



Morphosyntactic Influence Of L1 (Punjabi) On L2 English: A Study Of Possessive Adjectives

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Abstract

The paper investigates the Morphosyntactic influence of L1 (Punjabi) on L2 (English) in the use of possessive adjectives by intermediate level students in ESL Class room setting. It also focuses how the difference between the possessive adjectives of both the languages creates hurdles in the process of learning of second language. It further suggests effective procedure to control the erroneous constructions of second language learners in the use of possessive adjectives. It also concentrates on improving the writing and speaking skills of the learners by removing the chances of errors in the use of possessive adjectives of second language. It also implies that the effective teaching of possessive adjectives promotes the process of second language learning. For the study, a questionnaire was distributed among randomly selected 36 students of intermediate level to record their second language constructions in which they were to use possessive adjectives. In the light of evidence found in this research, it is concluded that for aggrandizing the process of L2 learning and for developing the writing and speaking skills of the learners, the appropriate use of possessive adjectives of L2 cannot be ignored.

1. Introduction

Morphosyntactic influence of L1 on L2 is an important area of study in second language learning (Kimppa et al, (2019). The learners of second language commit serious errors in their formations of second language structures (Peric et al, 2017). The researchers of second language learning have been endeavoring to mitigate the obstructions of second language learners (Zhao, 2019). To promote the process of source language learning, the teachers, linguists and researchers introduced different methods and techniques and different eras of history (Molina et al, 2013). The objective behind the innovation of these methods and approaches was to assist the learners of second language (Anil, 2017).

2. Sources That Influence Second Language Learning

The linguists and the second language researches describe two main sources of errors in the learning of second language (Ratnaningsih, 2019). These two dominant sources include:

- i. Interlingual errors
- ii. Intralingual errors

2.1. Interlingual Errors

Interlingual errors are those errors which the learners commit due to the mother language influence (Ahmed et al, 2016). Interlingual errors take place when the first language structure, rules and features interfere in the learning of second language. It is an acknowledged fact that the adult learners take help from the language which they have internalized during their childhood (Darling Hammond et al, 2020). This internalized considered the mother language or the first language of the learners (Hoque, 2017). The first language creates the serious side effects on the learning of second language if the first language and second language are different from each other (Abbas et al, 2018). The learners produce erroneous, incorrect and ungrammatical second language constructions because of interlingual influence of the first language.

2.2. Intralingual Errors

Intralingual errors occur due to elucidation, over rationalization, defective teaching, hyper rectification, guestimation of invalid notions, ossification, circumvention and deficient learning (Björkegren, (2018).

2.2.1. Elucidation

Many of the intralingual errors of second language learners are due to elucidation. Instead of using complex and complicated pattern of target language, the learners use simple and straight forward patterns of source language (Neuser, 2017). Consequently, they produce erroneous constructions of second language. For example the learners use present progressive in place of present perfect continuous in their formations of target language.

2.2.2. Over Rationalization

The second language learners, very often over rationalize the rule of target language and develop ungrammatical patterns of target language. For example in English

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language, past and past perfect of regular verbs are made by adding 'ed' at the end of the simple form of verbs. The second language learners over rationalize this rule and add 'ed' at the end of irregular verbs also for producing the 'past' and 'past participle' of English language. Such as in (Table 1):

Table 1: Marking of wrong morphological inflection of irregular verbs

Irregular Verbs	Wrong Morphological Inflection
Buy	Buyed
Eat	Eated
Keep	Keeped
Say	Sayed

2.2.3. Defective Teaching

Sometimes, the teachers of second language are not clear about the certain rules and terms of source language. This ambiguity of teachers automatically comes in the learners and they produce erroneous constructions of target language. For example; the teacher pronounces the word 'soccer' wrongly. He pronounces it /sɒs. ə/ instead of /sɒk. ə/. The learners will also do the same. Similarly, if the teacher is not clear about making the plurals of irregular nouns, the learners will also learn the same as they are taught by their teachers. Mostly, this practice is observed in the early levels of education where teachers are less competent and ignorant of many rules and patterns of target language.

