |           | 5          |           | 2          |           |          |          | 3         | 3         |           |           |          |          | 26       |
|  | SS04_e                  | 2                 | 1        |            |           |           | 2          |           |            |           | 2         | 8         |          |           | 5          | 1         | 12         | 1         | 2        | 3        | 3         | 11        |           |           |          |          | 51       |
|  | SS04_f                  | 2,5               | 5        | 1          |           |           |            |           |            |           |           | 15        |          |           | 4          |           | 5          | 4         | 1        | 4        | 4         | 3         | 5         |           |          |          | 51       |
|  | SS04_g                  | 3                 | 3        | 1          |           |           |            |           |            |           | 3         | 14        | 1        | 1         | 3          |           | 3          | 3         | 1        | 2        | 2         | 3         | 1         |           |          |          | 41       |
| <b>Overall Number of Errors</b>                  |                         |                   | 24       | 6          |           |           | 2          |           |            |           | 6         |           | 63       | 1         | 1          | 25        | 2          | 47        | 8        | 9        | 14        | 19        | 25        | 7         | 3        |          |          |
| <b>Average Number of Errors/ Category/ Level</b> |                         | <i>mark 1</i>     | 1        | 1          | 0         | 0         | 0          | 0         | 0          | 0         | 0         | 0         | 3        | 0         | 0          | 2         | 0          | 9         | 0        | 1        | 2         | 2         | 0         | 1         | 0        |          |          |
|  |                         | <i>mark 2</i>     | 4        | 0,8        | 0         | 0         | 0,4        | 0         | 0          | 0         | 0,6       | 0         | 9,2      | 0         | 0          | 4         | 0,4        | 7         | 1        | 1,4      | 2         | 3         | 4,4       | 1         | 0,6      |          |          |
|  |                         | <i>mark 3</i>     | 3        | 1          | 0         | 0         | 0          | 0         | 0          | 0         | 3         | 0         | 14       | 1         | 1          | 3         | 0          | 3         | 3        | 1        | 2         | 2         | 3         | 1         | 0        |          |          |

## Appendix 7: Overview about All Errors Originally Marked as ‘Vb’ and Other Errors Involving Finite Verb Constructions

| Person/<br>Copus<br>Reference | Category<br>of Error | Line<br>reference | Kind of Error  | Errors   | Tense or Aspect                      |
|-------------------------------|----------------------|-------------------|--|--|--------------------------------------|
| SS03_a                        |                      |                   |  |  |                                      |
| SS03_b                        | Vb                   | 89                | modus:   | it could (can) be argued   |                                      |
| SS03_c                        | S                    | 114               | present <u>iso</u> past  | the main reason <b>is</b> (was)  | t:<br>present [+past]                |
|                               | Vb                   | 127               | negation simple past   | Chemnitz did not only establish” (not only established)  |                                      |
|                               | Vb                   | 144               | past <u>iso</u><br>present perfect                               | the rebuilding [...] <b>helped</b> (has helped) create   | t/a:<br>past<br>[+present][+perfect] |
| SS03_d                        | Vb                   | 154               | past perfect <u>iso</u> past                                     | Although the purpose of this war <b>had been</b> the fight terrorism                           | a:<br>[-perfect]                     |
|                               | Vb                   | 154-5             | present perfect <u>iso</u><br>past perfect                       | it led also to the liberation of a people who <b>has been subdued</b> for years                | t:<br>present [+past]                |
|                               | Vb                   | 163-4             | (agr)  | American military which, <b>was</b> (were) needed  |                                      |
|                               | Vb                   | 179-180           | (agr)  | a high percentage of people <b>is</b> (are) uneducated   |                                      |
|                               | Vb                   | 188-189           | present <u>iso</u><br>present progressive                        | Still, the United States, which <b>face</b> (is facing) similar problemes                      | a:<br>[+progressive]                 |
|                               | Vb                   | 189-190           | (agr)  | [UN]... <b>are</b> (is) not able to<br>United Nations <b>need</b> (needs) to play a major role |                                      |
|                               | Vb                   | 193               | negation   | But the fact that changes can gain a foothold <b>is not to deny</b> (cannot be denied).        |                                      |
| SS03_e                        | Vb                   | 236-237           | past <u>iso</u> present  | the USA <b>were</b> (is) welfare leggard   | t:<br>past [+present]                |
|                               | Vb                   | 243-244           | participle as adjective<br><u>iso</u> infinitive +<br>participle | the people seem not ( <b>to be</b> ) pleased with this solution                                |                                      |
|                               | Vb                   | 244-245           | modus  | but one can imagine that they ( <b>would</b> ) prefer it to the American model.                |                                      |

