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Investigating English Language Students' Causes of Tense Errors in Essay Writing

(The Case of First Year University Students at Ibn Khaldoun University-Tiaret)

A DISSERTATION SUBMITTED FOR PARTIAL FULFILMENT FOR THE REQUIREMENTS OF THE MASTER DEGREE IN DIDACTICS

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Dedication

I dedicate this work to

My parents who always encourage me

My sisters Leila and Manar who always support me

My brother Lakhdar who didn't let me give up

The entire English Department,

All people who know me.

Raissa

Dedication

I dedicate this work to God Almighty my creator, my guidance, my strong Pillar, my source of inspiration, wisdom and knowledge. .He has been the source of my strength throughout this work.

This humble piece of work is lovingly dedicated to my parents whose prayers always surrounded me, who have provided me with their encouragement, love and understanding, who were always with me through the journey of struggles and the moments of success. My tender mother who has always supported me, for her prayers, her moral support, her patience and her constant love have sustained me throughout my life.

My dear father , my hero who has always been present at my disposal whenever I need him, I will be always grateful to him, for his confidence in me and for his financial support. I love you both I appreciate everything that you have done for me.

This work is also dedicated to my sister, Hanan who was there for me throughout this process and gave me lots of support.

To all those who have been supportive, caring and patient, to dearest sisters, I dedicate this simple work.

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Abstract

The ultimate Purpose of all EFL students is producing an organized, neat and error-free essay .Writing a correct essay is a crucial and challenging task for every English learner especially first year EFL students at Ibn Khaldoun University Tiaret. In fact, they commit a significant number of tense errors in writing essay. Thus, the present study attempts to investigate the EFL students causes of tense errors in writing essay and to find out some solutions to reduce committing such errors .The researcher used the descriptive analytical approach to describe the data collected via using a test given to the first EFL students at Ibn Khaldoun University. The sample is twenty one students who were chosen randomly. Two separate questionnaires were completed by six teachers and twenty one students reflecting their attitudes and views towards the different aspects. This work consists of three main chapters: The first one is devoted to some definitions and concepts of errors, error analysis, tenses ,aspects, and writing .The second one presents the practical work in which the data is gathered and analyzed and discussed. The third chapter presents the results obtained in this study as well as some recommendations. The Result obtained from the analysis of the students' and the teachers' questionnaire and the analysis of the short essays revealed first year EFL students make a lot of tense errors and the main causes of them are overgeneralization and the interference of their first language (Arabic). Finally, a number of recommendations were handed for the teachers and the students that may help them to write correctly and reduce tense errors.

Keywords: Tense errors, error analysis, causes of errors, tenses, essay, writing skill. EFL students.

List of Acronyms and Abbreviations

AD: Addition

EA: Error Analysis

EFL: English as a Foreign Language

ESL: English as a Second Language

L1: First Language

L2: Second Language

MF: Miss-formation

MOR: Miss-order

MT: Mother Tongue

OM: Omission

TEFL: Teaching English as a Foreign Language

TL: Target Language

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General Introduction

General introduction

1. Background of the study

Nowadays, English is the most common language used by many people in the world. It is the language of art, science, commerce, politics, economics, technology and education. People use it to understand the world, communicate and express their ideas and feelings. That is why many people learn it as a second language. A good communication between people can be achieved if they use the language appropriately and perfectly and this is the ultimate objective for any EFL learner. Learning English language is not as easy as we thought because the learner needs to master the four skills of English language; these four skills are listening, speaking, reading and writing. When the students try to learn and practice the last one which is writing they face many difficulties because there is a set of rules that organize the written and spoken language, which is grammar. Grammar has an important role in understanding the English language. For this reason, grammar is one of the most significant factors in language learning. It has some topics that must be learnt by students. One of these topics is tense; it is one of the most complicated learning concepts found in grammar. Students fail to make sufficient use of tenses in writing essays although they learnt it from middle and secondary schools.

2. Statement of the problem

A great number of first year English language students at Ibn Khaldoun University -Tiaret face difficulties in using English tenses correctly and make different types of errors in writing essays. Thus, the present study attempts to investigate and analyze the errors made by the students. The study tries also to find out the causes of the errors so as to be avoided and suggest some solutions.

3. Significance of the study

The present study is expected to provide a contribution to enrich more research in English tenses and highlights the causes behind such errors. It will increase the students 'knowledge and awareness about the causes of errors and how to reduce committing such errors. In addition, this study will motivate students to learn more about grammar and recognize its importance.

4. Research questions

To clarify the problem that will be investigated, the researcher has formulated the following questions:

1- What kind of errors do students make in English tenses?

2- What are the causes of students errors in English tenses?

5. Research Hypotheses

The following hypotheses arose from the previously stated research questions:

1- Students make different kinds of tense errors in writing essays which are omission, addition, misformation and misordering

2- The main causes of these errors are the interference of the first language, the lack of practicing grammar tenses rules in essay writing.

6- Research Aims

The main aims of this study are:

1- Investigate and analyze students' tense errors in writing essays.

2- Find out the causes of students 'tense errors in writing essays.

3- Find out solutions to reduce commiting tense errors in writing essays.

7- Research Methodology

This investigation adopts the descriptive and analytical methods. It tries to analyse the students tenses errors and find out the causes of committing these errors.

7.1. Population and Sample

The population that are taken as case of study in this research are Ibn Khaldoun first year University students. From the whole population, twenty one (21) students were chosen to be the sample of our study.

7.2. Data collection Tools

In this work, the researcher uses two research tools. A test for students who will write an essay on a given topic. The essay will be analyzed using error analysis method. Two questionnaires, one for the first year students and the other for teachers of grammar and written. The first questionnaire will intent to explore the students' attitudes towards the writing skill and the causes of the tense errors, on the other hand ,the second one is designed to explore teachers'

views and attitudes in teaching the writing skill and grammar. It attempts to reveal the current errors in tenses which appeared in the learners' writings

7.3. Structure of the Study

The current dissertation is divided into three main chapters. The first chapter provides the literature review regarding tense error analysis and the causes of those errors.

The second chapter deals with the field work of the study, interpretation, analysis and discussion of the findings. Finally, the third chapter deals with the results, conclusion and recommendations.

Chapter One

Review of the Literature

Introduction

It is commonly known that in learning English students have to master the four skills, these skills are: writing and speaking as the productive skills while listening and speaking as the receptive skills. But many students consider that writing is the most difficult skill since English is not their native language. EFL students still face difficulties to write a sentence based on the right grammar and tenses. They cannot avoid making mistakes because there are some factors that cause errors such as: negligence, intervention in the first language and translation.

In this chapter, the researcher covers the definition, types, and causes of errors, significance of learners' errors and the meaning of error analysis. In addition, this chapter shed lights on the meaning of tense, its aspects, forms and use. Moreover, the researcher in this chapter speaks about the writing skill in a foreign language and the most challenging task in writing which is essay writing.

1.1. Definition of Error

It has been accepted that errors play an important role in the learning process. For language learners, learning a language is not a matter of acquiring a set of automatic habits, but of discovering the basic rules.

According to Dulay and Burt (1985), an error is a deviation from the adult grammar of a native speaker, which reflects the learner's inter language competence. It is called competence error when learners make errors because they lack knowledge of the rules of the target language. They will not be able to correct the errors by themselves quickly. They need guidance to correct the errors. They may also make the same errors at the times. Norrish (1983) argued that error is regarded as the important part of learning language. Thus, the error as the significant role that shows the part or the stage of students' competence in learning language.

According to Larsen-freeman and Micheal (1992), an error is a noticeable deviation, which will reflect various stages the learners 'competence in learning the language. In addition, Hedge (2000) stated that the error is unavoidable part of language learning. Hedge (2000) claimed that "Error is now seen as reflections of learners 'stage of interlanguage development".(P,15)

According to Norrish (1983), error is a systematic deviation, when a learner has not learnt something and consistently gets it wrong. It seems that the phrase "systematic deviation" in

these definitions is a key word which can be interpreted as the deviation which happens repeatedly.

James (1998) states that errors cannot be self-corrected until further relevant (to that error) input (implicit or explicit) has been provided and converted into intake by the learner. In other words, errors require further relevant learning to take place before they can be self-corrected.

In other words, errors can be defined as the true deviation from the norms that can occur due to the lack of understanding an item or the learners sometimes understand it but they cannot put the rule into practice although this item has been explained in class. Thus, the learners are unable to correct their faults by themselves. Therefore, the students' mistake in using English is normal, and it is an inevitable part of learning English.

1.2. Significance of learner's error

Learners' errors play an important role in the process of second language learning, many scholars in the field of error analysis have emphasized the importance of second language learners' errors. Corder (1967) indicates that "errors are significant in three different areas. First to the teacher, they provide insights "on how far towards the goal the learner has progressed, what remains for him to learn". Second, "they provide the researchers with evidence of how language is learned and what strategies the learner is employing in his discovery of the language". Third," they are indispensable to the learners because we can regard the making of errors as device learners use to learn." (P.161)

Lengo (1995, 20) believes that errors play a key role in the study of language acquisition in general and it examining second and foreign language acquisition in particular. Furthermore, Jain (1974, 35) points out that those errors are significant for two reasons. First, for understanding the process of second language acquisition. Second, for planning courses incorporating the psychology of second language.

Hamada (2008) argues that the learners' errors are no longer considered sins that need to be avoided at all costs. Norrish (1982) as cited in Hamada (2008) regards errors as positive aids to learning. Moreover, learners' errors led to the emergence of study called errors analysis. (Brown, 2007 as cited in Hamada, 2008).

1.3. Types of errors

Heidi Dulay (1982) argues that errors can be classified into several types. He mentioned four, which are classified as follows: linguistic category, surface category, comparative analysis and communicative effect.

1.3.1. Errors based on linguistic category

The linguistic category classifies errors based on either the linguistic or the cinematic component of a particular linguistic error effect.

1.3.2. Error Types based on comparative Taxonomy

Comparative taxonomy is the comparison between the structure of target language errors and other types of construction. This type of error compares errors made by children who learn the second language as their first language.

1.3.3. Errors types based on communicative Effect

The effects of the communicative taxonomy focus on distinguishing between errors that seem to cause miscommunication and which are not. There are two types of communicative taxonomic effects: global errors and local errors.

1.3.4. Error Types based on surface category

The taxonomic surface strategy emphasizes the way surface structures change. Students can remove necessary items or add unnecessary ones, they misrepresent or mislead them.

The researcher focuses only on the surface Taxonomy since this theory emphasizes the structural errors made by the students themselves.

Dualy.Burt and Krashen's (1982) classify errors into four types: omission, addition, misformation, and misordering.

1.3.4.1. Omission

Omission errors are marked by the absence of items that should appear in well-formed utterances (Dulay et al, 1982).This error occurs when the learners omit important item in writing a sentence. The learners forget to add the suffix s or es after verb

For example, He speak three languages. The correct answer should be, He speaks three languages.

1.3.4.2. Addition

Error of Addition is the opposite of error of omission. It is a presence of an item that must not be appeared in well-formed utterances (Ellis, 2008).This error happens when the learners have obtained several rules of the target language (Dulay et al, 1982)

For instance, you should to work hard. It should be. You should work hard.

There are three kinds of errors in this category.

a. Double markings

It is to add particular wrong items which are required in the linguistic formulation but are not required in others. For example, she does not bought a computer. In this example, there are two items that are indicated for the same feature.

b. Regularization

Regularization errors are the most common among learners. According to Dulay (1982) regularization errors happen when the learner uses an incorrect rule to linguistic item. For example, she buyed three eggs .The verb buy is not buyed, but bought. This type of error is identified as regularization.

c. Simple Additions

Simple addition refers to the addition that is neither the double marking nor the regularization. For instance, she is a beautiful girls. The girl is singular in the sentence not plural, the word girl should be girl without adding "s".

1.3.4.3. Misformation

In this type, the learners made an acceptably grammatical sentence but they put the wrong form of the sentence.

For example. The man have three daughters. It should be the man has three daughters.

1.3.4.4. Misordering

The incorrect placement of a morpheme or group of morpheme in an utterance called misordering (Dulay et al, 1982). Error of misordering is the result or process of putting things in wrong order.

For instance. She has a dress beautiful. It should be .She has a beautiful dress.

The concept of Surface Strategy Taxonomy could be represented grammatically in the diagram below:

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                    ┌──────────────────┐
                    │ Surface Strategy │
                    │    Taxonomy      │
                    └──────────────────┘
          ┌──────────────┬───────┴───────┬──────────────┐
    ┌──────────┐  ┌──────────┐  ┌──────────────┐  ┌──────────────┐
    │ Omission │  │ Addition │  │ Misformation │  │ Misordering  │
    └──────────┘  └──────────┘  └──────────────┘  └──────────────┘
```
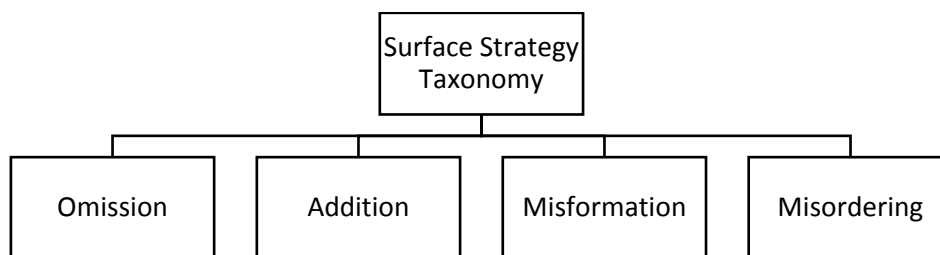
Figure 1. 1Error Types in Surface Strategy Taxonomy

1.4. Causes of errors

James (1998) asserts that "there is a general agreement over the main sourse of errors that a learner commits when learning a new language". (P.178)

Brown (1980) distinguished four types of errors, which are: interlingual transfer, intralingual transfer, context learning and communication strategies.

A. Interlingual transfer

These errors are derived from the mother tongue's interference. They are reflected from the phonological, morphological, grammatical, lexical-semantic, and stylistic elements of the first language or mother tongue interference (Ellis and Barkhuizen, 2005)

B. Intralingual transfer

Intralingual errors are derived from having inadequate experience of the target language. "Intralingual errors reflect the operation of learning strategies that are universal evident in all learners irrespective of their L1/" (Ellis and Barkhuizen, 2005, P.65). Errors can appear without interference from the learner's mother tongue but the learners may commit errors because they are not familiar with the TL and find it difficult to use.

C. Context of learning

Context of learning refers to the social situations which include the classroom with its stuff that may lead the learners to commit errors.

D. Communication strategies

In the process of learning, the learners use some strategies and techniques to develop their productivity. However, these strategies and techniques can themselves be a source of error.

Meanwhile Hubburb (1983) on A Training Course for TEFL uses different names for the same categories of the causes of errors. Namely 'mother-tongue interference', 'overgeneralization', and 'errors encouraged by teaching material and method'. These categories become very important points for the writer to refer as the basic knowledge of his analysis. The followings are the brief but concise elaboration of the three categories of causes of errors mentioned previously:

A. Mother-Tongue Interference

One of the reasons for errors is that the mother tongue (MT) intervenes in the organization of foreign language learning. The learner most of the time transfers the features of his/her first language usually the MT to the target language thereby causing errors. Some linguists believe that mother tongue interference is the only or main source of errors where others suggest other causes of errors.

B. Overgeneralization

Over-generalization is a process that occurs when the second-language learner acts in the target language, generalizing a particular rule or element in the second language independently of the mother tongue, beyond legitimate boundaries. According to Littlewoods (1984), this type of errors result from the fact that the learner uses what he/herself already knows about the language but decides to make sense of new experience.

C. Errors encouraged by teaching material or method

Teaching materials and methods can also contribute to students' mistakes. If the teaching material is well selected and presented, there should never be error.

Unfortunately, these errors are much harder to categorize, because pit Corder (1974) admits: "But it is now easy to identify such a mistake except in conjunction with a careful study of the materials and teaching techniques that the learner was expected to attend"(P,140). For this reason, little is likely to be known about them. "In addition to the teaching materials or techniques applied as an external aspect of teachers, their inner aspect, their personal ability or their personal competence significantly influence or determine. Gass and Selinker (2008) also

state that learners produced an error as a signal that the learners were having difficulty with a particular structure. Norrish (1987) argues that learners may face problems because of other outside factors, these factors are:

D. Carelessness

Learners may make errors simply because of the lack of motivation or they are not interested. Moreover, the materials and /or style of presentation do not suit him.

E. Mother Tongue

Norrish (1987) states that learning a language is a matter of habit formation. When someone tries to learn new habits, the old ones will interfere the new one. This cause of errors is called first language interference.

F. Translation

It is one of the students 'causes of errors. Students translate the first language sentence into the target language word by word thus the errors most of the time happen.

In fact, teachers can get a lot of benefit from error analysis and description and from identifying the causes of errors because errors provide them with feedback on the effectiveness of their teaching materials and teaching techniques. In addition, errors enable teachers to decide whether they can move on to the next item they were teaching, and they also provide the information needed to design an improved curriculum or teaching improvement plan. Therefore, errors made by students are key elements of the feedback system of the process of teaching and learning the language. Based on the information that the teacher gets from errors, he adjusts his actions or teaching material, the speed of progress, the amount of practice that he plans at any time.

In light of this, Corder claims that teachers should be able not only to detect and describe errors linguistically but also to understand the psychological causes of their occurrence. He also claims that for a teacher, understanding diagnostic and error correction skills is essential because it may help them understand why and how to intervene to help their students.

1. 5. Error Analysis

Error analysis is one of the most influential theories of second language acquisition. It is concerned with the analysis of the errors committed by L2 learners by comparing the learners'

acquired norms with the target language norms and explaining the identified errors (James, 1998). For Crystal (1999, P.108) error analysis in language teaching and learning is the study of the unacceptable forms produced by someone learning a language, especially a foreign language. According to James (2001)"EA refers to the study of linguistic ignorance, the investigation of what people do not know and how they attempt to cope with their ignorance."(P.62)

Corder (1967) stated that error analysis has two major goals to be achieved .The first goal is theoretical goal which is understanding what and how a learner learns when he studies the target language. The second goal is pedagogic which means the effective use of knowledge by the learners.

So, errors analysis in not just concerned with identifying and detecting errors, but to explain why they are made by investigation and to find the appropriate ways and solutions to treat the problem.

Corder proposed a procedure with five steps to analyze learners' errors; to collect samples of the learners works i.e their writing productions. For instance, "essays" in our study. Those written works can provide us with the grammatical knowledge of the learners as well as with evidence of the existing amount of knowledge that our learners have in their mind. Then, to describe the errors, after that, to explain errors and finally, to evaluate errors.

James (1998) believed that: "error analysis is the operation of finding out incidence, nature, reasons and results of unsuccessful language." Therefore, James considered EA as a method used to document the errors that appear in learner language, explain what caused them and find solutions.

Brown (1987, P.17) as cited in mourssi (2013) and Brown (2000) define error analysis as a process through which researchers observe, analyze, and classify learner errors to elicit some information about the system operating within the learner. Error analysis is a process of collecting, identifying, classifying, and interpreting of the errors made by learners while learning a second language.

Corder (1974) highlights the usefulness of error analysis in second language learning"it is clearly indicated that error analysis is an activity to reveal errors committed by second language learners"(P.125)

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According to the previous explanations, it is clearly to understand that error analysis has to do with the deep investigation of the errors that can be committed by the learners during writing essays. Errors Analysis is directed to help teachers. It provides information about the learners' errors in order to ameliorate the effectiveness of their teaching.

1.6. Steps in the Analysis of Errors

In error analysis research, there are some procedures that are suggested by Corder (1967 as cited in Ellis and Barkhuizen, 2005,P.57). These procedures are:

-Collection of a sample of the learner's language;

-Identification of errors;

-Explanation of errors;

-Evaluation of errors.

1.6.1. Collection of Data

Ellis and Barkhuizen (2005) stated that gathering samples of the learners' compositions is the one method that can be used to collect data. When collecting data, it is necessary to take into consideration the three factors: learner, language, and production (Ellis, 2008)

Factors	Variables	Description
Learner	Proficiency level	Elementary, intermediate, or advanced
	Other languages	The learner's L1; other L2s
	Language learning experience	This maybe classroom or naturalistic or a mixture of the two
Language sample	Medium	Learner production can be oral or written
	Genre	Learner production may take the form of a conversation, a lecture, an essay, a letter, etc.
	Content	The topic the learner is communicating about.
Production	Unplanned	The discourse is produced spontaneously.
	Planned	The discourse is produced spontaneously or under conditions that allow for careful online planning

Table 1. 1: Factors to consider when collecting samples of learner language. Ellis, R. (2008)

1.6.2. Identification of errors

After the data is collected, it is important to recognize and identify the error. This process identifies the specific kind of errors and compare them to what is grammatically and linguistically correct in the general rules of the English language.(Ellis and Barkhuizen,2005).

1.6.3. Description of Errors

The description of of the students' errors involves classification of sort of errors made by the students. Ellis and Barkhuizen (2005) classified these errors into: errors of omission, errors of addition, errors of misformation, errors of misordering and blends.

1.6.4. Explanation of Errors

Explanation of errors is the most important part of EA since it attempts to account for how and why such errors can occur. These factors can be language transfer or overgeneralization.

1.6.5. Evaluation of Errors

The last step in the process of error analysis is the evaluation of the gathered results. It is a very essential step as it helps to draw the attention to the most common errors made by learners. Thus, these errors can be corrected and taught in class.

1.7. Teachers attitudes towards errors

Teachers are typically fearful of their students making errors, so they must double-check everything they say. This attitude stems from a previous view, influenced by behaviorists, that language can be learned by repeating proper forms until they become automatic.

In written language, errors must be addressed with greater care because if they are left uncorrected, they get fossilized; consequently, it is critical to develop an effective approach for error correction. Positive error analysis promotes students to improve, thus teachers should pay special attention to educating students to notice, correct, and analyze their errors, which naturally leads to a deeper understanding and self-evaluation of their work.

It is preferable if students check their errors in pairs or in small groups and attempt to identify any errors before consulting the teacher. This will enable students to check and self-correct any given work.

Doff (1993) stated that learners apply rules from their own first language and rules that they have internalized, but that they are in some way intermediate between their native language and the target language. This attitude is incorrect and teachers should see those errors as useful for them in many ways. These errors can tell the teacher how the learner has progressed and what still needs to learn. Following the progress of the students the teacher may come up with new strategies to enhance the learning process.

Teachers are concerned about errors because they reveal what students know and what they do not. Teachers must design activities that requires effective language use.

Teachers and students have different attitudes towards errors.

1.8. Students' attitudes towards errors

Learners have been taught that making errors means they are not good or smart enough. Many teachers do not see errors as a good learning tool. Learners are often embarrassed by their errors during the learning process .Learners must communicate their thoughts towards error correction practice in order for both experts and teachers to see how beneficial error is.

Sampson (2012) asserts that error correction does not encourage students to believe that their communicative ability is sufficient for transmitting most meanings in most situations; therefore, they may be unmotivated to correct errors. Indeed," the more assistance the teacher offers, the less responsibility the students' needs take."(Reid, 1994,287) In fact, according to Lee (2004) students may stop taking responsibility for their own writing since they believe it is the teachers' responsibility to rectify errors.

Corder(1967) claims that "if we were to achieve a perfect teaching method the errors would never be committed in the first place, and that therefore the occurrence of errors is merely a sign of the present inadequacy of our teaching techniques". (P.60).

As a result, such teachers try everything they can to prevent their students from making errors by constantly correcting them, believing that this will help students identify their errors and not repeat them. On the other hand, some teachers believe that a teacher who insists on correction may discourage students from learning a foreign language. They also believe that constant correction can raise students' anxiety, which impedes learning. (Krashen, 1982)

Nevertheless, Error correction, according to many studies, can be useful to students. Good comments, as Semke (1984) prioritizes positive feedback among the most appreciated by learners. Also Cardelle and carno (1981, as cited in Saito, 1994) suggest that positive feedback on errors can be a powerful motivator for students to improve their writing. Similarly, Reid (1994) stresses the need of teachers acting as responsible readers who assist students in identifying and resolving writing issues.

Like teachers, there are some students like to be corrected because they believe that correction would enhance and improve their learning process; On the other hand, some students

find correction disturbing and discouraging. Due to these different attitudes, both teachers and learners should take a reasonable strategy to handle the error correction problem effectively and correctly in order to adapt to their preferences in learning and teaching.

Finally, as Hyland and Hyland (2006) assert that efforts have been made to discover more about students' attitudes toward teacher feedback, mostly through questionnaire and surveys, which reveal that students highly value teacher feedback and consistently rate it higher than other forms of feedback such as peer feedback .It is believed that correcting errors frequently improves their language skills.

1.9. Errors Correction

Correction is a form of feedback given to language learners'. According to all teachers. One of the most challenging tasks in language acquisition is correcting the errors that students make when they write. However, correcting does not simply entail delivering data; it also requires that teachers comprehend the source of the errors in order to supply an appropriate mixture that will address the learner's difficulties and assist him to find the essential rules. As a result, the source of the error is a crucial hint for the teacher in determining the appropriate treatment.

Harmer (1998) suggests three steps to be followed by the teacher when errors occur. The teacher begins by listening to the students, then identifying the problem and resolving it in the most appropriate and effective way.