2.2.4. Ossification

Some ungrammatical, erroneous and imperfect rules of second language are ossified in the minds of second language learners (Popa, 2016). They apply these indurate rules in their formations of target language. These wrong patterns of source language either fossilize in the mind of the learners in their early learning or they themselves make them the permanent part of their minds.

2.2.5. Circumvention

The learners of second language circumvent the complex syntactic structures and use the simple ones (Shin, 2017). In this struggle they produce erroneous formations of target language. For example the learners instead of using the syntactic pattern; 'Our team scored a goal', they avoid the complex pattern about which either they have no

knowledge or they want to avoid the complexity. They produce the sentence such as in example (1):

1. 'Our team made a goal'.

2.2.6. Hyper Rectification

In hyper rectification the learners think that they are using the certain rules correctly but they produce the incorrect construction of the target language (Huber et al, 2019).

For example; the learners use the following structure;

2. He is taller than 'me'.

In example (2), the learners have put 'me' instead of first person pronoun 'I'.

2.2.7. Deficient Learning

Sometimes, the learners of second language commit errors due to their defective learning (Amara, 2015). The learners do not have the proper knowledge about the certain rules of target language. They apply these rules and produce ungrammatical constructions of source language.

In English language, with third person singular, the morphological inflection of 's' or 'es' is added with the verb of sentence. Due to their deficient learning, the learners also apply this rule of adding 's' or 'es' with first person singular, first person plural, second person singular, second person plural and with third person plural as in example (3).

3. 'They goes to college'.

The right sentence is 'They go to collage'.

2.2.8. Guesstimation of Invalid Notions

Many of the second language learners guesstimate about invalid notions of target language (Hartshorne et al, 2018). The source language learners consider 'is', 'are', 'am' are the markers of the present tense and 'was', 'were' are the markers of past tense. The learners use them in their second language learning and produce incorrect constructions of target language such as in example (4) and (5).

4. 'I am go to college'.

5. 'She is walk two mile daily'.

3. Error Analysis and Contrastive Analysis

It is no doubt that learners of second language, commit errors in their written and spoken discourses while learning source language (Lamia, 2016). To facilitate the process of learning, it is the responsibility of the teachers to identify the errors committed by second language learners (Adwani & Shrivastava, 2017). After that the teacher should know the factors which are bringing about these errors.

To find out the errors committed by the second language learners, the first theory which are of the opinion that the errors committed by the second language learners are due was introduced by Robert Lado (1957) was contrastive analysis (Mahmood & Murad, 2018). The theorists of contrastive analysis focus on interlingual influence of L1 on the learning of L2. Despite of the popularity of contrastive analysis, the critics of contrastive analysis demonstrated that it has also some limitations as many errors committed by second language learners are not due to mother language influence (Al-Khreshen, 2016).

Robert Lado (1957) laid down the foundation of contrastive analysis in his famous book *Linguistic Across Cultures* (Bilal et al, 2013). He described in his book that the similarity between first language and second language facilitates the process of learning (Salmona, 2014). On the other hand, the disparity between L1 and L2 creates difficulty in second language learning (Andreou & Segkria, 2017). This hypothesis was very helpful for the second language teachers to point out the errors committed by the learners due to influence of mother language.

The objective of present study is to explore Morphosyntactic influence of L1 Punjabi on the learning of second language English in the specific area of the usage of possessive adjective/pronouns of second language. The researchers have used various terms such as language transfer, cross linguistic influence, language mixing, and language interference for the hurdles created by mother language in the learning of target language. According to the researchers the transfer of mother language in the learning of second language is of two kinds.

1. Negative transfer
2. Positive transfer

3.1. Negative Transfer:

Negative transfer takes place when the rules, structure features and of first language become problematic for the learning of second language (Derakhshan & Karimi, 2015). The sentence structure of Punjabi language is:

Subject + Object + Verb

and the sentence structure of target language (English) is;

Subject + Verb + Object

If the learners produce the structure of English language according to the first language Punjabi, that is;

'He college goes' instead of 'He goes to college' it means that the learners of English are displaying negative transfer at structure level because they are producing the structure of their mother language in the formations of the structure of target language. Similarly, in the use of tenses, nouns, pronouns, verbs, adverb, conjunction and adjectives the second language learners show negative transfer because of the influence of their native language as in example (6).