|        |    |         |   |  |                                      |
|--------|----|---------|---|--|--------------------------------------|
| SS03_f | Vb | 268     | present passive <u>iso</u><br>present progressive<br>passive      | German government is ( <b>being</b> ) forced   | a:<br>[+progressive]                 |
|        | Vb | 284     | modus:  | social system in Germany <b>may</b> (can) not remain   |                                      |
|        | Vb | 289-290 | present <u>iso</u> present<br>progressive                         | a declining number of young working people <b>is to pay</b><br>(are paying) for an increasing number                           | a:<br>[+progressive]                 |
|        | Vb | 309     | present <u>iso</u> present<br>progressive                         | I especially <b>think</b> (am especially thinking) of  | a:<br>[+progressive]                 |
|        | Vb | 312     | non-finite verb form  | element that could help <b>solving</b> (solve) the financial<br>disaster   |                                      |
|        | Vb | 313     | present passive <u>iso</u><br>present progressive<br>passive      | institutions are ( <b>being</b> ) forced to  | a:<br>[+progressive]                 |
|        | Vb | 319-320 | non-finite verb   | A smaller number would eventually result in a decline of<br>the bureaucracy which also means <b>to save</b> (saving)<br>money. |                                      |
|        | Vb | 324-325 | modus:  | The German government <b>can</b> (could) introduce some<br>measures  |                                      |
| SS03_g | Vb | 342     | present perfect<br>progressive <u>iso</u><br>present progressive  | The city population <b>is declining</b> (has been declining)<br>since 12 years   | a:<br>[+perfect]                     |
|        | Vb | 351-352 | (agr)   | Part of this effort <b>need</b> (needs) to be  |                                      |
|        | Vb | 353     | ???   | where people can go <b>to</b> after work as on weekends (to)   |                                      |
|        | Vb | 354     | past <u>iso</u> present<br>perfect                                | Cafés which <b>emerged</b> (has emerged) in the last years.  | t/a:<br>past<br>[+present][+perfect] |
|        | Vb | 366     | present passive <u>iso</u><br>present progressive<br>passive      | new flats <b>are provided</b> (being provided).  | a:<br>[+progressive]                 |
|        | Vb | 367     | present <u>iso</u> present<br>progressive<br>(transfer/ ellipsis) | all over Chemnitz houses and flats are empty and<br><b>decay</b> (decaying).   | a:<br>[+progressive]                 |
|        | Vb | 367-368 | non-finite  | I think the <b>providing</b> of flats is useless   |                                      |