The teacher understanding of the error analysis allows him to keep track on the students' errors in this time frame and intervene if necessary.

Maicusi et al. (2000) claim that the error is regarded as a barrier to language learning. As a result, Krashen (as cited in Zhu, 2010) contends that a teacher's insistence on correction and grammatical accuracy may discourage students from learning a foreign language and increasing their anxiety .On the other side, many experts believe that error correction is an important part of the writing process in a foreign language.

In recent decades, error correction in foreign language classrooms has attracted a lot of attention. According to Corder (1967), correcting learners' errors is important in three ways. First, they inform the learner's development and as a result what still needs to be learned. Secondly, they provide evidence of how a language is acquired and what learning strategies the

student adopts in learning a language. Thirdly, they are important to the learning process since making errors is considered as a tool that the learner employs to learn.

1.10. Tense and aspect

Tense and aspect occupy a major part in almost every language teaching syllabus, many EFL learners continue making mistakes in those areas. Therefore, it is essential for the learners to understand the aspect to write the expressions properly.

1.10.1. Definition of Tense

Leech and Svartvik (1975) state that tense means the form taken by a verb to show the time of an action. "Tense may also indicate whether an action, activity, or state is, was, or will be complete, or whether it is, was, or will be in progress over a period of time".(Hornby, 1975, p.78). Comerie (1995) argues that "tense shows the situation which links to the situation of the utterance, it can be defined as 'deictic'." (p.2).In other words, it refers to a period of time which contains the moment of utterances. Certain words can be used to describe the situation such as "yesterday", "now", and "tomorrow."

From the definition above, we know that tense is verb form that is used to show the time of an action. English verbs have three simple tenses: the simple present (for example, she writes), the simple past (e.g., she wrote) and the simple future (e.g., she will write).

1.10.2. Types of Tenses

In English, there are two tenses: past and present. They are used to express the three references to time: past, present and future. There are two verb tenses in the English language: present simple tense and past simple tense For the future tense, it is claimed that "it is included in the present tense "(Cakir, 2011, P.124).According to Lock (1996) the future is expressed by means of the function word WILL, and this can only be included under modality.

Other grammarians, such as Plamer (1976) believe that tenses in English derived from the three simple tenses, which are past, present and future.

"tense appears to have three distinct Functions: first, to mark purely temporal relations of past and present tense, second, in the sequence of tenses that is primarily relevant for reported speech, and third, to mark unreality, particularly in conditional clauses and wishes."(P.37).

From the statement above one can say that there are three tenses in English language

1.10.2.1. Simple present tense

The simple present tense refers to the present time; it can be used to describe a state existing at the present time, present habitual behavior or an action co-extensive with the moment of utterance (Biber et al.1999)

The present tense is unmarked morphologically, except that the third person singular is marked with the suffix (e/es).The present tense typically refers to present time. (Biber et al., 1999).

As mentioned before, the present tense refers to present time or a state of being. The present tense can also describe future and past time, for example:

(1) I play football everyday.(present)

(2) A man walks to a restaurant. (past)

(3)The meeting ends at 12o'clock. (future).

A. The form of simple present tense:

According to Clare (2021), there are three forms of the simple tense; these forms are affirmative (positive), negative and interrogative.

The table below summarizes the form of the simple present tense:

Form of sentence	Subject + verb + (o/c)	
Affirmative	I You read a book We They	She He reads a book It

Negative	I You do not read a book We They	She He does not read a book It
Interrogative	I Do You read a book? We They	She Does he read a book? It

Table 1. 2: The form of simple present tense

B. The use of the simple present tense

The meanings and the functions of the simple present simple according to (Celci and Larsen 1999, p.113) are the following:

a-Habitual actions in the present:

He walks to school every day.

b-General statements of fact and timeless truth, such as physica laws or customs:

Water freezes at 0 degrees centigrade.

French eat dinner late.

c- With *be* and other stative verbs to indicate states:

There is a large house on the corner.

I know Mrs. .Jackson.

The car belongs to Diana.

d- In the subordinate clauses of time or condition when the main clause contains a future-time verb

If she works hard, she will succeed.

After they finish their projects, they will be rewarded.

e- The present simple can be used to talk about the future:

I have a meeting next Wednesday.

f- Present event/action (usually in sporting events or demenstrations /procedures of some sorts/instructions):

The company opens at 7 after sunrise and closes at 6 before sunset.

I break two eggs and add it into the mixture.

g- Present speech acts (where the action is accomplished in the speaking of it):

I resign from the commission.

f- Conversational historical present (used to refer to certain past events in narration)

"So he stands up in the boat and waves his arms to catch our attention"

1.10.2.2. Simple past tense

The past tense typically refers to past time through a definite past reference point. It is marked with suffix-ed for regular verbs. Irregular verbs differ from regular verbs in their formation of the past tense and the past participle forms (Biber et al.1999)

A. Form of past simple tense

The form of the past simple is divided into the affirmative form that tells you about something that happened in the past, the negative form which indicates that something is not taking place and the interrogative form that requests details in the past.The following table shows the form of the simple past tense.

Form of sentence	Subject + verb+(o/c)	
Affirmative	I You looked at him They/We	She He looked at him It
Negative	I You did not look at him They/We	She He did not look at him It
Interrogative	I Did you look at him? They/We	She Did he look at him? it

Table 1. 3: The form of past simple tense

B. Use of simple past tense

The functions and meanings of the simple past tense according to (Celci and Larson, 1999.p.114)are:

a-A definite single completed event/action in the past:

She drank tea with breakfast.

b-Habitual or repeated action/event in the past:

It rained almost every weekend last month.

c- An event with duration that applied in the past with the implication that it no longer applies in the present:

He taught at the university for 30 years.

d- Imaginative conditional in the subordinate clause (referring to present time)

If I were rich, I would be very happy.

1.10.2.3. Simple Future Tense

Azar (2000) defines the future tense "when the speaker is making prediction (a statement about something she/he thinks will be true or will occur in the future)"(P.52).The simple future is typically expressed by adding the auxiliary will or shall before the base form of a verb. Future tense refers to an action that is about to happen in the near future or a future state of being, for example:

(6)I will travel to London(future event)

(7) I will be helpful(future state of being)

A. Form of simple future tense

The table below shows how to form the affirmative, the negative and the interrogative form of the simple future tense.

Form of sentence	Subject + verb+(o/c)	
Affirmative	I You +will go They We	She He +will go It
Negative	I You +will not go	She He +will not go

	They We	It
Interrogative	I Will + You +go? They We	she Will +he +go? It

Table 1. 4: The form of the simple future tense

B. Use of the simple Future Tense

Celci and Larson (1999) indicate the meaning and the use of the simple future tense as the following:

a-An action to take place at some definite future time:

 I will sign the documents tomorrow.

b-A future habitual action or state:

 After the holyday, I will take the bus to work every day.

c-A situation that may obtain in the present and will obtain in the future but with some future termination in sight:

He will not return to his village untill he improves his situation.

d-In the main (result) clause of future conditional:

If you work hard, I will give you a mobile.

1.11. Definition of Aspect

It has been claimed that most EFL students who study English as a foreign language have difficulties and problems in the learning and comprehension of English aspect categories. As tense is concerned, students are familiar with the term tense, but they are not so with the term aspect.

Comerie(1976) defines aspect as "different ways of viewing the internal temporal constituency of a situation" (P.3).It is the inner structure of a situation that is located in time. We do not focus on the temporal relation of the verb or the moment of utterance, but we focus on the duration of the situation.

According to Celce (1999), there are 12 tenses in English when they are combined with aspects. Therefore, the simple tenses are the present simple tense, the past simple tense, and the simple future tense while the aspects are the perfect aspect, the progressive aspect, and their combination perfect progressive.

1.11.1. Progressive aspect

The progressive aspect is used to describe situation in progress or ongoing.progressiveness is akin to continuousness and distinct from habitual(Comerie ,1976). Leech (1971) considers that the most important function of the progressive aspect is to refer to temporary situations, activities, or going-on. He uses the term 'progressive' to refer to verb constructions in which the –*ing* form of the verb is preceded by a form of the verb *to be.* According to Leech (1971), the progressive present form has three separate aspects of meaning: 'duration', 'limited duration' and possible incompleteness. the 'event verbs' and 'transitional event verbs', can combine with the progressive aspect as well as the 'activity verbs'and'process verbs'(Leech 1971).He adds that three kinds of verbs are not compatible with the progressive aspect: 'verbs of inert perception', 'verbs of inert cognition', and 'state verbs of having and being'.

1.11.1.1. Present progressive

Present progressive is a temporary activity that began in the past is continuing at present and will probably end at some point in the future.

It has the form: Is/are/am+V-ing participle.

Example:

Iam teaching now.

It is raining today.

A. Use of Present Progressive

a-Activity in progress:

She is learning English.

b-Extended present(action will end and therefore lacks the permanence of the simple present tense):

 I am studying medicine at the university of Newyork.

c-A temporary situation:

 She is living in Saudi Arabia this summer

d-Repetition or iteration in a series of similar ongoing actions:

 Peter is travelling a lot these days.

e-Planning event:

 She is coming tomorrow

f-A change in progress

 She is becoming more and more beautiful.

g-There are some verbs that are not used in progressive tense such as:

 - Verbs of the sense: see, taste, watch.

 -Verbs expressing feelings and emotions: appreciate, respect, admire.

 -Verbs of mental activity: understand, disagree, think, assume.

1.11.1.2. Past progressive

  Past progressive refers to a continuing action or state that was happening at some point in the past.

It has the form: was/were+V-ing participle.

Example:

They were studying math yesterday.

A. Use of Past Progressive

 According to Celci and Larson (1999), the past progressive is used to express the following:

a-An action in pregress at a specific point in time in the past:

 At three o'clock, I was working.

b-Past action simultaneous with some other event that is usually stated in the simple past:

 I was walking to the station when I met John.

c-Repetition or iteration of some ongoing past action:

She was constantly singing

1.11.1.3. Future progressive

The future progressive refers to something that will be happening, going on at some point in the future .

It has the form: will + be + V + ing participle.

Example:

Tomorrow at 10, I will be doing exam.

A. Use of Future Progressive

a-An action that will be in progress at a specific time in the future:

I will be taking a test next week.

b-Duration of some specific future action:

I will be working on my thesis next year.

1.11.2. Perfective aspect

Comerie(1976) defines the perfect as "the continuing relevance of a previous situation"(P.52). The perfect relates some state to a preceding situation. It expresses the relation between two time-points, on the other hand, the time of the state resulting from a prior situation, and on the other the time of that prior situation'(Comerie , 1976).

1.11.2.1. Present perfect

Leech and Svartvik(1975) point to present perfect that "it is used for an event that happened in past but is related to a later event".

It is used to express the idea that something happened before now at an unspecified time in the past. This tense is used to represent duration of a single act that ends with the moment of speaking or shortly before it. It commonly uses with the indefinite time adverbs such as: never, ever, before, yet, already, since, for, etc.

It has the form: has/have+past participle.

Example:

He has already sent a message.

I have worked in the same company for ten years.

A. Use of Present Perfect

a-A situation that began at a prior point in time and continues into the present:

I have been a teacher since 2000.

b-An action occurring or not occurring at unspecified prior time that has current relevance

I have already seen that film.

c-A very recently completed action (often with just)

She has just finished her project.

d-An action that occurred over a prior time period and that is completed at the moment of speaking:

The value of the johnson's house has doubled in the last four years.

e-With verbs in subordinate clauses of time or condition:

She will not be satisfied until she has finished another chapter.

1.11.2.2. Past Perfect

The past perfect refers to a time that is earlier than some specific past time. It is anchored by time adverbials or dependent clauses, which overtly identify a time frame as time reference. (Biber et al.,1999)

It has the form: had + past participle.

Example:

He had eaten all the snacks.

A. Use of Past Perfect

a-An action completed in the past prior to some other past event or time:

He had worked at the university before 1990.

b- Imaginative conditional in the subordinate clause (referring to past time):

If she had studied harder, she would have succeeded.

1.11.2.3. Future perfect

The future perfect is used in a few situations.it refers to an action which will be in progress over a period of time that will end in the future.

It has the form: will + have + past participle.

Example:

By six pm tonight, I will have studied the English tenses.

A. Use of Future Perfect

a-A future action that will be completed prior to a specific future time:

I will have finished this work by 7 p.m.

b-A state or accomplishment that will be completed in the future prior to some other future time or event:

At the end of the summer, they will have been married for 10 years.

1.11.3. Perfect Progressive aspect

The perfect progressive means"a temporary situation leading up to the present moment"Leech (1971,P.44) .It is the combination of perfect and progressive. It demonstrates the features: the happening'has duration, 'has limited duration', continues up to the present or recent past', 'need not be complete', 'may have effects which are still apparent'(Leech 1971).

1.11.3.1. Present perfect progressive

The present perfect progressive is used for an action that began at some time in the past and still continuing.

It has the form: has/ have + been + V-ing participle.

Example:

I have been working there for ten years.

A. Use of Present Perfect Progressive

a-A situation or habit that began in the past (resent or distant) and that continues up to the present (and possibly into the future):

He has been going with her.

b-An action in progress that is not yet completed:

I have been reading that book.