6. *'oh* *matha* *matha* *turda*
he. M.3.S slowly.ADV slowly.ADV walk.IPFV.PRS.M.3Sg

ay'

be.PRS.M.3.Sg

'He walks lowly'.

Due to Morphosyntactic influence of L1 (Punjabi), the learners use the duplication pattern of Punjabi language and produce erroneous constructions of L2 (English). Such as in example (7);

7. 'He slowly slowly walk'.

Here the first language influences the structure of target language (English), and the learners produce erroneous construction of target language. The correct structure of target language will be like this such as example (8);

8. 'He walks slowly'.

Moreover, there is no need of repetition of adverb (slowly) in the sentence.

3.2. Positive transfer

Positive transfer takes place when the rules, structure, knowledge and features of first language help out the learners in the learning of second language. It happens mostly in the languages which are similar to each other in their sentence structure, features and rules.

For instance; English language and French language are similar to each other by many ways. Consequently, the second language learners face fewer difficulties in the learning of these languages. The structural features and rules of these languages assist the learners in the making of second language constructions. Selinker (1969) reported many sources of errors (Song, 2012). These sources include native language interference, intralingual errors/developmental errors, overgeneralization, hyper correction, faulty teaching, fossilization, avoidance, inadequate learning and false concepts hypothesized.

Language transfer involves pronunciation, word order, grammar, semantic transfer, pragmatic transfer and culture transfer.

4. Background of the Study

As the second language learning is the vast area of study, therefore, it attracted many renowned linguistics of the world. It was Uriel Weinrich (1953) who first gave the idea of cross linguistic influence in his famous book *Language in Contact*. Robert Lado (1957) also explored this concept of transfer in his famous publication *Linguistic Across Cultures* (Wang & Xiang, 2016). No doubt, this publication of Lado (1957) was a remarkable contribution in the area of second language learning. Lado pointed out that the features of target language which are similar to the mother language are easy to handle for the learners of second language. He also described that there are certain features of target language which create problems for the learners and the learners feel difficulty in handling these features. The result of this difficulty is slow learning on the part of learners. Sometimes the knowledge of L1 facilitates the learners in understanding and using the second language. (Positive Transfer)

Sometimes, the knowledge of second language creates serious hurdles in the learning of L2 rules, morphology and syntax. (Negative transfer)

It has been observed by various researchers that the culture of second language learners creates serious side effects on the learning of target language. If the cultural differences are greater the learning of second language would be more problematic. There are certain features, concepts, ideas, things, festivals and activities

of second language culture for which no word exists in other language either those concepts are not found in the society of the learners. Such ideas are difficult to understand by the learners and resultantly, the process of learning is badly affected.

Lado (1957) introduced the idea of contrastive analysis in order to analyze the errors the second language learners. He considered only the first language was responsible for errors in the learning of the source language. Though it is difficult to obtain native speakers' like ability in the using and understanding of target language yet the high level of proficiency and accuracy can be achieved through mitigating and removing the hurdles and difficulties which the second language learners face while acquiring the second language.

There are certain important factors that influence the complicated process of source language learning. These factors include, social factors, cultural factors, lack of motivation, quantity and quality of input and age factor. The most dominating factor is the overwhelming domination of previous learned language which has taken roots in the mind of the learners.

5. Previous Studies

Ahmed et al, (2016) in their study probed out grammatical errors of L2 learners in their written compositions. They investigated that the subject-verb agreement were the greater errors in comparison with other errors committed by the second language learners. They concluded that these errors were mostly due to interlingual influence of the native language of the learners.

Ali Akbar Khansir (2012), in his research paper examines the three fundamental theories of second language learning. These basic theories are contrastive analysis, errors analysis and interlanguage theory of second language learning.

Yasir Mubarak et al, (2020) conducted their research on five theses from a university in Jakarta. He used qualitative method of research for data analysis. The basic objective of his research was to investigate the grammatical errors which occur during second language learning. Yasir, in this research pointed out seventeen sorts of errors which were related to various grammatical categories. These errors were; article errors (definite and indefinite articles), punctuation errors, errors belonging to the subject-verb agreement, errors of disorder in syntactic pattern, errors connected with plurals, wrong use of prepositions, passive voice violations, errors of narrations, miss use of capitalization, erroneous use of auxiliary verbs. He

demonstrated that these errors were because of first language influence in which the first language exerts in the process of second language learning.