|                  |              |                |  |   |  |
|------------------|--------------|----------------|--|---|--|
|                  | <b>Vb</b>    | <b>383</b>     | transfer: "ob die Kaufleute verarmen" (future reference) → future required; misinterpretation by evaluators? | The question is, if local merchants <b>impoverish</b> (are impoverished) because of   |  |
| <b>WS03/04_a</b> | <b>Vb</b>    | <b>413-414</b> | modus agreement  | It should become obvious at the end that it <b>is</b> (it would be) wise to be cautious   |  |
|                  | <b>Agr</b>   | <b>420-422</b> | present <u>iso</u> past  | The cloned sheep was identical in appearance with its source but not so long ago it became known that this cloned sheep suffered of arthritis which its parent <b>does</b> (did) not. | t:<br>present [+past]                        |
| <b>WS03/04_b</b> | <b>Vb</b>    | <b>466-467</b> | present <u>iso</u> present progressive   | Not only military supporters of Saddam Hussein and the old dictatorship <b>resist</b> (are resisting) U.S. presence in Iraq...  | a:<br>[+progressive]                         |
|                  |              |                |  | ...also more and more civilians <b>participate</b> (are participating) in the attacks   | a:<br>[+progressive]                         |
|                  | <b>Vb</b>    | <b>467-469</b> | present passive <u>iso</u> present progressive passive   | American soldiers <b>are shot</b> (are being shot) at, ...  | a:<br>[+progressive]                         |
|                  |              |                |  | ..helicopters <b>are downed</b> (are being downed), ...   | a:<br>[+progressive]                         |
|                  |              |                |  | ...even international organisations such as the Red Cross <b>are attacked</b> (are being attacked)."  | a:<br>[+progressive]                         |
|                  | <b>Vb</b>    | <b>472</b>     | (agr)  | A majority of people <b>is</b> (are) happy  |  |
|                  | <b>Vb</b>    | <b>474-475</b> | non-finite verb form   | many people in Iraq see one system of dictatorship <b>replaced</b> (being replaced) by another.   |  |
|                  | <b>S/ Vb</b> | <b>479</b>     | negation   | <b>Not to forget</b> (to be forgotten) is the increasingly bad image  |  |
|                  | <b>S/ Vb</b> | <b>484</b>     | present perfect passive <u>iso</u> past  | United States presence <b>has</b> only initially <b>been</b> (was) <b>positive</b> .  | t/a:<br>present perfect<br>[+past][-perfect] |
|                  | <b>Vb</b>    | <b>495-496</b> | (agr)  | the United States of America <b>are</b> (is) unable to recognise  |  |
| <b>Vb</b>        | <b>503</b>   | (agr)          | the United States <b>are</b> (is) far from achieving their goal  |   |  |

|           |       |         |   |   |  |
|-----------|-------|---------|---|---|--|
|           | Vb    | 509     | (agr)                                     | As long as the United States <b>try</b> (tries) to influence  |  |
| WS03/04_c | Vb    | 519-520 | past <u>iso</u> present perfect           | Far more allied soldiers <b>died</b> (have died) after the end of the major combat operations than during the war.  | t/a:<br>past<br>[+present][+perfect]         |
|           | Vb    | 522-523 | past <u>iso</u> present perfect           | The have followed this policy over more than a century now which <b>earned</b> (has earned) them the title of "the world's sheriff".  | t/a:<br>past<br>[+present][+perfect]         |
|           | Vb    | 538-539 | present <u>iso</u> past                   | Bush senior left Saddam Hussein in power but Bush junior soon decided that Saddam had become a nuisance and <b>has to leave</b> (had to leave) his post.  | t:<br>present [+past]                        |
|           | Vb    | 553-555 | present <u>iso</u> present progressive    | The Americans are perceived as occupiers who <b>try</b> (are trying) to gain control over the country's oil reserves...<br>...and who <b>try</b> (are trying) to establish Iraq as a base for operations against the Arabian countries. | a:<br>[+progressive]<br>a:<br>[+progressive] |
| WS03/04_d | Vb    | 582-583 | non-finite verb form                      | when American troops remained <b>being attacked</b> (to be) by Hussein's followers  |  |
|           | Vb    | 616-617 | non-finite verb form                      | America has to start respecting people different from its own, and not <b>seeing</b> (to see) everyone as terrorist   |  |
| WS03/04_e | Vb    | 627     | non-finite verb form                      | These changes appear in form of <b>cut</b> (cutting) pensions   |  |
|           | Vb    | 642     | present passive <u>iso</u> future passive | people <b>are made</b> (will be made) pay for   | t:<br>present [+future]                      |
|           | Vb    | 652-653 | present passive <u>iso</u> future passive | that younger people <b>are</b> (will be) <b>not guaranteed</b> to get a pension   | t:<br>present [+future]                      |
|           | Vb/ L | 656-657 | present <u>iso</u> future                 | there are several services at the doctor's patients <b>have to</b> (will have to) pay for.  | t:<br>present [+future]                      |
|           | Vb    | 659     | present active <u>iso</u> future passive  | a medical examination of the body <b>is not</b> (will not be) paid of the public health insurance.  | t:<br>present [+future]                      |
|           | Vb/ S | 660-661 | present passive <u>iso</u> future passive | special treatment <b>has to be paid</b> (will have to be paid) by the patient as well.  | t:<br>present [+future]                      |
|           | Vb    | 661     | present <u>iso</u> future                 | you <b>have to pay</b> (will have to pay) for most of the medicine  | t:<br>present [+future]                      |
|           | Vb    | 663-664 | present passive <u>iso</u> future passive | that a lot of services <b>have to be paid</b> (will have to be paid) extra although people are insured.   | t:<br>present [+future]                      |
|           | Vb    | 664-665 | present <u>iso</u> future                 | it is to be understood by the people why they <b>have to pay</b> (will have to pay) for health insurance but also for special treatment   | t:<br>present [+future]                      |