c-A state that changes over time:

My pupils have been getting better and better.

d-An alternative comment on something observed over time triggered by current evidence:

You have been drinking again

1.11.3.2. Past perfect progressive

It is used to talk about actions or situations which had continued up to the past moment that we thinking about, or shortly before it.

It has the form: had + been + V-ing participle.

Example:

I had been walking

1.11.3.3. Future perfect progressive

The future perfect progressive indicates the duration of an activity that will be in progress.

It has the form: will + have + been + V-ing participle.

Example:

She will have been working at the bank for 6 years.

Most of the EFL students produce errors in tense and aspect

Simple		Perfect	Progressive	Perfect progressive
Ɵ		Have + en	Be + ing	Have+en be+ing
Present	Write/writes	Has/have written Has/have walked	Am/is/are writing Am/is/are walking	Has/have been writing Has/have been walking

Past	Wrote Walked	Had written Had walked	Was/were writing Was/were walking	Had been writing Had been walking
Future	Will write Will walk	Will have written Will have walked	Will be writing Will be walking	Will have been writing Will have been walking

Table 1. 5: Aspect in English .The Grammar Book, (celce 1999.110)

1.12. Modal Verbs

The modal verbs or modal auxiliary verbs are can, could, may, might, will, would, shall, should, must, ought to, need and dare.

The modal verbs are followed by the infinitive of a verb without to but .The modal verb does not have an infinitive or ing-form.They are used with a great frequency and different meanings. A modal verb comes before the main verb and has the affirmative, negative and interrogative form.

Affirmative: you should revise your lessons

Negative: you should not be late.

Interrogative: what should you do now?

The modal verb can refer to the present or future.

Present: I must work now.

Future: I must work soon.

The modal verb can be used in the past.

Past: we had to go then.

She was able to stand on her hands.

I could remember the formula.

The modal verb can go with the perfect, the continuous or the passive.

Perfect: I may have travelled there before.

Continuous: They may be publishing the announcement on the newspaper.

Perfect continuous: You must have been dreaming.

The modal verbs are used to express different meanings .these meanings include: obligation, necessity, no obligation, permission, certainty, probability, possibility, ability, unreal situation, and habits.

From the previous clarifications, one can say that in language, tense and aspect are the two categories that express the concept of time. First, the category of tense, a de-ictic category that "relates the time of the situation referred to some other time, usually to the moment of speaking" (Comerie, 1976, pp.1-2), and aspect, which represents the "different ways of viewing the internal temporal constituency of a situation" (Comerie, 1976, p.3) .So, tense and aspect are different.The former is used to order events along a time and the latter is used when the speaker expresses his internal perspective on a given situation.

It is important for EFL learners to pay serious attention to the difference between tense and aspect in English in order to use them appropriately in their writing and speaking since many university students do not understand the nature of English tense and aspect in the right way, they have a lot of problems in writing clauses, sentences, paragraphs and essays concerning with the grammatical features. Understanding grammatical features of a learnt language is highly necessary in order to have better language productive skills especially the writing skill.

1.13. Writing in a Foreign Language

No one can deny that the writing skill is becoming more and more important. It is a basic skill that needs to be mastered by all students. From the four skills, writing skill is regarded by EFL students as one of the most difficult ones not only in L2 but even in the first language but writing in a second language is more difficult than writing in L1.Silva (1993) points out, second and foreign language writing tend to be more difficult and less effective thal L1 writing. Thus, the task of writing in the second language becomes more challenging, particulary essay writing since it is more extended and demanding .Writing is the process of putting thoughts, feeling, and experiences into written form. Nunan (2003) states that "writing is an intellectual activity of finding the ideas and thinking about the way to express and arrange them into a statement and paragraph. "(P.88) In fact, writing requires the writer to show his ideas and thoughts in a good composition. In addition, Writing involves some language components, such as spelling,

grammar, vocabulary, and punctuation. As Nunan says "It is a vast challenge to create a coherent, fluent, structured piece of writing in L2" (2000, p.217).

The university students need to write academically. Academic writing means to move ideas from your head to report information efficiently to the readers (Jason, 2017).So, academic writing helps the students to transmit ideas, make arguments, and engage in scholarly conversation. EFL students usually have writing tasks by the end of any learning process, through these tasks they can show what they have absorbed all the newly required linguistic elements including grammar for example. So, for the EFL student the ultimate purpose is to write a good essay. Having students to produce an organized, neat and error-free essay writing is a sign of success.

1.14. What is an essay?

Writing an essay is a challenging task for EFL learners especially for first year students who have already learned how to write a paragraph and essay. Writing an essay is not much more difficult as anyone who knows how to write a paragraph can write an essay; an essay is just longer (Blanchard, 2004, p.60).An essay is a group of paragraphs written about a single topic . "several paragraphs are needed to support fully the main point of an essay. A typical essay contains five paragraphs, but many other types of essays are longer or shorter, depending on their purpose" (Blanchard, 2004)

An essay has three main parts: an introduction, supporting paragraphs, and a conclusion; the introduction explains the topic and the general idea, it is called the thesis statement. The supporting paragraphs which support and explain the thesis statement. The conclusion which summarizes or restates the thesis and the supporting ideas of the essays.

1.15. Types of Essay

1.15.1. Expository Essay

An expository essay is one kind of essay that provides presentation, investigation and evaluating an idea or evidence .To write an expository essay, the learner must have real and extensive knowledge about the subject. without expressing their feelings and emotions, it is completely based on facts, statistics, examples, definitions. There are sub-types of expository essays like contrast essays, cause and effect essays.

Expository essay follows the structure of five-paragraph essay.one introductory paragraph, three body paragraphs, and a single conclusion paragraph. However, it can be sometimes a little longer than that.

1.15.2. Descriptive Essays

In a descriptive essay, the student describes a place, an object, an event or even a memory. The main idea of this type is to create an image in the reader's mind. It is mainly characterized by sensory details since it involves the senses of sight, smell, touch and sound. This type of essays make the reader feel the emotions the student was feeling at the moment.

1.15.3. Narrative essays

A narrative essay is a type of essay in which the writer tells a story from his point of view or personal experience, it is similar to five-paragraph essay, it is different in that it has characters, incidents, and dialogues.

1.15.4. Persuasive essays

A persuasive essay is a type of essay in which the student intends to convince the reader to believe in a certain point of view or an idea and to do an action. This type of essays is similar to the expository essay in that it has a topic and evidence to be collected. However, in persuasive essay, the student takes a stand for or against this topic. It has also the format of five-paragraph essay which includes an introductory paragraph that involves the thesis statement, body paragraphs and concluding paragraph.

1.15.5. Argumentative essays

An argumentative essay is a piece of writing in which the student tries to prove or defend a point or an idea .This type of essays needs strong evidence and relevant facts. The student provides arguments to support the main theme and not his opinion .Its structure usually relies on the introduction with a topic related to the thesis statement, the paragraphs with the arguments and the conclusion.

Conclusion

In this chapter we spoke about errors, its definition, types, and we focused on its causes which are the core of the topic of the study. Moreover, we discussed the concept of error analysis which is concerned with identifying, detecting errors as well as explaining its factors. This chapter also provided a review of English tenses which are the present tense, the past tense and the future tense as well as the English aspects which are the progressive aspect, the

perfective aspect and the perfective progressive aspect. These tenses and aspects are necessary for university students to master and understand .any misunderstanding and misuse of English tenses and aspects lead learners to commit errors. We discussed also the issue of writing in a foreign language .Finally, we defined essay writing and its types.

Chapter Two
Methods and Data Analysis

Introduction

The aim of this research is to describe and identify the students' errors and their causes in using tenses. The current chapter is regarded as the most important part of the entire study. The research method, population and sample, and data collection methods are also described and discussed in this chapter.

The present chapter is devided into two sections .The first section examines EFL teachers' and students' questionnaire items, while the second section analyze the data obtained from the composition writing "Test".

2.1. Research Methodology

The current study aims to identify and analyze errors in the use of tense, as well as the types of errors made by first year LMD students at Ibn Khaldoun University while writing. As a result, the data obtained from the study tools was analyzed using a descriptive analysis.

To collect data for this study, a descriptive analytical approach was necessary. It is used to study and analyze students' difficulties in using tenses. The qualitative data collected through questionnaires and test.

2.2. Population and sample

The current study's sample represents the class First year LMD students of English language at Ibn Khaldoun university Tiaret. The number of the participants was 21.

The test was conducted in a normal class. They were asked to write a descriptive essay on the following topic:

"Mass Media is very important .However, it is a double edged sword, it has both advantages and disadvantages."

The data is gathered through the questionnaire and the test, and the responses are analyzed and discussed.

2.3. Data collection tool

The present work is a descriptive study that collects data using qualitative methods. A questionnaire and an error analysis test were chosen for this study.

2.3.1. Students Questionnaire

A questionnaire is an important data collection tool, which consists of a set of questions that allow the researcher to gather a considerable amount of data in a short period of time.

In the present investigation, a questionnaire has been distributed to 21 first year LMD students of English at Ibn Khaldoun University Tiaret in order to obtain their feedback about the causes of tense errors in writing essay. The questionnaire is made up of (14) questions, which are close -ended questions and open-ended questions. The close-ended questions target the respondents to select and tick the appropriate answers. Whereas, the open-ended questions in which the respondents are free to answer and give their own opinions.

2.3.1.1. Analysis of students' Questionnaire

Item 1: Learning English as a foreign language is an interesting task

Option	Number	Percentage
Yes	20	95%
No	1	5%
Total	21	100%

Table 2. 1. Students' Responses about whether Learning English as a Foreign Language is an interesting Task

We notice from the table above that the majority of students consider learning English as a foreign language as an interesting task (20 students) or (95%). While (1 student) or (5%) consider that learning EFL as an uninteresting task.Because students nowadays consider English as one of the most important languages in the world,it plays a major role in many sections of life that is why most of students are motivated to study it. This information can be illustrated in the following pie chart:
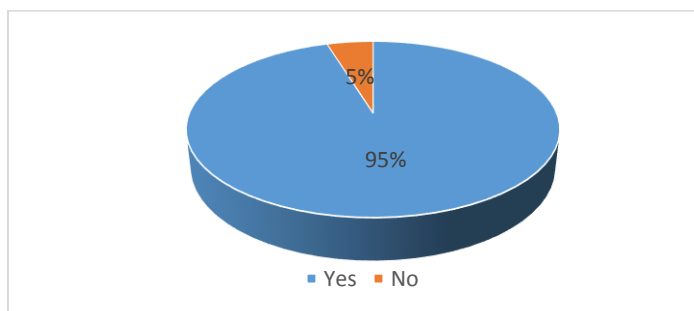
Figure 2. 1: Students' Responses about whether Learning English as a Foreign Language is an interesting Task

Item 2: Which of the four skills is the most difficult one?

Option	Number	Percentage
Listening	1	5%
Speaking	16	73%
Reading	0	0%
Writing	4	18%
No answer	1	5%
Total	22	100%

Table 2. 2. The Most Difficult Skill For Students

From the table above, we notice that the most difficult language skill for student is the speaking skill (16 students) or (73%). Then (4 students) or (18%) choose the writing skill. While (1student) or (5%) find difficulties in listening. Whereas (1student) or (5%) find that reading is

the most difficult one.Which means that the productive skills are the most difficult ones because the student needs to show his ideas and thoughts and create a good and coherent structure of language. The following bar graph illustrates the findings above:
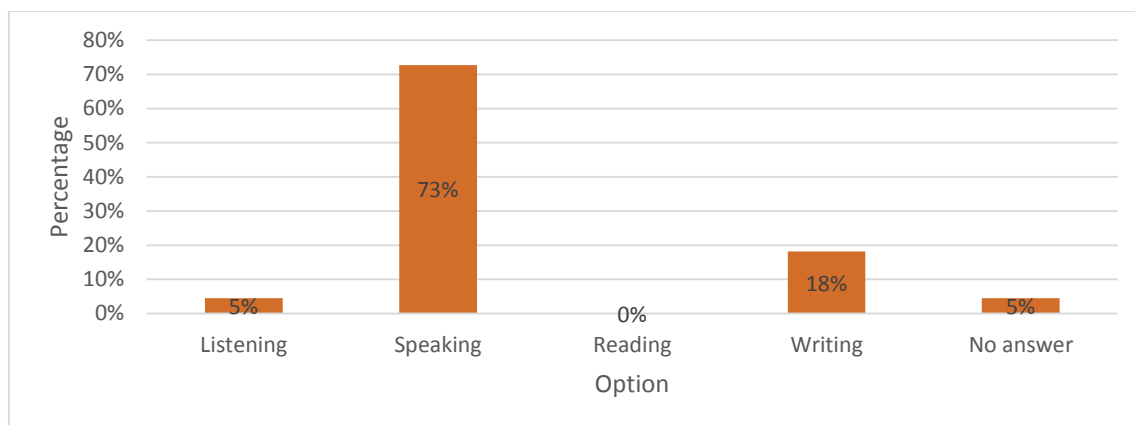
Figure 2. 2: The most difficult skill for students

Item 3: How can you describe your writing skill?

Option	Number	Percentage
Excellent	2	10%
Good	10	48%
Average	8	38%
Poor	1	5%
Total	21	100%

Table 2. 3. Students' Level in Writing

It is noticeable that the First year English students level in writing is varied between «Good» and « Average » Approximately (10 students) or (48%) of them considered their level «Good» and the other (8 students) or (38%) are "Average". While (2 students) or (10%) considered their level "Excellent" and only (1student) or (5%) is "Poor".The results of this question shows that the students of first year are still unaware of their true level of writing,especially when they commit grammar errors in writing.Thus,the teacher should alert the students to their errors.The results The following bar graph presents the results achieved:
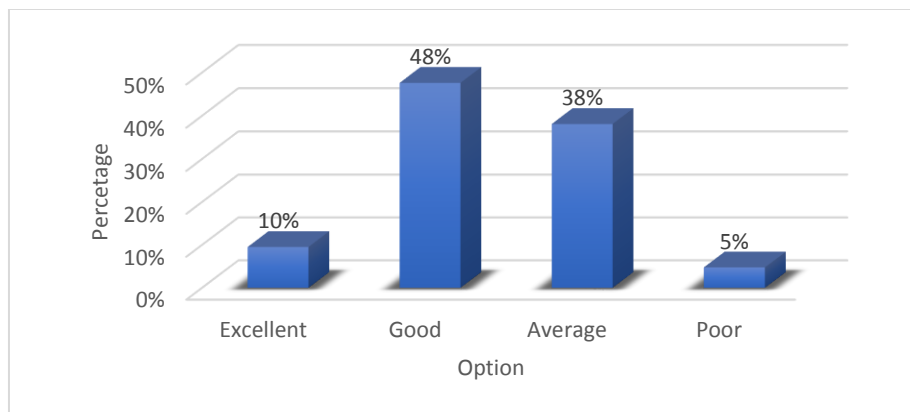
Figure 2. 3: Students' level in writing

Item5: How often do you practice writing?

Option	Number	Percentage
Everyday	2	10%
Sometimes	14	67%
Never	5	24%
Total	21	100%

Table 2. 4. Students' Frequency of Practicing Writing.

The table above indicates that the majority of students (14 students) or (67%) practice writing sometimes.(5 students) or (24%)of the respondents answered that they never practice writing. While (2 students) or (10%) stated that they practice writing everyday. This may be due to the allocation of time for both the teacher and students;some teachers do not have time even to complete their lessons.The following pie chart resumes what is said before:
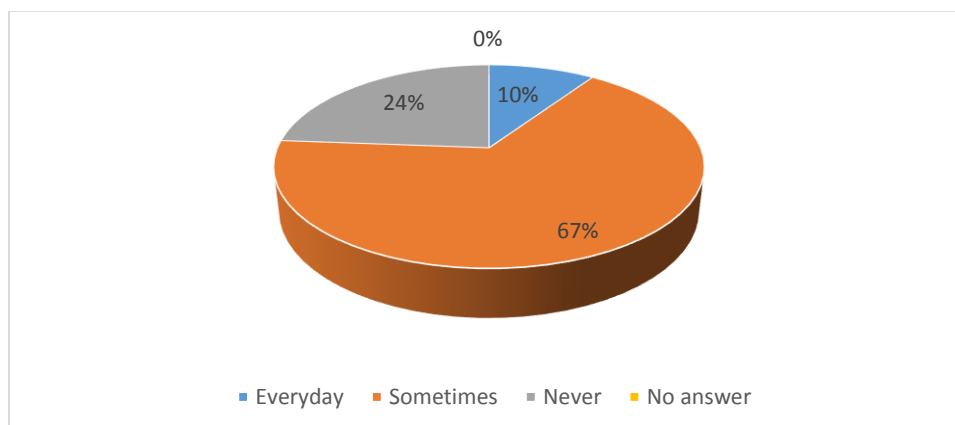
Figure 2. 4. Students' Frequency of practicing Writing

Item 5: Do you find problems when writing in English?

Option	Number	Percentage
Yes	12	57%
No	9	43%
Total	21	100%

Table 2. 5. Existence of Problems when writing in English

It is noticeable from the table that more than half of students (12 students) or (57%) find problems in writing. Whereas, (9 students) or (43%) who declared that they have not any problem when writing.This is mainly due to the lack of practice and some of them are disinterested in reading.This information can be presented in the following pie chart:
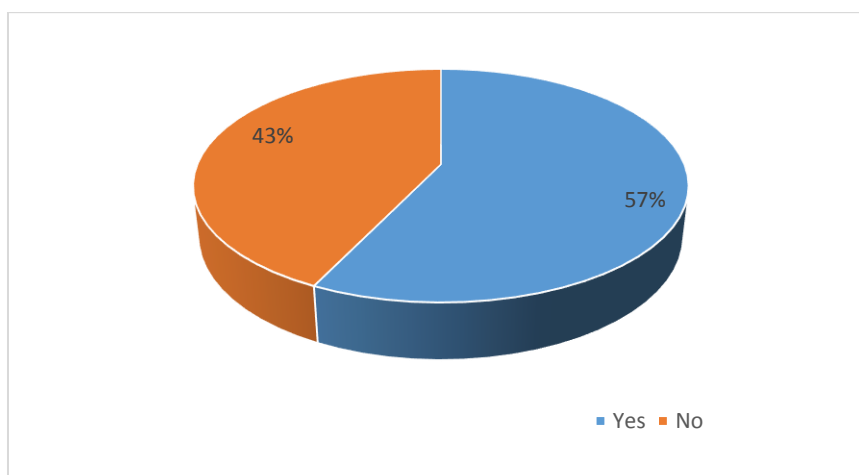
Figure 2. 5. Existence of Problems when writing in English

Item 6: If "Yes", are these problems due to your inadequate mastery of (students can choose more than one answer)

Option	Number	Percentage
Vocabulary	9	30%
Grammar	3	10%
Content/ideas	4	13%
Coherence/Cohesion	1	3%
Punctuation/Spelling	4	13%
Total	30	100%

Table 2. 6. Reasons behind the Writing Problems

In this question, students can choose more than one answer. From the table, we notice that (30%) of the students see that vocabulary causes a lot of problems when writing. Grammar also causes some problems to (3students) or (10%) of students. (4 students) or (13%) of students see