Headri Gayo et al, (2018) in his research pointed out the morphological and syntactical reasons that were the primary cause of errors in the written statements of Junior High School learners of Indonesia. In this search Headri applied qualitative method for data collection. He included the errors of omission, substitution and addition in the category of morphological errors. The morphological errors were related to derivational and inflectional errors. These errors were sub categorized as the errors of prepositions, articles (definite and indefinite) errors related to copula (be), errors related to personal pronouns, wrong use of auxiliary verbs and errors related to the use determiners.

The other types of errors were the errors of wrong syntax. He pointed out these errors in the form of omission, substitution and addition. These syntactical errors were related to the errors of narration (passive voice), wrong use of tenses of source language, noun - phrase errors, errors in the use of auxiliary verbs and errors related to the subject-verb agreement of target language. He investigated that interlingual and intralingual factors were involved in the occurrence of these errors.

Sita Ratnaningsih et al, (2019), in their study took thirty learners of second language of grade eleven as a sample and conducted the research on their written work. The researchers found that interlingual influence of native language of learners was the main reason behind the errors of these learners.

Nasiru Bello Abubakar et al, (2017), pointed out in their research that first interfering during the use of adjectives of target language. They conducted their research on Senior Secondary School students in Nigeria. The qualitative method was used for the research under discussion. The sample of twenty students of final year was taken from Government Secondary School. Out of two hundred responses, sixty six errors of wrong position of adjective were recorded by the researchers. These errors were also due to the interlingual influence of native language on the learning of target language.

Mohammad Hammad Al (2017), investigated in his study that various features of first language interfere in the learning of target language. The researcher conducted in his study that two types of transfers; negative and positive transfer occur during second language learning. He further pointed out that contrastive analysis was the fundamental theory for investigating the influence of first language on the learning of source language.

Ali Akbar Khansir et al, (2019), in his study pointed out that contrastive analysis analyses two languages; mother language and target language. The method also investigates the affinity and divergence which are found in the languages under observation.

6. Aim and Objectives of the Study

The basic objective of the study under observation is to find out the Morphosyntactic influence which takes place during the learning of possessive adjectives of second language. It is an obvious fact that in Pakistan English is learnt as second language in class room setting only. Many factors influence this learning process of second language. In this study, the primary factors which hinder the learning of possessive adjectives of second language will be examined. The major focus of attention in this study is influence of native language on the learning possessive adjectives of second language.

Without removing the errors of the learners the attainment of accuracy in speaking and writing English is impossible. For this purpose, first of all the identification of errors is more important. After identification of errors, comes the point of description of errors, explanation of errors and evaluation of errors, what are the factors which bring about these errors? Without knowing the factors of errors, they cannot be eradicated. It is essential to know the reason behind these errors. After knowing the reason, the errors can be rooted out systematically. No doubt, the errors are considered to be the part of learning, but their eradication is also very important for accuracy and appropriateness of speaking and writing.

In the present study, it will be tried to investigate why second language learners of the Punjab commit errors in the use of possessive adjectives of target language. These second language learners have been learning English as compulsory subject since their nursery class. The study will explore the factors which are the major cause of trouble in the possessive adjectives of English language.

The major aims of this research are:

1. To probe the Morphosyntactic influence of L1 on the learning of L2 in the use of possessive adjectives.
2. To investigate the factors behind the Morphosyntactic influence on English as second language.
3. To explore the strategies the second language learners apply while using the possessive adjectives of English language.

4. To make the teacher apprised about the reasons behind this influence.
5. To point out how this Morph Syntactic influence of possessive pronoun is problematic for second language learners.

7. Whom to Empower

To mitigate the problems of second language learners in the use of second language is the fundamental issue of teachers of the second language. For this purpose they use different methods and techniques while teaching the source language. The objective behind all this is to facilitate the process of learning by every possible way. No doubt, the teachability can be made more effective and the learnability can be accelerated by removing the difficulties which involve in the process of learning. The present research will replenish and appropriate insight and understanding to the teachers of second language. It will also empower them to manage the interlingual problems of native language in a more suitable way.