|           |       |  |  |  |                       |
|-----------|-------|--|--|--|-----------------------|
|           | Vb    | 670-671  | present passive <u>iso</u><br>present progressive<br>passive | why they <b>are not consulted</b> (being consulted).   | a:<br>[+progressive]  |
| WS03/04_f | Vb    | 685  | modus  | It has broadly been discussed that oil <b>would be</b> (is/<br>was) the true main reason...              |                       |
|           |       |  | non-finite verb form   | ...for the Americans <b>to move</b> (moving) into Iraq.  |                       |
|           | Vb    | 691  | present <u>iso</u> present<br>progressive                    | They are also searching for other weapons that military<br>groups <b>use</b> (are using) against them... | a:<br>[+progressive]  |
|           | Vb    | 692-693  | present <u>iso</u> past                                      | they located a building where they thought weapons were<br>stored they <b>bomb</b> (bombed) the building | t:<br>present [+past] |
|           | Vb    | 693-694  | (L)  | Actions like this give raise to  |                       |
|           | Vb    | 694-695  | present <u>iso</u> present<br>progressive                    | Americans <b>do not bring</b> (are not bringing) change to<br>the better                                 | a:<br>[+progressive]  |
|           | Vb    | 695-696  | present <u>iso</u> present<br>progressive                    | The war has been declared to be over but the fights <b>go</b><br><b>on</b> (are going on)                | a:<br>[+progressive]  |
|           | Vb    | 699  | (agr)  | There <b>was</b> (were) no police...   |                       |
|           | Vb    | 701-702  | Modus - (transfer)   | the robberies <b>could be</b> (were) stopped.  |                       |
|           | Vb    | 713  | present <u>iso</u> present<br>progressive                    | The Americans <b>plan</b> (are planning) elections in Iraq.  | a:<br>[+progressive]  |
|           | Vb/ S | 722-723  | modus + time<br>reference                                    | Those people <b>may be</b> (become) very suspicious  |                       |
|           | Vb    | 729-730  | present <u>iso</u> present<br>perfect                        | Even though this war <b>lasts</b> a long time already  | a:<br>[+perfect]      |
|           | Vb    | 734  | overgeneralization:<br>regular past<br>morphology            | reasons that <b>leaded</b> Bush  |                       |
|           | Vb    | 752-753  | ???  | wanted to have something a child <b>does</b> sometimes<br>demanding things                               |                       |
|           | Vb    | 753  | present progressive<br><u>iso</u> present                    | And it <b>is getting</b> (gets) more interesting   | a:<br>[-progressive]  |
|           | L/ Vb | 759-760  | lexis: wage a war  | United States <b>raises</b> a war  |                       |
|           | Vb    | 761-762  | overgeneralization   | resistance is <b>showed</b>  |                       |
| Vb/ L     | 762   | present passive <u>iso</u><br>present progressive<br>passive | solidarity <b>is lived</b> (is being expressed)              | a:<br>[+progressive]   |                       |