that the aspect of content and ideas are the main causes of problems in writing. The same percentage (13%) or (4students) who declared that punctuation and spelling are very much difficult for them. Coherence and cohesion do not seem to be very difficult for them. Only (1 student) or (3%) of them responded to this question. Finally, (9 students) or (30%) who didn't respond to the question.The result of this question shows that all the aspects are of a great importance ,they have to be taken into consideration from students when writing and from teachers when teaching the writing skill.

The bar graph below resumes what is said before:
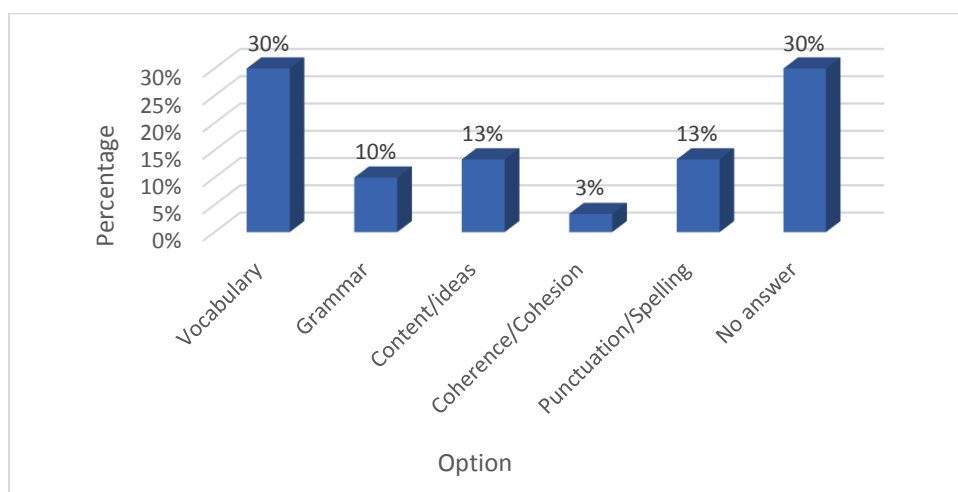
Figure 2. 6. Reasons behind the Writing Problems.

Item 7: Do you generally find difficulties in writing a (sentence, paragraph, essay)

Option	Number	Percentage
A sentence	1	5%
a paragraph	6	29%
An essay	13	62%
No answer	1	5%
Total	21	100%

Table 2. 7. Students' difficulties at the Level of the Structural Aspects of Language

From these results, it is noticed that the great number of students (13 students) or (62%) of them find difficulties in writing essay. While (6 students) or (29%) of them face problems in writing a paragraph. Only one student (5%) who answered that he find difficulty at the level of writing a sentence. However, (1student) or (5%) did not respond to the question. This is because

students need to follow specific structure ,students find that essay writing is longer than any other structure.Thus ,they commit a lot of errors.This information can be organized in the following bar graph:
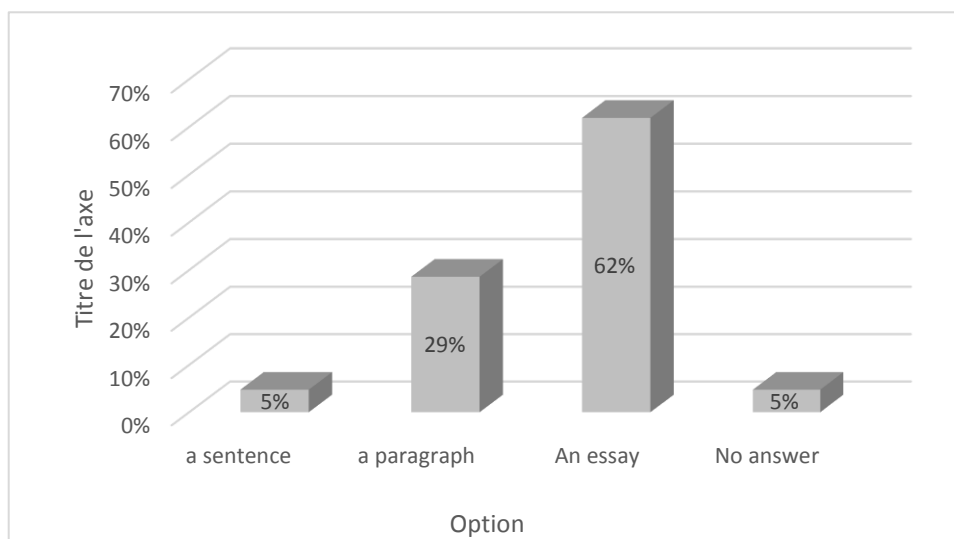
Figure 2. 7. Students' difficulties at the Level of the Structural Aspects of Language

Item 8: What kind of Problems do you encounter when writing an English essay? (Students can choose more than one answer)

Option	Number	Percentage
Poor vocabulary	7	21%
Organizing ideas	7	21%
Limited background of the topic	12	36%
The use of tenses	5	15%
Other	2	6%
Total	33	100%

Table 2. 8. Kinds of prolems in writing essay

This question can require more than one answer. The table shows that (12 students) with the percentage of (36%) see that the limited background of the topic is the main obstacle when writing essay. While (7students) or (21%) of them see that they find problems while organizing ideas. The same number and percentage in the case of poor vocabulary. Moreover, (5 students)

with the percentage of (15%) view the use of tenses is the more difficult for them. Finally, (2students) or (6%) responded to other different answers. They see that they face problems in punctuation and the bad hand writing when writing essay.It means that the teachers do not focus on all the aspects of writing .The teacher in charge of written expression should coordinate with the teachers in charge of grammar,reading,literature,civilization to improve the students'ability of writing skill.
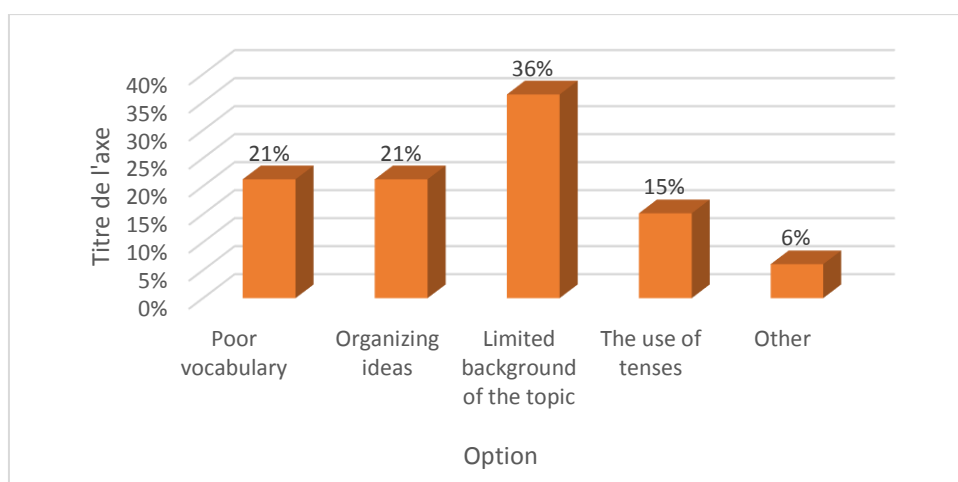
Figure 2. 8. Kinds of prolems in writing essay

Item 9: What are your difficulties in using tenses?

Option	Number	Percentage
The structure	10	48%
the use of the verb	8	38%
No answer	3	14%
Total	21	100%

Table 2. 9. Students difficulties in using tenses

The table above has shown that there are difficulties in using tense. These difficulties are either due to the structure or the use of the verb. (10 students) or (48%) state that using the structure is more difficult than using the verb and those who state that using the verb is more difficult are (8students) or (38%).However, there are(3students)or(14%)did respond to the question.The students cannot memorize the structure of the verb because of their carelessness and their teachers'misuse and mispresentation of materials and methods. The pie chart below illustrates what is said before:
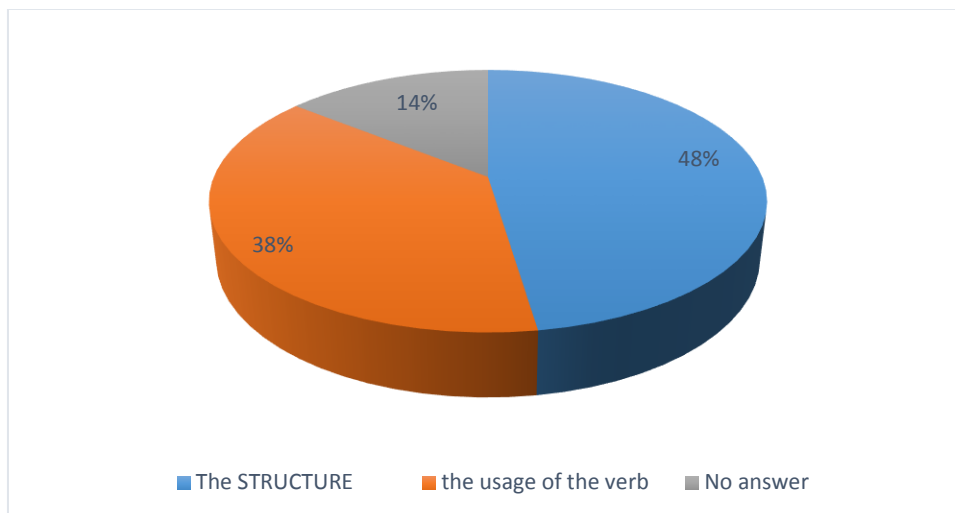
Figure 2. 9. Students' difficulties in using tenses

Item 10: Which tense seems to be difficult for you?

Option	Number	Percentage
The present tense	0	0%
The past tenses	10	40%
The future tenses	5	20%
Modals	8	32%
No answer	2	8%
Total	25	100%

Table 2. 10. The most difficult tense

The answer we collected reveal that (10 students) or (40%) state that the past tense is the most difficult one. While (8students) or (32%) consider that the modals are more difficult for them. Moreover, (5students) or (8%) see that the future tense is difficult for them. The students do not consider that the present simple is difficult for them. However, (2 students) or (8%) did not answer this question.The difficulties faced by students in learning and using the past tense is due to the

difficulty in memorizing the' irregular verbs' and the use of the auxiliary 'did'or 'was/were'. All the results achieved are presented in the following pie chart:
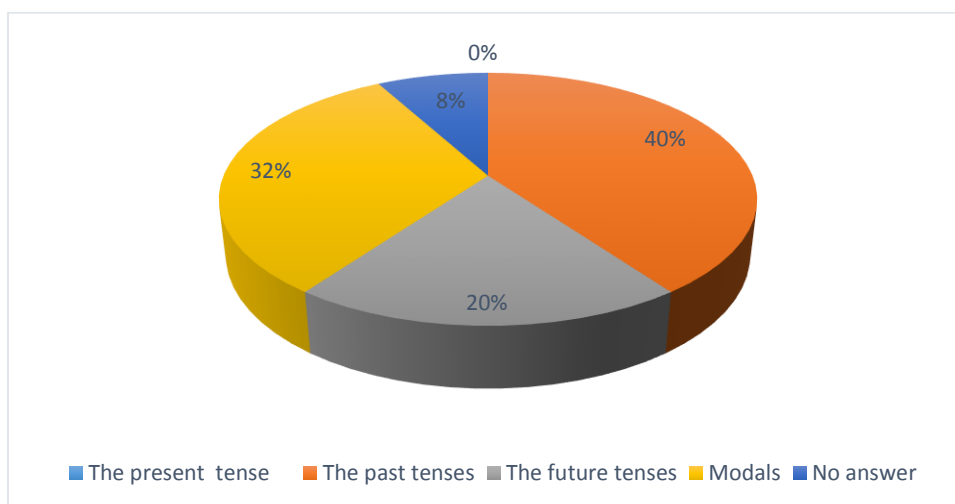
Figure 2. 10. The most difficult tense

Item 11: In writing essay, the tense error appears because of (students can choose more than one answer)

Option	Number	Percentage
Language transfer (from Arabic to English)	7	27%
Lack of practice	13	50%
Lack of motivation and carelessness	4	15%
Lack of good teaching	2	8%
No answer	0	0%
Total	26	100%

Table 2. 11. Reasons behind the students' tense error in writing essay

The table show that nearly half of the students (13 students) or (50%) see that lack of practice is the first factor behind their weaknesses in writing essay. (7students) or (27%) of students respond that language transfer is the cause of problems when writing essay. In addition, no more than (4students) or (15%) who see that the lack of motivation in writing can cause writing problems for them. The lack of good teaching cause presented by only (2students) or (8%).This may be because the teachers do not encourage their students to write at home or they are more concerned with the completion of the program than by the internalization of the different

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grammatical rules essential for the correct use of language.The results achieved are presented in the following bar graph:
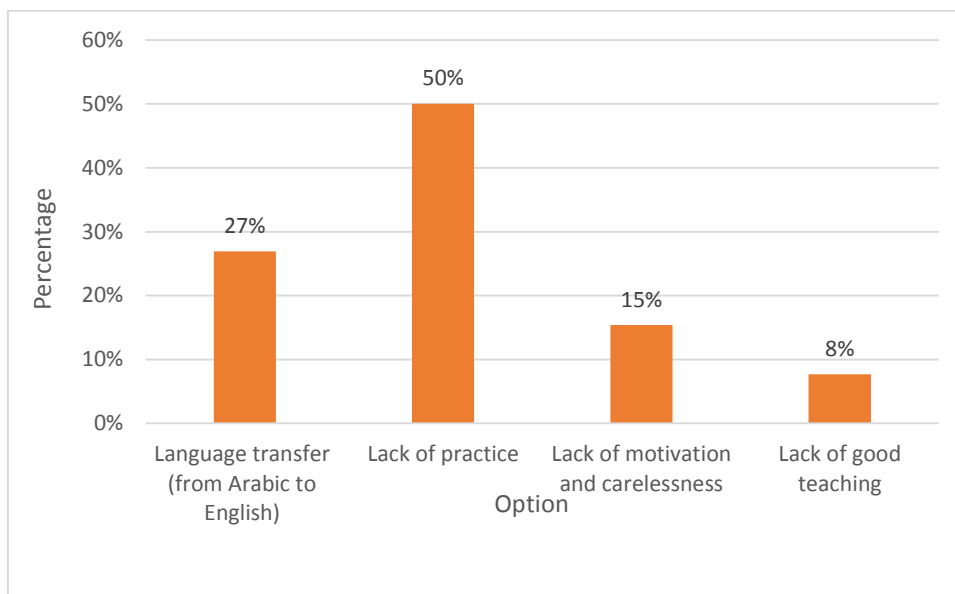
Figure 2. 11. Reasons behind the students' tense error in writing essay

Item 12: Do you believe your errors can be reduced?

Option	Number	Percentage
Yes	17	81%
No	4	19%
Total	21	100%

Table 2. 12. Students' Responses about whether their errors can be reduced

Considering this question, the great number of students (17 students) or (81%) believe that their errors can be reduced.They will probably devote enough time for writing or they are taught by qualified and well-trained teachers. While, (4 students) or (19%) think that their errors cannot be reduced. This information is presented in the following pie chart.
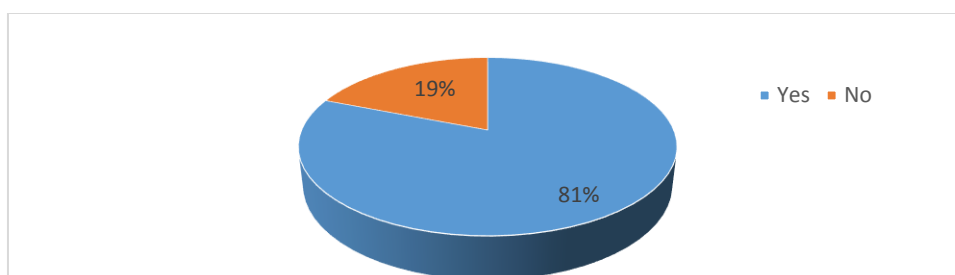
Figure 2. 12. Students' Responses about whether their errors can be reduced

Item 13: If yes, how?

In this question, the students are asked to explain how they can reduce their tense errors in writing. In response to the question, the repeated answers are as follows:

1- More practice of the grammar rules in order to reduce tense errors.

2- Extensive reading to improve the writing skill.

3- The Use of the different and appropriate strategies and materials by the teacher.

Item 14: When reaching third year, how do you qualify your writing level?

Option	Number	Percentage
Good	11	52%
satisfactory	8	38%
Average	2	10%
Poor	0	0%
Total	21	100%

Table 2. 13. Students' Assessment Their Writing Level

In this question, students were asked to evaluate their level in writing when they reach third year. Nearly half of them (11students) or (52%) state that their level in writing will be good. (8students) or (38%) indicate that their level will be satisfactory. While (2students) or (10%) will be average and no one think that they will be poor in writing.This can be explained that the students are motivated and responsible toward their learning. The following bar graph illustrates the results achieved.
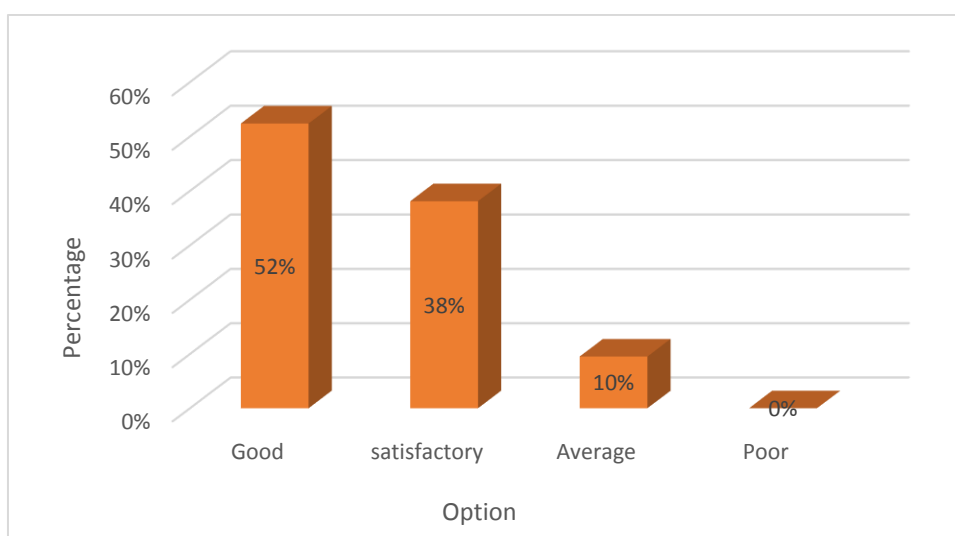
Figure 2. 13. Students' Assessment Their Level

2.3.2. The Students' Test

2.3.2.1. Analysis of students' test

The main objective of the test was to investigate the errors that might commit by university students when they use English tenses. The test covered different areas of the English tenses.

The test is for first year LMD students at Tiaret's Ibn Khaldoun university .It involved 21 participants who were picked at random from two groups to participate. The participants cooperated by producing brief essays.

The analysis involves collecting the data of the students' test to find out the errors.The second step is the identification of students' errors in the use of tenses.The next step is the classification of the error.The classification of the errors are according to the taxonomy surface categories because they are the most frequent errors made by EFL learners.

According to the results of the test, students have serious difficulties in employing the correct tense in various sentences for a variety of reasons. The results demonstrate that the students did not know when to use the correct tense.

Item 1: Evaluation of student 1 results in using tenses

Errors	Correction	Type of errors
Mass Media **make** our lives.	Mass media **makes** our lives.	**OM**
It **change** our lives	It **has changed** our lives.	**MF**
We **can connects** with other friends	We **can connect** with other friends	**AD**
The lives **was** not easy.	The lives **were** not easy	**MF**
It **makes** a big change	It **has made** a big change	**MF**
It **mean** you can speak	It **means** you can speak	**OM**
Mass Media **change** our lives in next 50 years	Mass Media **will change** our lives in next 50 years	**MF**

Table 2. 14. Evaluation of student 01 results in using tenses

From the table, it can be seen that most errors occure strongly in the category of MF (4 times), twice in the category of OM and one in AD.

Item 2: Evaluation of student 2 results in using tenses

Errors	Correction	Type of errors
It **is increase** our knowledge	It **increases** our knowledge.	**AD**
One of the sources **to works**	One of the sources **to work**	**AD**
They **uses** it	They **use** it	**AD**

Table 2. 15. Evaluation of student 02 results in using tenses

The table above indicates that the most errors occur only in the category of AD.

Item 3: Evaluation of student 3 results in using tenses

Errors	Correction	Type of errors
Social media **have** its benefits	Social Media **has** its benefits	**MF**
I **means** before social media	I **mean** before social media	**AD**
If you **knows** the person	If you **know** the person	**AD**
Mass media **will changes** our lives	Mass media **will change** our lives	**AD**
We **are seeing** it	We **saw** it	**MF**

Table 2. 16. Evaluation of student 03 results in using tenses

As shown in the table, we observe the most errors occur strongly in the category of AD and twice in the category of MF.

Item 4: Evaluation of student 4 results in using tenses

Errors	Correction	Type of errors
All kind of people **uses** it	All kind of people **use** it	**AD**
To **connects** with people	To **connect** with people	**AD**
Life in general **is change**	Life in general **has changed**	**MF**
It **is going to change** my life	It **has changed** my life	**MF**
Next years, mass media **can change** the world	Next years, mass media **will change** the world	**MF**

Table 2. 17. Evaluation of student 04 results in using tenses

The table above indicates that most errors occur 3 times in the category of MF and twice in the category of AD.

Item 5: Evaluation of student 5 results in using tenses

Errors	Correction	Type of errors
It **make** our lives very easy	It **makes** our lives very easy	**OM**
Workers in factories **used it** a lot	Workers in factories **use** it a lot	**MF**
In order **to organized** their work	In order **to organize** their work	**AD**
Factories **used** machines	Factories **use** machines	**MF**
They **needs** it to do research	They **need** it to do research	**AD**
And **to communicates** with his friends	And **to communicate** with his friends	**AD**
Mass Media **make** the world as a small village	Mass media **makes** the world as a small village	**OM**
Mass media **play** a big role	Mass media **plays** a big role	**OM**
We can do anything without **need to** thinking	We can do anything without **thinking**	**AD**
We must **uses** it carefully	We must **use** it carefully	**AD**

Table 2. 18. Evaluation of the student 05 results in using tenses

From the table, it can be seen that the most errors occur strongly in the category of AD (5 times) three times in the category of OM and two times in the category of MF.

Item 6: Evaluation of student 6 results in using tenses

Errors	Correction	Type of errors
Family relations **has fallen** apart	Family relations **have fallen** apart	**MF**
It may also **changes** our lives	It may also **change** our lives	**AD**

Table 2. 19. Evaluation of student 06 results in using tenses

As shown in the table, we observe the most errors appear equally in the category of MF, and one in the category of AD.

Item 7: Evaluation of student 7 results in using tenses

Errors	correction	Type of errors
Mass media **become** one of the necessary thing	Mass media **becomes** one of the necessary thing	**OM**
It **make** our world a small village	It **makes** our world a small village	**OM**
It**'s change** our life	It **has changed** our life	**MF**
It **have** a contrast	It **has** a contrast	**MF**
It **stopped** the family relations	It **has stopped** the family relations	**MF**
We **uses** it in a good way	We **use** it in a good way	**AD**

Table 2. 20. Evaluation of student 07 results in using tenses

As shown in the table, errors in the category of MF are most frequent (three times), and two times in OM category and one time in AD category.

Item 8:Evaluation of student 8 results in using tenses

Errors	Correction	Type of errors
A lot of people **uses** it	A lot of people **use** it	**AD**
Mass media **play** an important role	Mass media **plays** an important role	**OM**
They don't even **enjoys** it	They don't even **enjoy** it	**AD**

Table 2. 21. Evaluation of student 08 results in using tenses

As shown in the table, errors in the category of AD are the most frequent (twice), and only one time in OM category.

Item 9:Evaluation of student 9 results in using tenses

Errors	Correction	Type of errors
It **hasn't reached** its third decade	It **hasn't reach** its third decade	**AD**
	Things **will not happen** as naturel	**AD**

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Things **will not happening** as natural	All interactions **will happen** in a virtual reality	**AD**
All interactions **will happening** in a virtual reality	People **will not follow**	**AD**
People **will not be following**		

Table 2. 22. Evaluation of student 09 results in using tenses

From the table, it can be seen that we have one single error in the AD category.

Item 10: Evaluation of student 10 results in using tenses

Errors	Correction	Type of errors
This doesn't **means**	This doesn't **mean**	**AD**
Disadvantages that **influenced** our life	Disadvantages that **have influenced** our life	**MF**
Mass media **will influences** more	Mass media **will influence** more	**AD**

Table 2. 23. Evaluation of the student 10 results in using tenses

From the table, it can be seen that errors occur twice in the AD category, and one time in the MF category.

Item 11: Evaluation of student 11 results in using tenses

Errors	Correction	Type of errors
Hard **to learns**	Hard **to learn**	**AD**
How to **uses** it	How to **use** it	**AD**

Table 2. 24. Evaluation of student 11 results in using tenses

From the table, we notice that the errors occur only in the category of AD.

Item 12: Evaluation of student 12 results in using tenses

Errors	Correction	Type of errors
It **change** our life	It **changes** our life	**OM**
It **have** benefits	It **has** benefits	**MF**
Our life **became** easier	Our life **becomes** easier	**MF**
People **becomes** busy all the time	People **become** busy all the time	**AD**

Table 2. 25. Evaluation of student 12 results in using tenses

From the table, it can be seen that the most errors occur twice in the category of MF, one in the category of OM and one in the category of AD.

Item 13:Evaluation of student 13 results in using tenses

Errors	Correction	Type of errors
It **help** to motivate us	It **helps** to motivate us	**OM**
However, it **effect** our lives	However, it **effects** our lives	**OM**
You **can gets** a lot of money	You **can get** a lot of money	**AD**
Mass media **will changes** our lives	Mass media **will change** our lives	**AD**

Table 2. 26. Evaluation of student 13 results in using tenses

The table indicates that the most errors occur equally in the category of OM and AD (twice) .