If the teacher is acquainted with the problems of transfer of mother language which implicate the teaching process of second language, he can tackle the difficulties of his ESL learners in a better way. The research will also make the teacher aware that the knowledge of the linguistic and cultural environment of the learners is very helpful for the teachers of second language. The research will bestow better opportunities to the teachers to teach the second language more effectively. Homogeneity of errors committed by learners sharing the same background will provide to teacher a better awareness about the factors behind errors and how to handle these erroneous patterns of second language.

Although the major concern of present study is on exploring the interlingual influence of native language (Punjabi) on the learning of target language (English) yet this study will be very helpful in understanding the nature of language of learning in many contexts. Definitely, this research will amputate many problems of the teachers as well as the learners of second language. The research will enable the teacher to teach second language more effectively and will assist the learners to use possessive adjective of second language more accurately.

8. Significance of the Research

The major concern of the research of the research under discussion is to point out the Morphosyntactic influence which the L1 exercises in the use of possessive adjectives of English language. The major focus of this research is the interlingual influence of mother language in the application of possessive adjectives of target language. The research will also high light many other areas of second language learning. It will also

remove many hurdles of second language learners, they have to face while acquiring second language.

- The research will be helpful in enhancing the learners' capability of source language learning.
- It will also be very contributive in enlarging the teachers' vision and knowledge about the languages under observation.
- The study will assist in broadening the teachers' knowledge about the learners' difficulties which they face while learning target language.
- The research will also facilitate the learners of second language to learn the target language more efficiently and assist the teachers in teaching the second language more competently.

11. Research Question

Do the possessive adjectives of L1 (Punjabi) influence the learning of English as second language?

12. Methodology

a) Research Design

For the study under consideration, the qualitative research method has been adopted for data collection. As the nature of the research demands qualitative method, therefore, the qualitative method suits it better.

b) Population

The population of the study was the students of intermediate class belonging to tehsil Bhalwal of Sargodha district. These learners were the Punjabi speaking and they were learning English as second language in ESL class room in public sector colleges.

c) Sample

Thirty six students of intermediate level were randomly selected from three institutions where English was taught as second language.

d) Tools

The tool used for this study was a questionnaire consisted on twelve sentences related to possessive adjectives of first person singular (masculine), first person singular (feminine), first person plural (masculine), first person plural

(feminine), second person singular (masculine), second person singular (feminine), second person plural (masculine), second person plural (feminine), third person singular (masculine), third person singular (feminine), third person plural (masculine), third person plural (feminine), written on a paper sheet. These 12 sentences were arranged in which the learners of second language were to use possessive adjectives of second according to their persons such as first, second or third persons.

e) Procedure

The questionnaire comprised on twelve sentences was distributed among randomly selected 36 learners both boys and girls. Eighteen learners were randomly selected from girls' college and eighteen others were randomly selected from boys' college. The native language of the learners was Punjabi and they also belonged to Punjabi culture. The underlying purpose of the test was to find out the Morphosyntactic influence of possessive adjectives in ESL Class room.

13. Steps in Data Analysis

According to Corder (1973), there are five steps of Error Analysis:

While conducting error analysis, the following steps are included in the process:

1. Samples of learners.
2. Identification of the influence.
3. Description of the influence
4. Explanation of the influence
5. Evaluation of the Influence

14. Findings and Data Analysis

The idiosyncratic peculiarity of possessive adjectives of Punjabi and English language creates difficulty for the learners while constructing the sentences of source language in which possessive adjectives are used.

The study and analysis show that in Punjabi language there is only one possessive adjective '*apna*' which is used by making slight derivational changes within the root word that is '*apna*'. A question consisted of twelve sentences was given to the second language learners. The following results were concluded from the study.