|               |               |                |  |  |                         |
|---------------|---------------|----------------|--|--|-------------------------|
|               | <b>S/ Vb</b>  | <b>762-763</b> | present <u>iso</u> future  | Once WE have something America is interested in and then we <b>are</b> (will be) the ones Mr. President leads war against?!  | t:<br>present [+future] |
|               | <b>Vb</b>     | <b>764-767</b> | present <u>iso</u> present progressive   | In Iraq people probably fear what the Americans <b>plan</b> (are planning) for their country.  | a:<br>[+progressive]    |
|               |               |                |  | Because of the fact that people in Iraq want freedom and democracy they <b>fight</b> (are fighting) the Americans  | a:<br>[+progressive]    |
|               |               |                |  |  |                         |
| <b>SS04_a</b> |               |                |  |  |                         |
| <b>SS04_b</b> | <b>Vb</b>     | <b>849-850</b> | participle <u>iso</u> present progressive<br>transfer: (das ist nicht gut ausgedacht und verwirrend) | In my opinion this is not well thought and <b>confusing</b> (is confusing), especially for BA students.  |                         |
| <b>SS04_c</b> | <b>Vb</b>     | <b>868-869</b> | past passive <u>iso</u> past progressive passive   | The tape was passed on to the police and the man <b>was searched</b> (was being searched) for by radio nad television.   | a:<br>[+progressive]    |
|               | <b>Vb</b>     | <b>879-880</b> | present <u>iso</u> present progressive   | The modern technology that is used for precaution gives them the feeling that somebody <b>cares</b> for them and <b>watches</b> (is caring and watching) out for criminal behaviour. | a:<br>[+progressive]    |
|               | <b>Vb</b>     | <b>882</b>     | present <u>iso</u> present progressive   | voices against the public observation <b>get</b> (are getting) louder.   | a:<br>[+progressive]    |
|               | <b>Vb</b>     | <b>904</b>     | non-finite verb form   | At the end of the day one can never be sure <b>to prevent</b> (of preventing) an attack by these means   |                         |
| <b>SS04_d</b> | <b>Vb</b>     | <b>914-915</b> | present <u>iso</u> present progressive   | As a matter of fact, people <b>spend</b> (are spending) more and more time watching television.  | a:<br>[+progressive]    |
|               | <b>L</b>      | <b>926-927</b> | modus  | One <b>may</b> (should) not underestimate the influence  | a:<br>[+progressive]    |
|               | <b>Vb</b>     | <b>932</b>     | present passive <u>iso</u> present progressive passive   | Therefore, a public fashion <b>is created</b> (being created) by different industries.   | a:<br>[+progressive]    |
|               | <b>Pr/ Vb</b> | <b>936-937</b> | non-finite verb form   | dressing according to the fashion is without doubt a precondition <b>to be</b> (for being) successful  |                         |