Item 14:Evaluation of student 14 results in using tenses

Errors	Correction	Type of errors
Mass media **have** really two faces	Mass media **has** two faces	**MF**
People who **uses** it	People who **use** it	**AD**
We **can't lives** without it	We **can't live** without it	**AD**
It **will changes** a lot	It **will change** a lot	**AD**
It **is changed** our lives	It **has changed** our lives	**MF**

Table 2. 27. Evaluation of student 14 results in using tenses

From the table, it can be seen that most errors occur strongly in the AD category (3 times) and twice in the MF category.

Item 15:Evaluation of student 15 results in using tenses

Errors	Correction	Type of errors
We don't even **enjoys** it	We don't even **enjoy** it	**AD**
People **works** from social media	People **work** from social media	**AD**
We **are using** it a lot	We **use** it a lot	**MF**

Table 2. 28. Evaluation of the student 15 results in using tenses

From the table, it can be seen that most errors occur twice in the AD category, and one in the MF category.

Item 16:Evaluation of student 16 results in using tenses

Errors	Correction	Type of Errors
We used to **enjoys** every moment	We used to **enjoy** every moment	**AD**
You **don't posts** what you want	You **don't post** what you want	**AD**
Media sites **are getting** popular	Media sites **gets** popular	**MF**

Table 2. 29. Evaluation of student 16 results in using tenses

As shown in the table, we observe the most errors appear twice in the category of AD, while one time for MF category**.**

Item 17:Evaluation of student 17 results in using tenses

Errors	Correction	Type of Errors
Mass media **helped** us	Mass media **helps** us	**MF**
To communicating with people	**To communicate** with people	**MF**
It **simplify** others lives	It **simplifies** other lives	**OM**

Table 2. 30. Evaluation of student 17 results in using tenses

As shown in the table, errors in the category of MF are the most frequent (twice), and only one time in OM.

Item 18:Evaluation of student 18 results in using tenses

Errors	Correction	Type of Errors
We **can communicates** in an effective way	We **can communicate** in an effective way	**AD**
A networking systems that **makes** humans communicate	A networking systems that **make** humans communicate	**AD**
Humans **communicates** with their ideas	Humans **communicate** with their ideas	**AD**

Table 2. 31. Evaluation of the student 18 results in using tenses

The table above indicates that the most errors occur only in the category of AD.

Item 19:Evaluation of student 19 results in using tenses

Errors	Correction	Type of errors
Before the mass media life **were** simple	Before the mass media life **was** simple	**MF**
People **knows** each other	People **know** each other	**AD**
It **will relates** to everything	It **will relate** to everything	**AD**
You **can contacts** him	You **can contact** him	**AD**

Table 2. 32. Evaluation of the student 19 results in using tenses

From the table, we notice that the most errors occur strongly in the category of AD three times, and one time in the category of MF.

Item 20:Evaluation of student 20 results in using tenses

Errors	Correction	Type of Errors
Anyone **can shares** information	Anyone **can share** information	**AD**
Before this, Information **spread** only by newspaper	Information **was spread** only by news paper	**MF**
Citizens **was limited** in knowledge	Citizens **were limited** in knowledge	**MF**
the products **is** free	the products **are** free	**MF**

Table 2. 33. Evaluation of the student 20 results in using tenses

As shown in the table, we observe the most errors appear in the category of MF (three times), while one time for AD category.

Item 21:Evaluation of student 21 results in using tenses

Errors	Correction	Type of errors
Mass media **has became** an important thing	mass media **becomes** an important thing	**MF**
We **uses** it	we **use** it	**AD**
It was very hard **to connects**	it was very hard **to connect**	**AD**
Life **not** will change	life **will not change**	**MOR**

Table 2. 34. Evaluation of the students 21 results in using tenses

From the table, it can be seen that the most errors occur strongly in the category of AD two times, one time in MF category and one time in the category of MOR.

2.3.3. Teachers' Questionnaire

A total of 10 questionnaire were given to different teachers of grammar and written expression at Ibn Khaldoun University Tiaret.6 answered questionnaire were handed back**.** The aim of the questionnaire is to explore the teachers' attitudes and views about the most common errors in writing especially the tense errors that first year student made while writing and what are the reasons behind those errors according to them.

Moreover, The questionnaire consists of 19 questions. They are either close-ended questions requiring from the teacher to choose 'yes' or 'no' answers, or to pick up the appropriate answers from a number of choices or open-ended questions requiring from them their own answers and justify them. The questionnaire is devided into two sections:

The first section which is entitled: Personal information has four questions about teachers gender, age, degree held and work experience. The second section includes 15 questions which is about the teachers' attitudes towards tenses errors in essay writing and their way of making feedback and their suggested solutions to reduce students' tense errors in essay writing.

2.3.3.1. Analysis of Teachers 'questionnaire
Section One: Personal information

Item 1:Teachers'gender

Option	Number	Percentage
male	2	33%
femal	4	67%
Total	6	100%

Table 2. 35. Teachers 'Gender

As we notice in the table, the majority (67%) of the participants represents female while the rest (33%) of the participants are males**.** This data is presented in the following pie chart:
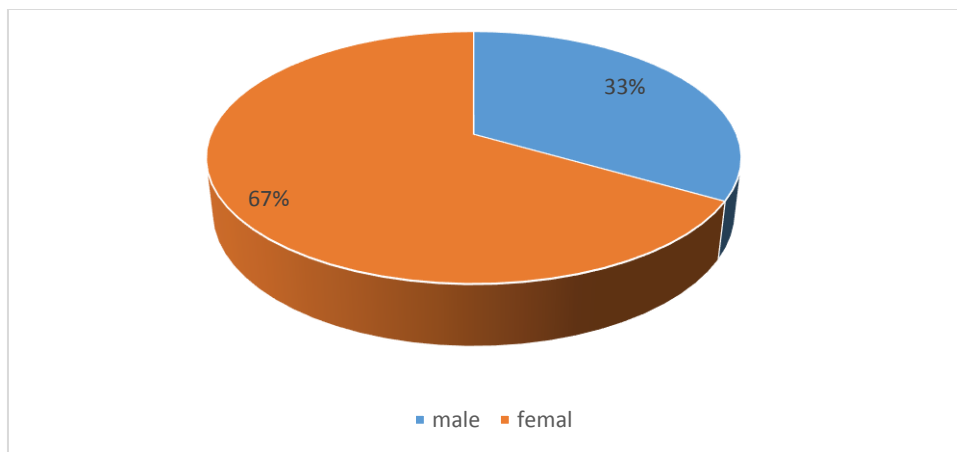
Figure 2. 14. Teachers' Gender

Item 2:Teachers'Age

Option	Number	Percentage
Less than 25	0	0%
Between 25 and 35	4	67%
Between 35 and 45	2	33%
More than 45	0	0%
Toal	6	100%

Table 2. 36. Teachers' Age

The results shows that (67%) of the teachers are between 25 and 35 years old. While 33% of them are between 35 and 45 years old and no one of them is more or less than that. The following pie chart presents the results achieved:
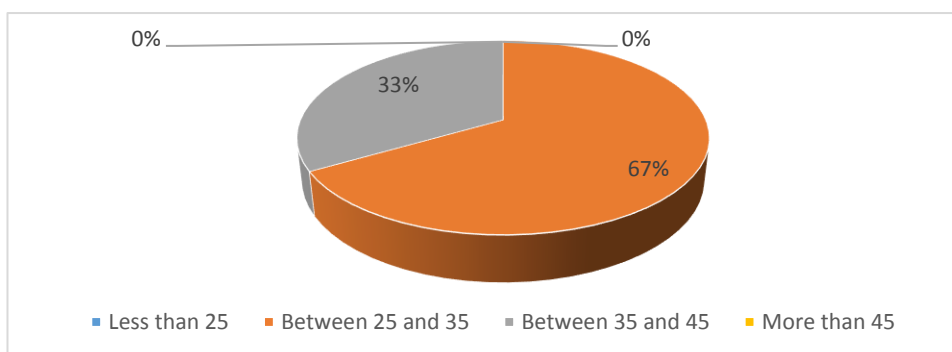
Figure 2. 15. Teachers' Age

Item 3: Academic Qualifications

Option	Number	PERCENTAGE
MASTER	1	17%
MAGISTER	0	0%
Ph.D	5	83%
Total	6	100%

Table 2. 37. Teachers' Academic Qualification

The table above revealed that the majority (83%) of the teachers hold the PhD degree. While only (17%) who has the master degree. The findings are presented in the pie chart below:
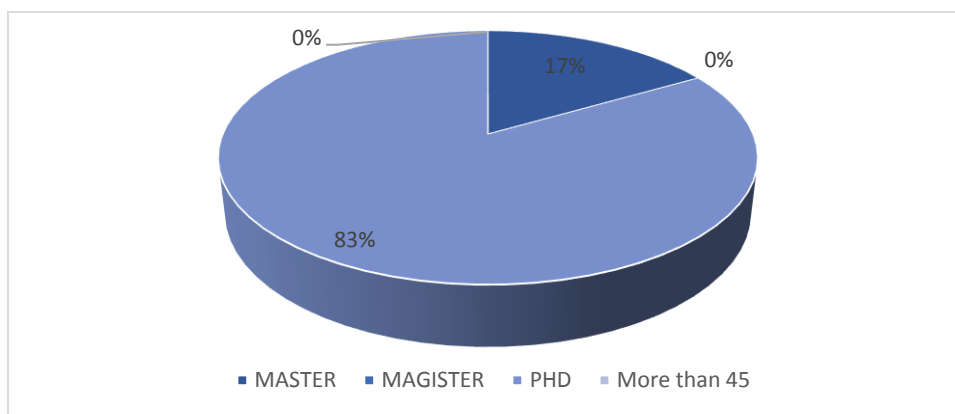
Figure 2. 16. Teachers' Academic Qualification

Item 4: Teaching Experience

Option	Number	Percentage
Less than 3	1	17%
Between 3 and 6	0	0%
Between 6 and 9	3	50%
More then 9	2	33%
Total	6	100%

Table 2. 38. Teaching Experience

As it is shown in the table above, (50%) of the teachers who have the experience of 6 to 9 years of teaching. Whereas (33%) of them who experienced teaching for more than 9 years. Only (17%) of the teachers who have the experience of less than 3 years. The pie chart below illustrates the findings:
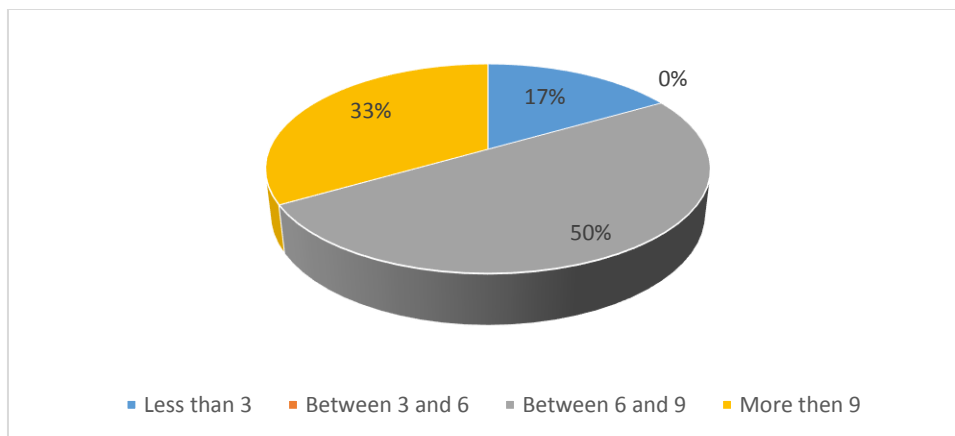
Figure 2. 17. Teaching Experience

Section two: Teachers' attitudes towards tenses errors in essay writing in EFL classrooms

Item 1: Which of the four skills is the most difficult for your students?

Option	Number	Percetage
Listening	0	0%
Speaking	4	40%
Reading	0	0%
Writing	6	60%
Total	10	100%

Table 2. 39. Teachers' Attitudes Toward the most difficult skill for their Students

The data in the table shows that (60%) of the respondents agree that their students find the writing skill is the most difficult for them. While (40%) of the teachers state that their students face difficulties in the speaking skill and they do not have any problem in the listening and speaking skill(0%).This is because the students spend less time to write than to listen,to speak and even to read .This data is presented by the following pie chart:
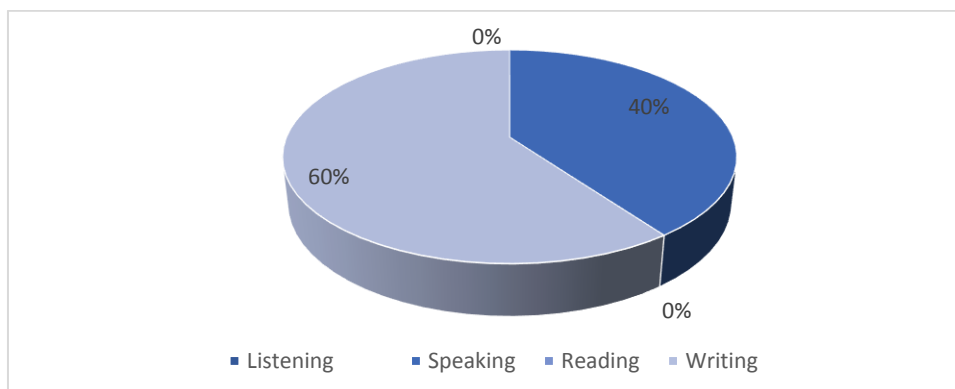
Figure 2. 18. Teachers' Attitudes Toward the most difficult skill for their Students

Item 2: Is the writing level of first year students? (Teachers can choose more than one answer)

Option	Number	Percentage
Excellent	0	0%
Good	0	0%
Average	4	50%
Bad	4	50%
TOTAL	8	100%

Table 2. 40. Teachers' Attitude toward first year students' level in writing

The data in the table shows that half of the respondents (50%) see that student's level in writing is "average". The rest half (50%) is not satisfied at all with the students' level and classify it to be "bad". We notice that no teacher consider that their students' level to be neither "good" nor "excellent",which means that they commit certain problems concerning writing. The following pie chart illustrates the results achieved:
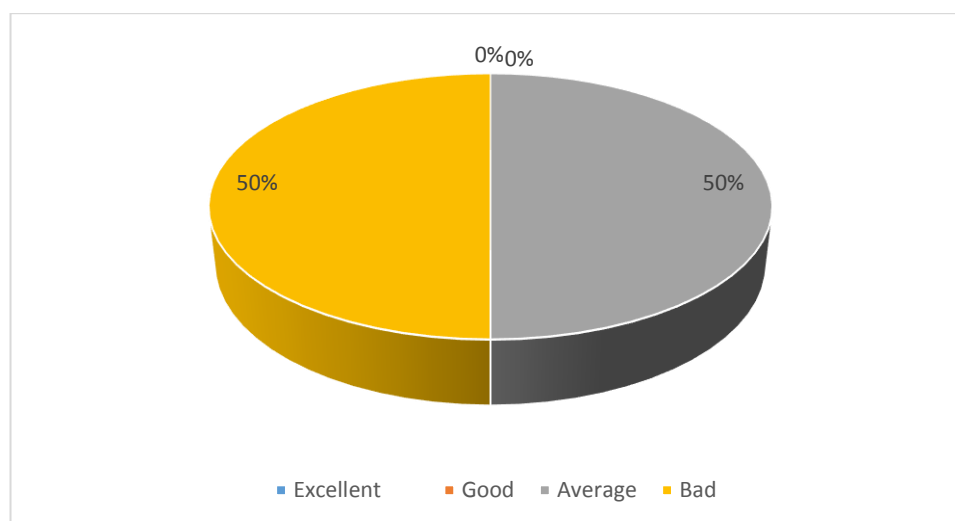
Figure 2. 19. Teachers' Attitude toward first year students' level in writing

Item 3: While teaching the writing skill for your students, do you focus on? (Teachers can choose more than one answer)

Option	Number	Percentage
Appropriateness of lexis	2	10%
Grammar	6	30%
Capitalization and punctuation	4	20%

Spelling	2	10%
The organization of writing	4	20%
The process and product of writing	2	10%
TOTAL	20	100%

Table 2. 41. Teachers' main focus while teaching writing

As can be grasped from the table, all the teachers (6 teachers) focus on grammar when they teach writing. While (4 of them) with the percentage of (20%) give great importance to the aspects of the organization of writing and capitalization and punctuation. And only 1/3 of the respondents (10%) who focus on lexis spelling and the process and product of writing.Thus,the aspect of grammar considered to be the most important one to them.When the student master the grammar rules,they will write correctly. The following bar graph illustrates the results achieved:
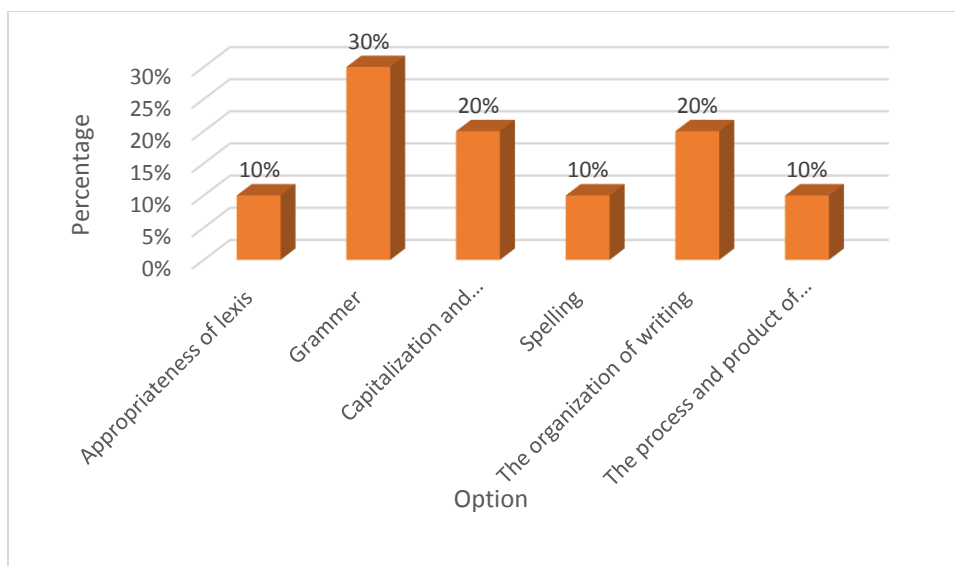
Figure 2. 20. Teachers' main focus while teaching writing

Item 4: Most of the students writing problems are at the level of? (Teachers can choose more than one answer)

Option	Number	Percentage
sentence	6	50%
Paragraph	4	33%
Essay	2	17%
TOTAL	12	100%

Table 2. 42. Teachers' Responses about the Student's difficulties in the Structural Aspects of Language.

The data in the table shows that (50%) of the respondents declare that their students find difficulties at the level of writing a sentence.(4 teachers) or (33%)report that the difficulty is at the level of a paragraph. And (2 teachers) or (17%) who claim that they face difficulty at the level of essay.This means that when the beginning is wrong what comes after will be wrong too.If the learner is unable to construct a correct sentence,this will negatively impact on what follows(paragraph and essay). This data is presented in the following chapter:
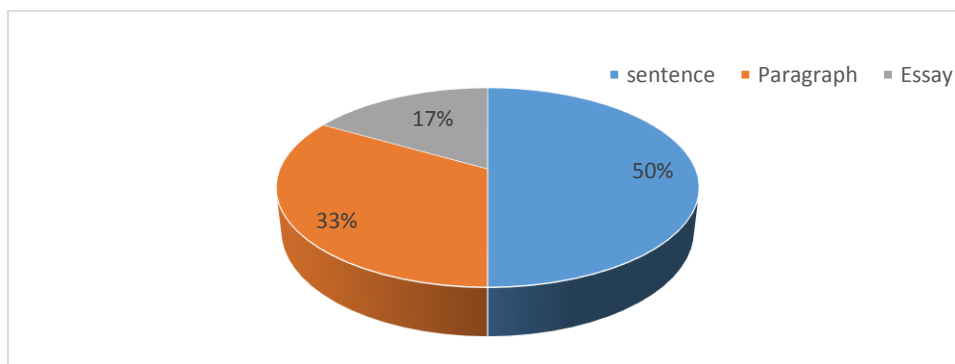
Figure 2. 21. Teachers' Responses about the Student's difficulties in the Structural Aspects of Language.

Item5: Do your students commit errors in tenses when writing?

Option	Number	Percentage
Yes	6	100%
No	0	0%
TOTAL	6	100%

Table 2. 43.Teachers' Responses about whether their students commit tense errors in writing

The data in this table shows that (100%) of the respondents declare that their students commit tense errors when writing in English. This view support the teachers views in question one when they asked about the most difficult language which is the writing skill. The following pie chart illustrates the findings:
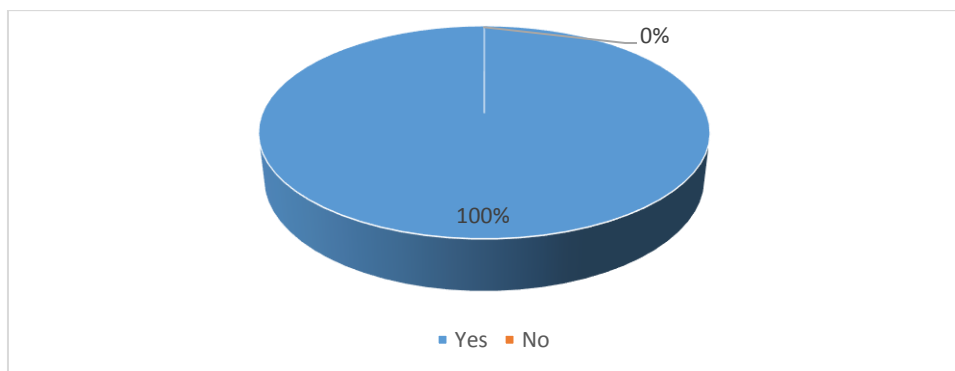
Figure 2. 22. Teachers' Responses about whether their students commit tense errors in writing

Item 6: Which tense seems to be the most difficult for your students in essay writing?

Option	Number	Percentage
The present tense	2	25%
The past tense	4	50%
The future tense	2	25%
TOTAL	8	100%

Table 2. 44. Teachers' Responses Toward the most difficult tense for Students

The table above shows that (4 respondents) see that their students have problem in the past tense (50%). While (2 teachers) see that the present simple is difficult for them (25%).The same percentage (25%)is for the future tense difficulty.Students are really unaware of when to use the past simple and are lazy to memorize the irregular verbs . The findings are presented in the following pie chart:
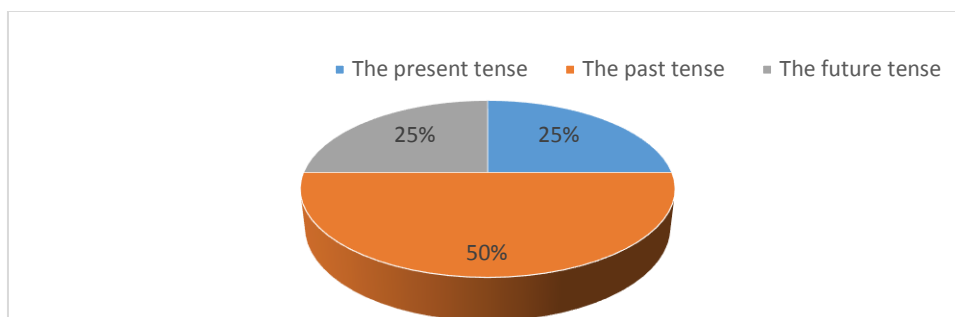
Figure 2. 23. Teachers' Responses Toward the most difficult tense for Students

Item 7: What do you think is the most common type of tense error students make in essay writing?

Option	Number	Percentage
Conjugation	2	8%
Lack of subject-verb agreement	4	17%
Misuse of the tense	6	25%
Use of modals	2	8%
Use of aspects	2	8%
Past participle	2	8%
Irregular verbs	2	8%
Lack of ordering actions and statements along time	4	17%
TOTAL	24	100%

Table 2. 45. Teachers'attitudes toward the most common type of Students'tense errors in essay writing

From the table above, we notice that all the respondents agree that their students have problem in the use of the tense, they do not use the English tenses appropriately. (2respondents) state that the students most common type are varied between conjugation, use of modals, use of aspests and irregular verbs with the percentage of (8%) for each type. Moreover, (4 respondents) declare that the lack of ordering actions and statements along time with the percentage of (17%) and the lack of subject-verb agreement with the percentage of (17%) too.The result shows that students are confronted with many difficulties in the application of the rules.This is because the inappropriate teaching methodology,lack of reading and writing and because of the translation from the mother tongue into English.The following bar graph illustrates the results achieved:
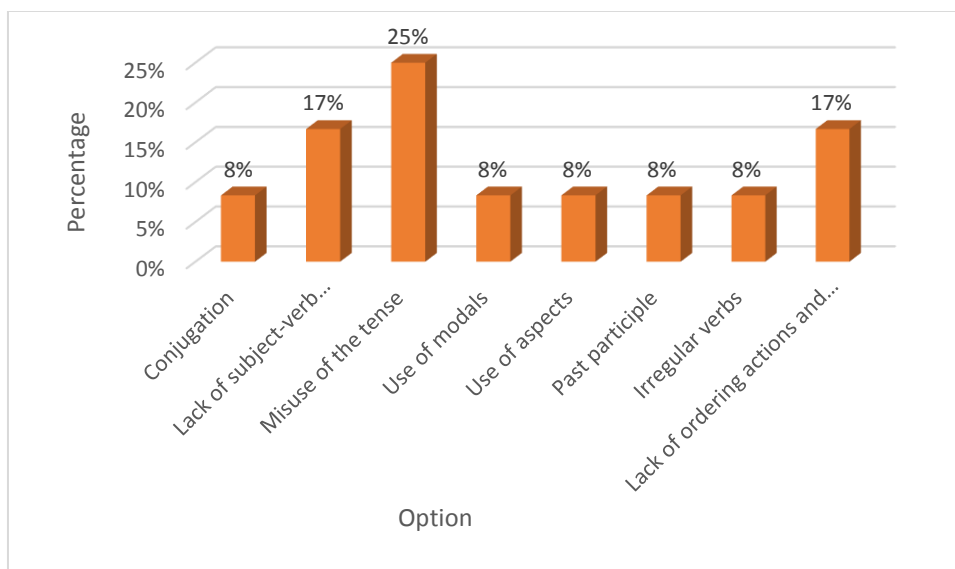
Figure 2. 24. Teachers' attitudes toward the most common type of Students' tense errors in essay writing

Item 8: What is the main cause of students' errors in tenses?

Option	Number	Percentage
Language transfer(Arabic/English)	6	43%
Ignorance of the rule	4	29%
Overgeneralization	2	14%
Lack of motivation and carelessness	2	14%
Lack of practice	0	0%
TOTAL	14	100%

Table 2. 46. Teachers' Responses about the main cause of students' tense errors

The table above demonstrates that all the respondents (6 respodents) see that language transfer (Arabic/English) is the reason behind their students tense errors. Then, (4 teachers) report that their students commit errors in tenses because of the ignorance of the rule with the percentage of (29%). Whereas, (2 teachers) who claim that overgeneralization is the cause why students make errors in writing. The same number of teachers(2 teachers)and the same percentage (14%) who report that lack of motivation and carelessness are the main reasons that lead students to make errors in tenses.This is mainly because learners are not encouraged to think in the target language.Thus,the teachers should do their best to discourage negative transfer from Arabic to English by involving them in tasks that lead to the use of authentic language as it is used by native speakers. This data is illustrated by the following bar graph:
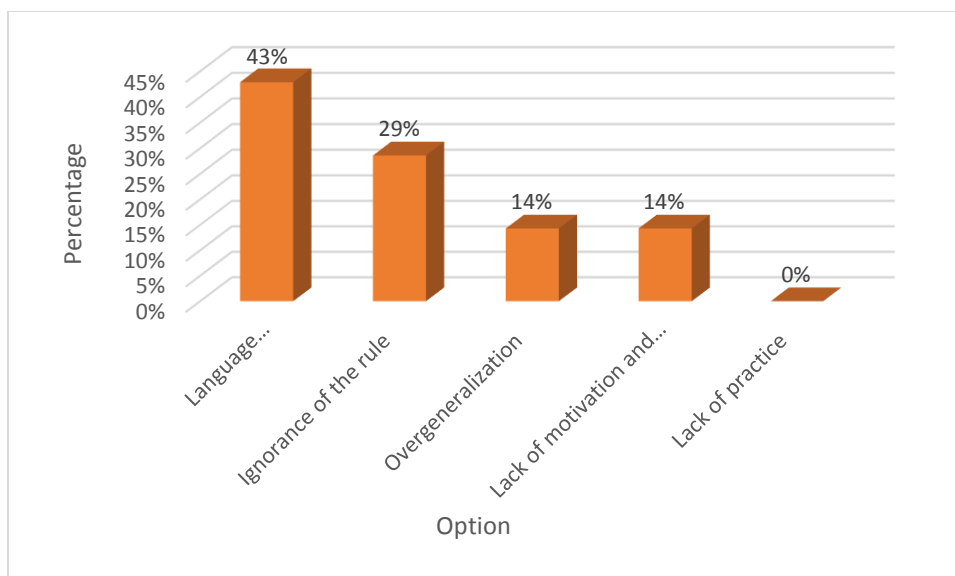
Figure 2. 25. Teachers' Responses about the main cause of students' tense errors

Item 9: According to you, what other factors lead students to commit tense errors in writing essays?

In addition to the causes mentioned above, the teachers were asked to list other factors lead students to commit errors in writing essays. All the respondents said that students commit errors mainly because most of the time they do not really understand how to use tenses appropriately ie,they do not know the functions and the use of tenses in English.

Item 10: Do you think that the fact of knowing the causes of errors would facilitate remedial work for you?

Option	Number	Percentage
Yes	6	100%
No	0	0%
TOTAL	6	100%

Table 2. 47. Teachers' view about if the knowledge of the reasons of tense errors would facilitate remedial work

From the table below, we notice that all the respondents (6 teachers) or (100%) believe that knowing the causes of errors is important .This can enable them to select the appropriate

activities in order that their students reduce making errors. This data is presented by the following pie chart:
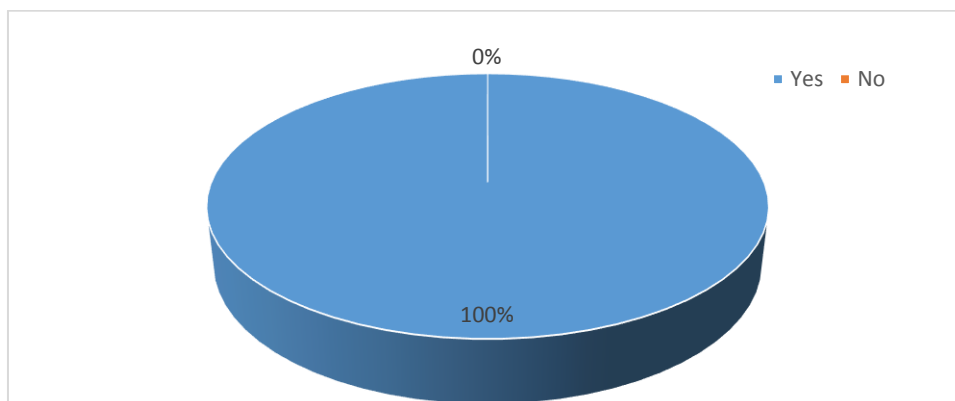
Figure 2. 26. Teachers' view about if the knowledge of the reasons of tense errors would facilitate remedial work

Item 11: What are your attitudes towards your students' tenses errors?