1. Wrong use of possessive adjectives :	126
2. Wrong use of morphological inflections in the use of verbs :	180
3. Avoidance	104
4. Wrong syntactic patterns	71

There were total 126 sentences in which the learners used wrong possessive adjectives of second language due to the Morphosyntactic influence of L1 (Punjabi) on L2 (English). The findings of the study bear evidence that the mother language interference creates serious hurdles in the learning of second language if the two languages have less common features between them. Only one possessive adjective in Punjabi and many in English according to their (persons) are really problematic for the Punjabi second language learners of English. The availability of one possessive adjective ‘*apna*’ for all “Persons” in Punjabi and the availability of many possessive adjectives in English, according to the change in “Persons” is a great fact. This fact hinders the progress of second language learners. Therefore, the Punjabi learners produce erroneous constrictions of second language. That is why; their speaking and writing skills are badly affected.

The intermediate level students on whom this research was conducted had been learning English as compulsory subject since their nursery level. Even after twelve year of learning these learners were committing errors in the use of possessive adjectives of English language due to dominating influence of first language.

The present study is essentially concerned with the use of possessive adjectives by the second language learners, for the correct usage, the learners should have the knowledge of appropriate possessive adjectives in their related contexts. In Punjabi language, only one possessive adjective is used for all contexts that is ‘*apna*’. This possessive adjective ‘*apna*’ is slightly changed according to the requirements of the sentence. This slight change is made only within the possessive adjective of the Punjabi language.

For instance;

First Person Singular (Masculine)

1. <i>main</i>	<i>apna</i>	<i>sabaq</i>	<i>yad</i>
i. NOM.M.1.Sg	my. POSS	lesson.OBJ	learn.PRS.1PFV
<i>krainda</i>	<i>haan’.</i>		

do..PRS.M.1.Sg be.PRS.M.1.sg

I learn my lesson.

First Person Singular (Feminine)

2. 'main apna sabaq yad kraindi
i. NOM.F.1Sg my. POSS lesson.OBJ learn.PRS.1PFV do.PRS.F.1.Sg
haan'.

be.PRS.F.1.sg

I learn my lesson.

First Person Plural (Masculine)

3. 'asi apna sabaq yad .
we. NOM.M.1.Pl our. POSS lesson.OBJ learn.PRS.1PFV
krainday haan'.

do.PRS.M.1.Pl be.PRS.M.Pl

We learn our lesson.

First Person Plural (Feminine)

4. 'asi apna sabaq yad kraidian
we. NOM.1.Pl our.POSS lesson.OBJ learn.PRS.1PFV do.PRS.F.1.PL
haan'.

be.PRS.F.PL

We learn our lesson.

Second Person Singular (Masculine)

5. 'tu apna sabaq yad
you.NOM.2.Sg Your.POSS lesson.OBJ learn.PRS.1PFV
krainda ain'.

do.PRS.M.2.Sg be.PRS.M.2.Sg

You learn your lesson.

Second Person Singular (Feminine)

6. *'tu* *apna* *sabaq* *yad*
you.NOM.F.2.Sg your.POSS lesson.OBJ learn.PRS.1PFV
kraindi *ain'*.
do.PRS.F.2.Sg be.PRS.F.2.sg

You learn your lesson.

Second Person Plural(Masculine)

7. *'tusi* *apna* *sabaq* *yad*
you.NOM.M.2.Pl your.POSS lesson.OBJ learn.PRS.1PFV
krainday *ho'*.
do.PRS.M.2.Pl be.PRS.M.2.Pl

You learn your lesson.

Second Person Plural(Feminine)

8. *'tusi* *apna* *sabaq* *yad*
you. NOM.F.2,Pl your.POSS lesson.OBJ learn.PRS.1PFV
kraindiyan *ho'*.
do.PRS.F.2.Pl be.PRS.F.2.Pl

You learn your lesson.

Third Person Singular (Masculine)

9. *'oh* *apna* *sabaq* *yad*
he NOM.M.3.Sg his.POSS lesson.OBJ learn.PRS.1PFV
krainda *ay'*.

do.PRS.M.3.Sg be.PRS.M.3.Sg

He learns his lesson.

Third Person Singular (Feminine)

10. *'oh* *apna* *sabaq* *yad*
she. NOM.F.3.Sg her.POSS lesson.OBJ learn.PRS.1PFV

kraindi *ay'.*

do.PRS.F.3.Sg be.PRS.F.3.Sg

She learns her lesson.