|        |     |   |  |  |  |
|--------|-----|---|--|--|--|
| SS04_e | Vb  | 952-953                                   | present perfect <u>iso</u><br>past   | When I <b>have started</b> (started) University in 1997...   | t/a:<br>present perfect<br>[+past][-perfect] |
|        |     |   | ...the subject of Intercultural Communication <b>has been</b><br>(was) brand new | t/a:<br>present perfect<br>[+past][-perfect]   |  |
|        | Vb  | 955-956                                   | past <u>iso</u> present<br>perfect   | this is the reason why this subject <b>attracted</b> (has<br>attracted) so as many students...   | t/a:<br>past<br>[+present][+perfect]         |
|        |     |   | past <u>iso</u> present<br>perfect   | ...as it <b>did</b> (has) for the last 5 years   | t/a:<br>past<br>[+present][+perfect]         |
|        | Vb  | 964-965                                   | present <u>iso</u> future  | students will receive a full degree after ... They <b>have</b><br>(will have) the possibility to either attend a MA program<br>or apply for a job.                   | t:<br>present [+future]                      |
|        | Vb  | 968-969                                   | present <u>iso</u> future  | The BA is an internationally accepted degree, and<br>therefore students (will) also <b>have</b> the chance to  | t:<br>present [+future]                      |
|        | Vb  | 977-978                                   | present <u>iso</u> present<br>progressive  | I <b>argue</b> (am arguing), most of the people who employ<br>academics are  | a:<br>[+progressive]                         |
|        | Vb  | 979-980                                   | present perfect<br>passive <u>iso</u> past<br>passive                            | I have just recently read polls about .... Most of the<br>managers... who <b>have been questioned</b> (were<br>questioned) did not know                              | t/a:<br>present perfect<br>[+past][-perfect] |
|        | Vb  | 984                                       | present <u>iso</u> present<br>progressive  | Therefore I <b>argue</b> (am arguing) that   | a:<br>[+progressive]                         |
|        | Sp  | 985-987                                   | present <u>iso</u> future  | the process of putting the concept into reality has just<br>started and it <b>takes</b> (will take) much more time to create<br>a system that actually works well... | t:<br>present [+future]                      |
|        | Vb  |   |  | ...and <b>suits</b> (will suit) all students in the long run   | t:<br>present [+future]                      |
|        | Vb  | 991                                       | present <u>iso</u> present<br>progressive  | Right now, students in Chemnitz <b>suffer</b> (are suffering)<br>from bad study conditions   | a:<br>[+progressive]                         |
|        | Vb  | 996-997                                   | negation   | To shorten the study process might be a solution but I<br>doubt that the students <b>won't lack</b> (will lack) academic<br>knowledge                                |  |
| Vb     | 999 | present <u>iso</u> present<br>progressive | To sum up my ideas I <b>argue</b> (am arguing) that                              | a:<br>[+progressive]   |  |

|               |           |                  |   |  |                         |
|---------------|-----------|------------------|---|--|-------------------------|
|               | <b>Vb</b> | <b>1001-1002</b> | future <u>iso</u> present                       | in the near future will definitely be an advantage for students who <b>will apply</b> (apply) for jobs   | t:<br>future [+present] |
| <b>SS04_f</b> | <b>Vb</b> | <b>1023-1024</b> | present progressive<br><u>iso</u> present       | If TV says "Buy it" – the majority of people will follow that slogan. If women and men <b>are</b> finally <b>doing so</b> (do so), the makers of advertising spots ... have ... succeeded. | a:<br>[+progressive]    |
|               | <b>Vb</b> | <b>1034</b>      | (agr)   | nevertheless they <b>wants</b> (want)  |                         |
|               | <b>Vb</b> | <b>1049</b>      | non-finite verb forms                           | each of us should think about, if it is worth <b>to follow</b> (following) the present trend   |                         |
| <b>SS04_g</b> | <b>Vb</b> | <b>1057</b>      | non-finite verb forms                           | Millions of Euros are spent for <b>making</b> (to make) a product interesting  |                         |
|               | <b>Vb</b> | <b>1061-1062</b> | past perfect passive<br><u>iso</u> past passive | a fashion store in chemnitz which opened in last years September. To ad for customers, thousands of Euros <b>had been spent</b> (were spend).  | a:<br>[-perfect]        |
|               |           | <b>1086</b>      | non-finite verb form                            | What I was trying to do is <b>to give</b> an overview about it.  |                         |