In this question, the teachers are required to explain their attitudes towards their students' tense errors. All the respondents see that errors are part of the learning process. They are indicators of what the students need to polish their writing and use tenses appropriately. 2 of the respondents add that they usually identify their students errors and explaining them "why" and "how" the tense error can affect the meaning.

Item 12: Do you think that coordination between the teacher in charge of grammar and written expression is necessary?

Option	Number	Percentage
Yes	6	100%
No	0	0%
TOTAL	6	100%

Table 2. 48. Teachers' view about the necessity of the coordination between the teacher in charge of grammar and written expression

All the teachers questioned believed that coordination between the teacher in charge of grammar and written expression is important. When the students learn a new structure in grammar, it is better to practice it with the teacher of written expression. Thus, the student can improve his language skills. The teachers in this question were required to explain how the coordination between the teachers of grammar and written expression was necessary. They said that the grammar teacher explains the rules, establish a solid background while the writing

teacher pushes them to use those rules and write correct essays. Other teachers see that the importance of the coordination consists in that both teachers work on students weaknesses in the context of writing where the students can correct their mistakes and apply the rules. The following pie chart illustrates the results achieved:
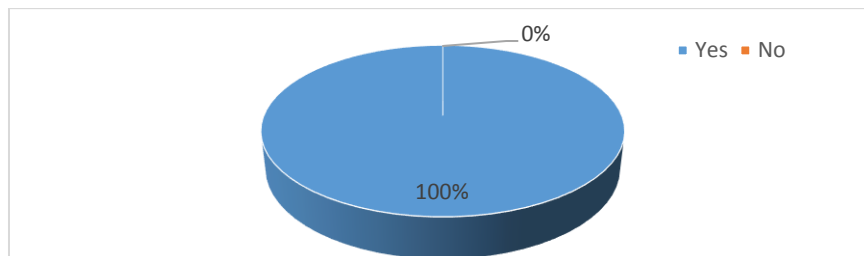
Figure 2. 27. Teachers' view about the necessity of the coordination between the teacher in charge of grammar and written expression

Item 13: Do you give much importance to error correction?

Option	Number	Percentage
Yes	6	100%
No	0	0%
TOTAL	6	100%

Table 2. 49. The importance of error correction for the teachers

The table above shows that all the teachers see that error correction is of a great deal of importance .It is an important part of the writing process in a foreign language. This data is presented by the pie chart below:
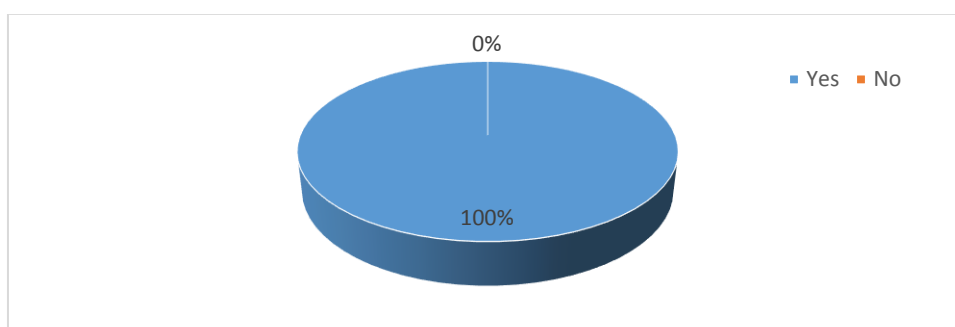
Figure 2. 28. The importance of error correction for the teachers

Item 14: Your students' tenses errors are corrected by:

Option	Number	Percentage
The learner himself/herself	0	0%
His/her classmate	4	50%
The teacher	4	50%
TOTAL	8	100%

Table 2. 50. Teachers' attitudes towards who should can correct errors

As we notice in the table, (4 teachers) or (50%) prefer the students' errors to be corrected either by the teacher or by his/her classmate. No one (0%) choose that their students' errors to be corrected by the student him/herself. They prefer the collective way between the teacher and the students and try to create a comfortable atmosphere and convince their learners that error correction is done for the sake of improving their language and not to show their weaknesses. The pie chart below presents the findings:
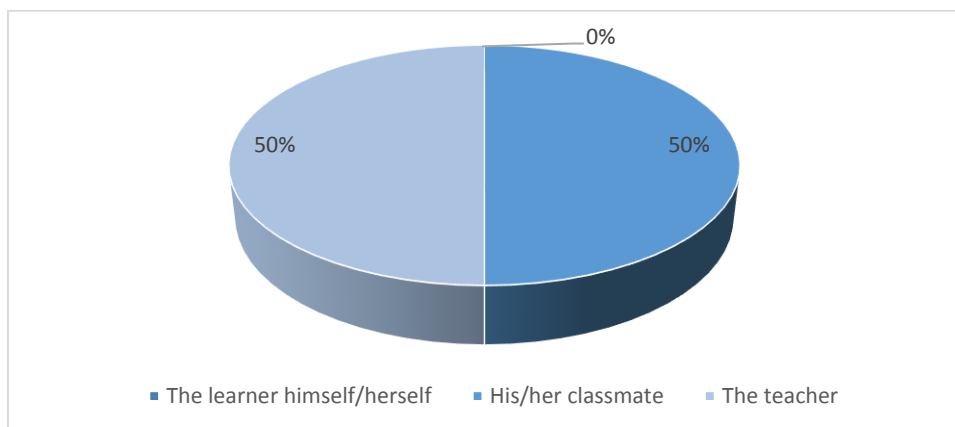
Figure 2. 29. Teachers' attitudes towards who can correct errors

Item 15: What do you think the way forward out of tense error in English language?

In this question, the teachers were required to suggest some solutions so that the students can reduce tense errors in writing essays. The teachers' said that they should focus on teaching the students the use of tenses in context, rather than teaching them the rules. They suggest that the most important way to reduce tense errors is to motivate them to use the grammar rules correctly by using funnier ,interesting and different tools as media funny games

as well as grammar. All these problems are faced when the students write essays because the majority state that writing essay is more difficult than any other structure of language.

Moreover, The results show that the majority of the students encounter challenges at the level of vocabulary and limited background of the topic and some of them encounter challenges at the level of using tenses while they write, they do not use the tense appropriately especially the use of the past tense modals. When inquired about the source of these weaknesses in using tenses, most of them state that the lack of practice and the language transfer are the main causes of their poor performance in writing. Additionally, as stated in the analysis of the questionnaire, the majority of the students confirm that their errors will be reduced if they practice the grammar rules and write essays frequently. Finally, when clarified about how they qualify their level in writing when they reach third year, the majority expressed that their level will be good and satisfactory.

Conclusion

This chapter has covered the data analysis of the study which is about the analyzing of the tense errors made by EFL students in essay writing .We focused on research methodology, population and sample. We have introduced an overall analysis and interpretation of the two collecting tools which were used in this study. First, an analysis of First year students questionnaire and test (written essays). Second, an analysis of some teachers of English at Ibn Khaldoun University questionnaire. The obtained findings declared in the form of tables and graphs.

Chapter Three

Discussion, Conclusion, Recommendations and Suggestions

Introduction

This is the final chapter of the research, it provides discussion of the main findings,concluding remarks, important points related to the study and recommendations based on the findings and conclusion

3.1.Discussion of the Main Findings

To make this research paper clear, the researcher had to describe and explain some errors made by the students. This was a crucial part of this research in order to know the error categories (including the types of errors) and sources of errors on students' tense in academic writing. The current study attemps to provide an overview of the most common tense errors made by EFL students in academic writing. The data has been gathered and processed using data collecting instruments (the questionnaires and test). The research questions were answered, and the hypotheses were confirmed. The study's findings were used in the analysis of the two data collection tools.

3.1.1. Discussion of the Students' Questionnaire

The findings show that the students of first year LMD at Ibn Khaldoun University classify the writing skill as the most difficult skill after the speaking skill. The findings offer that half of the students think that their level is between good to average in writing. However, more than half of the students state that they face certain challenges while writing, and most of these problems are due to the lack of vocabulary and ideas ,they face problems in punctuation as well as grammar. All these problems are faced when the students write essays because the majority state that writing essay is more difficult than any other structure of language.

Moreover, The results show that the majority of the students encounter challenges at the level of vocabulary and limited background of the topic and some of them encounter challenges at the level of using tenses while they write, they do not use the tense appropriately especially the use of the past tense modals. When inquired about the source of these weaknesses in using tenses, most of them state that the lack of practice and the language transfer are the main causes of their poor performance in writing. Additionally, as stated in the analysis of the questionnaire, the majority of the students confirm that their errors will be reduced if they practice the grammar rules and write essays frequently. Finally, when clarified about how they

qualify their level in writing when they reach third year, the majority expressed that their level will be good and satisfactory.

and satisfactory.

3.1.2. Discussion of the Student's Test

In the current study, the test reveals the most common errors made by the students. The students encountered a serious problem in the use of the correct tense. The results of the learners' test can be analyzed in many forms. The researcher identified some categories of errors according to their occurrence in the students' written production, which consist of omission, addition, misformation, and misordering.

Omission errors are any deletion of certain necessary items in sentences. The learner omits the "s" of the third person in the present tense .For example: she speak English. Addition errors, the students added certain items to the structure which means that unnecessary items will be added .They added items for the verbs which do not exist such as misused of the third person conjugation "s" that means that the students generalize the rule of adding "s" in the present tense for all the pronouns. For example, they lives in London. Also they committed the errors of misformation, these errors are characterized by the incorrect use of the wrong form of a morpheme or structure. For example: the dog eated the chicken .The learner provides the wrong past tense marker. Mis-ordering errors are characterized by the incorrect placement of a morpheme in an utterance. For instance: they get not good marks instead of they did not get good marks. Moreover, students did not know when to apply the past tense and the perfect tense. The students mixed the two rules such as, it brought many changes. instead of it has brought many changes. In addition, students committed errors of conjugated the infinitive verb when they use the simple future, and after "to" ; however , the rule of the future is the auxiliary "will" + verb in the infinitive.

will" + verb in the infinitive.

Table 1 shows the number of errors and the percentage of errors in essay.

Category of errors	Number of errors	Percentage
Omission	12	13,79%
Addition	45	51,72%
Misformation	29	33,33%
Misordering	01	1,14%
Total	87	100%

Table 3. 1: Category of errors

The finding shows that The highest error is Addition error (45 errors of 87 total errors or 51,72%) The second error is misformation error (29 errors of 87 total errors or 33,33%) It is followed by omission error (12 errors of 87 tatal errors or 13,79%) The last is misordering error (1 error of 87 total errors or 1,14%)

From the result we can conclude that there is a clear differences in the use of tenses and the making of errors. . Discussion of the teachers' questionnaire results

3.1.3.Discussion of the Teachers'Questionnaire

From the analysis of the questionnaire, the results reveal many facts about the writing skill teaching as well as grammar teaching. The teachers of grammar and written expression at Ibn Khaldoun have a quite good experience in teaching. Thus, they can present their opinions because they have a good idea about their students. First year English students at Ibn Khaldoun University of Tiaret find difficulties when writing and the majority of their teachers are not satisfied by their level, they confirm that the writing skill is considered as the most difficult skill for them and their errors commit a lot of errors in English tenses when they write. In addition, they assume the students make tense errors not only when they write a paragraph or essay but even when they write a sentence, this means that when the beginning is wrong(sentence) what comes after will be wrong too. The findings show that the majority of the teachers agreed on the same causes of making errors, these causes are language transfer (Arabic interference) , the ignorance of the grammar rules and overgeneralization. Furthermore, when asked about the most common type of tense error and the tense which seems to be more difficult for the students when they write essays, they give the highest percentage to the misuse of the tense and the past tense. Also, the teachers believe that when they know the causes behind their students errors, they can remedy or reduce the errors in tenses. This can happen according to the teachers' opinion only if the teachers adapt appropriate strategies or techniques and if they focus on teaching the students the use of tenses in context, rather than teaching them only the rules.

3.2. Concluding Remarks

The researcher concludes the results based on the main findings of the study

1- The analysis of the study results indicated that English students' of Ibn Khaldoun university face a real problem in using English tenses which affected their performance in writing essays.

2- The greatest number of errors were found to be due to addition.

3- Most errors were to be found in past tense and modal verbs.

4- The findings of the study showed that the main cause of addition type of error is overgeneralization, students generalize the English tenses rules and apply it for all cases.

5-Lack of practice and ignorance of grammar rules are other causes of making errors in tenses that the findings of the study were confirmed .This is mainly due to the learners' ignorance of the importance of grammar in the writing skill.

3.3. Recommendations and suggestions

According to the findings of the study, the following recommendations can be summarized as follow:

- Grammar should be taught through context.
- Teachers are expected to employ a variety of ways to effectively teach grammar rules during the session.
- Teaching grammar should be interesting for the students by engaging them in productive drills and provide various practices that encourage them to use grammar.
- Students should practise English grammatical rules as well as recognize and apply them in a variety of contexts.
- Teachers should encourage students to focus on the form and use of the tenses.
- Teachers should provide a thorough explanation of the definition, form, and proper use of the tenses, as well as a thorough analysis of the grammatical errors.
- Students must grasp the correct use of each tense
- Students' errors are excellent sources of information for better teaching and learning, thus their attempts to write should be commended.

- Teachers should pay attention to the occurrence of errors, so that they can provide appropriate treatments to avoid students from fossilizing incorrect language conceptions.

- After correcting the students' writing, teachers should provide positive feedback, reinforcement and motivation on a regular basis.

- Making errors is a common problem in the learning process, and teachers should evaluate their students' progress, and develop new teaching techniques for the second language teaching by understanding the students' errors.

- Encouraging students to read and practice is an effective way to develop their writing skills and practice grammar rules.

- Students should focus on their writing skills in order to improve their writing performance because it is a mean of addressing grammar issues.

- Students should stay engaged and continue to ask questions about things they do not understand. They must also read, learn and practice a large number of structures in order to be able to spot and correct errors on a regular basis.

- The study focused on the types of errors committed by students in the tenses, but the researchers discovered that errors also occurred in other forms of grammatical errors while analyzing the data .The researcher also discovered that the majority of the students' sentences contained several grammatical errors. In light of this, other forms of errors in students' essay is strongly be investigated further.

- Poor reading habits has an impact on students' tense errors .This has an impact on their use of suitable tenses in verbal and written communication. As a result, the researcher recommends that future studies should focus on the errors in students' writing caused by poor writing habits.

- When planning the curriculum, designers should take into account the needs of their students and incorporate significant components of English writing.

- Further research in the area of tenses should be conducted furthermore, the tenses of the English language must be investigated and studied in depth.

- Since errors had become a serious attention for every researcher, this study needs further research .The sample size should be increased in order to get a better understanding of how students make errors. The study's scope should be expanded to include all tenses. The next study should include new research methodology and instruments to discover errors, causes and techniques to improve students' ability.

Moreover, different groups of participants such as undergraduated students as well as participants with different English proficiency and different field of study should investigated in the next research.

General Conclusion

General Conclusion

This research study aims to investigate one of the most important aspects in English grammar, namely English tenses. In this study, the researcher used descriptive analytical methods. To test hypotheses, the researcher employs two tools. The first tool is a questionnaire, and its aim was to examine students' and teachers' perspectives on the types and causes of tenses errors that university students make when writing English tenses.