Third Person Plural (Masculine)

11. *'oh* *apna* *sabaq* *yad*
They.NOM.M.3.Pl their.POSS lesson.OBJ learn.PRS.1PFV

krainday *nain*

do.PRS.M.3.Pl be.PRS.M.3.Pl

They learn their lesson.

Third Person Plural (Feminine)

12. *'oh* *apna* *sabaq* *yad*
they. NOM.F.3.sg their.POSS lesson.OBJ learn.PRS.1PFV

kraindiyan *nain.*

do.PRS.F.3.Pl be.PRS.F.3.Pl

If the given sentences of Punjabi language are observed, it will be found that only one possessive adjective '*apna*' is being used for all the categories of persons, that are first persons, second persons and third persons. On the other hand in English language every 'Person' has its own possessive adjective.

For instance;

Persons

Possessive Pronouns

13. First person (Singular) 'I' is followed by 'my'

- | | | |
|-----|--|-------------------------------|
| 14. | First person (Plural) | 'We' is followed by 'our' |
| 15. | Second person | 'You' is followed by 'your' |
| 16. | Third person (Singular Masculine) | 'He' is followed by 'his' |
| 17. | Third person (Singular Feminine) | 'She' is followed by 'her' |
| 18. | Third person (Plural Feminine/Masculine) | 'They' is followed by 'their' |

15. Discussion

The use of possessive adjectives is an essential part of all the language of the world. In some language of the world the possessive adjectives are not used. In these languages, only the slight changes in verb can do the job of possessive adjective as is found in Arabic language. Similarly, in Punjabi language one possessive adjective that is '*apna*' is found. This possessive adjective is used with all the "Persons" by making minor derivational inflections within the root word for instance: it is used in the form of '*apna, apnay, apnon, apni*'. These are some possessive adjectives which are found and employed in Punjabi language for all kind of sentence and social contexts. It can be observed that the root word of Punjabi possessive adjectives remains the same. It is used for different contexts by introducing paltry inflections within the root possessive adjectives.

On the other hand, in English language with the change of person the possessive adjective is also changed. With "I" possessive adjective "my" is used. With 'we' possessive adjective 'our' is used. With 'you' possessive adjective 'your' is used. With 'he' possessive adjective 'his' is used. With 'she' possessive adjective 'her' is used. With 'they' possessive adjective 'their' is used. This variety of use of possessive adjectives in English language and only one possessive adjective in Punjabi language create problems for the second language learners of English. Due to the negative transfer of mother language, the second language learners produce wrong constructions of second language sentences.

16. Implications of the Study

The present research seems to suggest that the teachers of second language should bear in mind the difficulties of the learners in the use of possessive adjectives. These possessive adjectives of English create hurdles for the learners and the process of learning is inaccurately affected. No doubt, many good teachers of English have many good methods and techniques of teaching but the best method is that in which the chances of erroneous constructions are next to nothing. In the exams of the students, mostly written work is given prior preference. The teachers should make special effort in the teaching of possessive adjectives of English language. It is amazing, if the

intermediate level students commit such errors and on such large scale. There should be proper guide line for the second language learners in the use of possessive adjective. So that the chances of errors in the use of possessive adjectives can be minimized and the writing and speaking skills of the learners can be enhanced.

17. Conclusion

As errors and mistakes are part of learning therefore, the learners should not bother much about these errors. It is the responsibility of the teacher to facilitate the learners in writing and speaking correct English. If there occur some error, the teacher should guide the learners properly. The errors of possessive adjective can also be reduced by showing small effort on the part of teachers as well as on the part of learners. The present study shows that the wrong use of possessive adjective is creating serious side effects in the constructions of target language by the Punjabi students. The study suggests that by removing these errors of possessive adjectives, the writing and speaking skills of the learners can be improved.

18. The Delimitation of the study

The study is essentially focused on the written work of the learners. The other three skills like listening, speaking and reading are not touched upon in the study.

The study encompasses on the use of possessive adjective by the intermediate level students. Many other fields of Morphosyntactic influence, cross linguistic influence and mother language interference are not included in the study and are to be considered for further research.

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