### Appendix 8: Distribution of Used Tenses per Person, Arranged according to Level of Proficiency

|                | Corpus/ Person Reference. | Simple Present | Present Progressive | Present Perfect | Present Perfect Progressive | Simple Past | Past Progressive | Past Perfect | Past Perfect Progressive | Simple Future | Future Progressive | Future Perfect | Future Perfect Progressive |
|----------------|---------------------------|----------------|---------------------|-----------------|-----------------------------|-------------|------------------|--------------|--------------------------|---------------|--------------------|----------------|----------------------------|
| <b>Level 1</b> | SS03_a                    | 31             |                     | 3               |                             | 7           |                  | 2            |                          | 2             |                    |                |                            |
|                | SS03_b                    | 56             | 2                   | 11              | 1                           |             |                  |              |                          | 4             |                    |                |                            |
|                | SS03_c                    | 22             | 1                   | 2               |                             | 18          |                  |              |                          | 2             |                    |                |                            |
|                | WS03/04_a                 | 67             |                     | 2               |                             | 8           | 2                | 2            |                          | 2             |                    |                |                            |
|                | WS03/04_b                 | 42             |                     | 7               |                             | 10          |                  | 1            |                          | 3             |                    |                |                            |
|                | WS03/04_c                 | 33             | 3                   | 7               |                             | 27          |                  | 1            |                          | 7             |                    |                |                            |
|                | SS04_a                    | 36             | 4                   | 7               |                             | 4           |                  |              |                          | 3             |                    |                |                            |
| <b>Σ</b>       |                           | <b>287</b>     | <b>10</b>           | <b>39</b>       | <b>1</b>                    | <b>74</b>   | <b>2</b>         | <b>6</b>     |                          | <b>23</b>     |                    |                |                            |
| <b>Level 2</b> | SS03_d                    | 36             | 3                   | 4               |                             | 13          |                  | 2            |                          | 1             |                    |                |                            |
|                | SS03_e                    | 74             | 7                   | 1               |                             | 10          | 2                |              |                          | 8             |                    |                |                            |
|                | SS03_f                    | 76             | 3                   | 4               |                             | 2           |                  |              |                          | 4             |                    |                |                            |
|                | WS03/04_d                 | 32             | 1                   | 3               |                             | 10          |                  |              |                          | 4             |                    |                |                            |
|                | SS04_b                    | 40             | 4                   | 1               | 1                           |             |                  |              |                          | 5             |                    |                |                            |
|                | SS04_c                    | 43             | 4                   | 3               |                             | 9           |                  | 1            |                          |               |                    |                |                            |
|                | SS04_d                    | 33             | 1                   | 1               |                             | 1           |                  |              |                          |               |                    |                |                            |
|                | SS04_e                    | 58             | 1                   | 9               |                             | 5           |                  |              |                          | 9             |                    |                |                            |
|                | SS04_f                    | 67             | 2                   | 3               |                             |             |                  |              |                          | 3             |                    |                |                            |
| <b>Σ</b>       |                           | <b>459</b>     | <b>26</b>           | <b>29</b>       | <b>1</b>                    | <b>50</b>   | <b>2</b>         | <b>3</b>     |                          | <b>34</b>     |                    |                |                            |
| <b>Level 3</b> | SS03_g                    | 60             | 4                   | 1               |                             | 3           |                  |              |                          | 2             |                    |                |                            |
|                | WS03/04_e                 | 52             | 3                   | 3               |                             | 4           |                  |              |                          | 6             |                    |                |                            |
|                | SS04_g                    | 59             | 3                   | 2               |                             | 4           | 1                | 1            |                          | 4             |                    |                |                            |
| <b>Σ</b>       |                           | <b>171</b>     | <b>10</b>           | <b>6</b>        |                             | <b>11</b>   | <b>1</b>         | <b>1</b>     |                          | <b>12</b>     |                    |                |                            |
| <b>Level 5</b> | WS03/04_f                 | 38             | 4                   | 12              |                             | 21          |                  |              |                          | 4             |                    |                |                            |
|                | WS03/04_g                 | 55             | 5                   | 6               |                             | 22          |                  |              |                          | 7             |                    |                |                            |
| <b>Σ</b>       |                           | <b>93</b>      | <b>9</b>            | <b>18</b>       |                             | <b>43</b>   |                  |              |                          | <b>11</b>     |                    |                |                            |

## **Selbständigkeitserklärung**

Ich versichere, dass ich die vorliegende Arbeit selbst verfasst und dafür ausschließlich die angegebenen Texte und Quellen verwendet habe. Alle wörtlich übernommenen Aussagen sind als Zitate eindeutig gekennzeichnet. Die Herkunft der indirekt übernommenen Formulierungen ist angegeben.

Chemnitz, den 13. September 2005