The second tool was the test for the students. The aim was to identify the various types of errors made by the students who were tested when writing English tenses.

The findings of the study revealed that students had a serious problem in writing English tenses, which had a negative impact on their performance. The greatest number of errors were found to be related to addition errors. The findings also revealed that students were not systematic or consistent in their use of tenses when writing, as they switched from one tense to another. Although, the students knew the formation of tenses, they make errors in using them.

Errors indicate that EFL learners students depends on interlingual and intralingual strategies to facilitate learning. Therefore, the key to effective teaching for EFL teachers is to understand students' learning difficulties and provide the appropriate grammar instruction. However, when dealing with errors, it is critical for teachers to determine what the error is, identify possible sources of errors, and explain why they occur because a full understanding of the causes of an error allows the teacher to work out a more effective teaching strategy to address it, as well as to determine how serious the error is so that remedial work can be done.

It is natural to make errors when learning a foreign language, and it is a necessary part of the process. Errors provide us with valuable information regarding the difficulties students encounter while learning the target language. Furthermore, these errors can help teachers identify what areas of language are problematic for students. It is obvious that tense errors require more attention. Teacher should be more aware of these types of errors and provide the appropriate follow-up work to examine the issue areas discussed earlier. However, EFL teachers and researchers can not overlook errors analysis as a valuable technique for learning more about the psycholinguistic processes involved in a foreign language learning.

The findings of this study are expected to have some implications for language learning, particularly English teaching.

When teaching writing, the teacher should pay close attention to all errors made by students in order to reduce them. Furthermore, teachers should motivate students to be aware of language rules.

Finally, we conclude that EFL students at Ibn Khaldoun university have very serious issues in dealing with the correct use of tenses. This due to the lack of knowledge and the incomplete application of the grammatical rules.

The present study dealt with a tense errors involved in writing .It is therefore hoped that more research may be undertaken to expand the current study to cover other areas of English language writing.

In conducting any research, the researchers face some obstacles that hinder the progress of the research .Due to numerous difficulties, the sample was limited to only 21 students. The following are some of the difficulties: first, because the data analysis was done manually, it takes an excessive amount of time. Second, there were a number of crucial points that necessitated extensive research and investigation in order to fully explain .Also, the researchers had difficulty acquiring resources because they were either not downloadable or not available for free.

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Appendices

Investigating English Language Students' Causes of Tense Errors in Essay Writing

Appendix 1

<div align="center">

Ibn Khaldoun University Tiaret

Faculty of Letters and Languages

Department of English

</div>

Dear Teachers,

Within the framework of a research project on "Investigating English Language Students Causes of Tense Errors in Essay Writing", I submit the following questionnaire to you .

I would be grateful if you could kindly answer the questions by putting a tick (√) in the column that suits your opinion. Your answers will be used confidentially just for the research purpose.

Thank you for your co-operation

Section one: Personal information

1-Gender:

a-Male ☐   b-Female ☐

2-Age:

a-Less than 25 ☐   b-Between 25 and 35 ☐   c-Between 35 and 45 ☐

d-More than 45 ☐

3-Academic qualifications:

a-Master ☐   b-Magister ☐   c-PH.D ☐

4-Teaching experience:

a-Less than 3 ☐   b-Between 3 and 6 ☐   c-Between 6 and 9 ☐

d-More than 9 ☐

Section two: Teachers 'attitudes towards tenses errors in essay writing in EFL classrooms

1-Which of the four skills is the most difficult for your students?

a-Listening ☐

b-Speaking ☐

c-Reading ☐

d-Writing ☐

2-Is the writing level of first year students

a-Excellent ☐

b-Good ☐

c-Average ☐

d-bad ☐

3-While teaching the writing skill for your students, do you focus on:

a-Appropriateness of lexis ☐

b-Grammar ☐

c-Capitalization and punctuation ☐

d-Spelling ☐

e-The organization of writing ☐

f-The process and product of writing ☐

4-Most of the students writing problems are at the level of:

a-sentence ☐

b-Paragraph ☐

c-Essay ☐

5-Do your students commit errors in tenses when writing?

a-Yes ☐

b-No ☐

6-Which tense seems to be difficult for your students in essay writing ?

a-The present tense ☐

b-The past tense ☐

c-The future tense ☐

7-What do you think is the most common type of tense error students make in essay writing?

a-Conjugation ☐

b-Lack of subject-verb agreement ☐

c-Misuse of the tense ☐

d-Use of modals ☐

e-Use of aspects ☐

f-Past participle ☐

g-Irregular verbs ☐

h-Lack of ordering actions and statements along time ☐

8- What is the main cause of students' errors in tenses?

a-Language transfer(Arabic/English) ☐

b-Ignorance of the rule ☐

c-Overgeneralization ☐

d-Lack of motivation and carelessness ☐

e-Lack of practice ☐

9-According to you, what other factors lead students to commit tense errors in writing essays?

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10-Do you think that the fact of knowing the causes of errors would facilitate remedial work for you?

a-yes ☐

b-no ☐

11-What are your attitudes towards your students' tenses errors?

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12-Do you think that coordination between the teacher in charge of Grammar and written expression is necessary?

a-Yes ☐

b-No ☐

Please ,explain why.

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13-Do you give much importance to error correction?

a-Yes ☐

b-No ☐

14-Your students' tenses errors are corrected by:

a-The learner himself/herself ☐

b-His/her classmate ☐

c-The teacher ☐

15-What do you think the way forward out of tense error in English language?

Investigating English Language Students' Causes of Tense Errors in Essay Writing

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Appendix 2

Students' Questionnaire

Dear students,

Investigating English Language Students' Causes of Tense Errors in Essay Writing

The following questionnaire was constructed for the sake of investigating English language students causes of tense errors in essay writing. We would be grateful if you could kindly answer this questions by putting a tick (√) in the column that suits your opinion, and we inform you that your answers will be completely anonymous and used for scientific research only.

Thank you for your co-operation

Student's name:…………………………………………………….

Gender: a-Male ☐   **b-Female** ☐

Student's level:

1-Learning English as a foreign Language is an interesting task.

  a- Yes ☐

  b- no ☐

2-Which of the four skills is the most difficult one for you?

  a-Listening ☐

  b- speaking ☐

  c-Reading ☐

  d-writing ☐

3-How can you describe your writing skill?

  a-Excellent ☐

  b-Good ☐

  c-Average ☐

  d-Poor ☐

4-How often do you practice writing?

  a- Everyday ☐

  b-Sometimes ☐

  c-never ☐

5-Do you find problems when writing in English?

  a- Yes ☐

  b- no ☐

6-If"yes",are these problems due to your inadequate mastery of:

  a-Vocabulary ☐

b-Grammar ☐

c-Content/ideas ☐

d-Coherence/Cohesion ☐

e-Punctuation/Spelling ☐

7-Do you generally find difficulties in writing:

a- a sentence ☐

b- a paragraph ☐

c- an essay ☐

8-What kind of problems do you encounter when writing an English essay?

a-Poor vocabulary ☐

b-Organizing ideas ☐

c-Limited background of the topic ☐

d-The use of tenses ☐

e-Other ☐

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9-What are your difficulties in using tenses?

a-The form ☐

b-the usage of the verb ☐

10-Which tense seems to be difficult for you?

a- The present tense ☐

b-The past tense ☐

c- The future tense ☐

d-Modals ☐

11-In writing an essay, the tense error appears because of:

a-Language transfer (from Arabic to English) ☐

b-Lack of practice ☐

c-Lack of motivation and carelessness ☐

d-Lack of good teaching ☐

e-Other ☐

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12-Do you believe your errors in tense can be reduced?

    a- Yes   ☐

    b- no   ☐

13-If yes, how?

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14-When reaching third year, how do you qualify your writing level?

    a-Good   ☐

    b-satisfactory   ☐

    c-Average   ☐

    d-poor   ☐

Appendix 3

Students' Test

Write an essay of about 80-100 words on the following topic:

Today, mass media is very important because it is used for almost everything, it has brought many changes in our lives .However, it is a double edged sword, it has advantages and disadvantages.

Expand the topic by discussing the following points:

1-Introduction about mass media today.

2-Talk about how was life like before mass media and how it has changed everyday life?

3-How will mass media change our lives in next 50 years? (Metaverse for example)

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Appendix 04

Students' Essays

Students' Test

Write an essay of about 80-100 words on the following topic:

Today, mass media is very important because it is used for almost everything, it has brought many changes in our lives .However, it is a double edged sword, it has advantages and disadvantages.

Expand the topic by discussing the following points:

1-Introduction about mass media today.

2-Talk about how was life like before mass media and how it has changed everday life?

3-How will mass media change our lives in next 50 years?(Metaverse for example)

mass media make our lives very easier and it
change our lives to better because we can
Connects with other friend we can see the news of
the world (war, events, etc.), before the mass
media the lives was not easy it was very hard and old.
but after the mass media it makes big change for the
human its the great inventian in the world
mass media change our lives in next 50 years like the
facebook "mark Zukerberg made the new program like
Metaverse its to connect with other people but in
virtual world its mean you can walk, speak, discussian
with your friend he can see your virtual charrachter
Finally, the

In my Point of view, I see the mass media very important
in our lives, and its big and without it there is no
evolve world, its big invent in our lives.

Students' Test

Write an essay of about 80-100 words on the following topic:

Today, mass media is very important because it is used for almost everything, it has brought many changes in our lives .However, it is a double edged sword, it has advantages and disadvantages.

Expand the topic by discussing the following points:

1-Introduction about mass media today.

2-Talk about how was life like before mass media and how it has changed everday life?

3-How will mass media change our lives in next 50 years?(Metaverse for example)

Mass media has been enssential element nowadays espacially in our societies for many reasons.

First of all, it's increase our knolledge by making people to do reaserch about the mystry things that they don't know it.

second, it has been a sourl one of the sources to works and be famous

however, there are some people and espacially teenagers, it has been a real threat for them because they used it in bad ways.

Students' Test

Write an essay of about 80-100 words on the following topic:

Today, mass media is very important because it is used for almost everything, it has brought many changes in our lives .However, it is a double edged sword, it has advantages and disadvantages.

Expand the topic by discussing the following points:

1-Introduction about mass media today.

2-Talk about how was life like before mass media and how it has changed everday life?

3-How will mass media change our lives in next 50 years?(Metaverse for example)

Mass media is a revolution that changes anything in our life, peple can not live without it because it make our work way easey, but it has advantages and disadvantages. Firstly, workers in factories used many a lot of machines in order to organised their work easily, the addition factories used machines more than man and this is a disadvantages.

Secondly, now student can not study without internet they need it to do research and project and to communicate with their teachers but they stop reading books, so th

Finally, mass media make the world as small village we can speak and communicate in any time and place without thinking

to Sum up, we can say that the mass media play a big role to in our dayly life we can do anything without need to thinking but we must use it carefully in his advantages.

Students' Test

Write an essay of about 80-100 words on the following topic:

Today, mass media is very important because it is used for almost everything, it has brought many changes in our lives .However, it is a double edged sword, it has advantages and disadvantages.

Expand the topic by discussing the following points:

1-Introduction about mass media today.

2-Talk about how was life like before mass media and how it has changed everday life?

3-How will mass media change our lives in next 50 years?(Metaverse for example)

The media become one of the necessary thing in ours life. Every one look the advantages and disadvantages of this phenomene. So some of the good like it easly own work and our stuchild . It make our world a small vallage, it's change our lifes and of coupse have a contrast of this good way like it shoped the family relation and more in And of fetre and Altha just with phone. So I hope that we usit in the good way.

Students' Test

Write an essay of about 80-100 words on the following topic:

Today, mass media is very important because it is used for almost everything, it has brought many changes in our lives .However, it is a double edged sword, It has advantages and disadvantages.

Expand the topic by discussing the following points:

1-Introduction about mass media today.

2-Talk about how was life like before mass media and how it has changed everday life?

3-How will mass media change our lives in next 50 years?(Metaverse for example)

I think The social media is very interesant and important since people Today cannot live without and it changes our life but it have a benifits and disadvantages

First, our life become easier because you can do many thinks like lesining to music and reanding, shating with others and disantages because people becomes not good and their time is totally in social media

Students' Test

Write an essay of about 80-100 words on the following topic:

Today, mass media is very important because it is used for almost everything, it has brought many changes in our lives .However, it is a double edged sword, it has advantages and disadvantages.

Expand the topic by discussing the following points:

1-Introduction about mass media today.

2-Talk about how was life like before mass media and how it has changed everday life?

3-How will mass media change our lives in next 50 years?(Metaverse for example)

Mass media is very important in now days because it plays the role of changing our lifes with its advantages and disadvantages. Life before mass media wasn't easier as our new life it has changed our every day life didn't be best if we talk about it's advantages, this doesn't meant that it hasn't disadvantages that influenced our lifes and minds.

I think that in the next 50 years mass media will influence more and more our lifes and I said that this is going to be in the better.

Students' Test

Write an essay of about 80-100 words on the following topic:

Today, mass media is very important because it is used for almost everything, it has brought many changes in our lives .However, it is a double edged sword, it has advantages and disadvantages.

Expand the topic by discussing the following points:

1-Introduction about mass media today.

2-Talk about how was life like before mass media and how it has changed everday life?

3-How will mass media change our lives in next 50 years?(Metaverse for example)

Nowdays (social media) people, are so adected to media First, It help up to motivat our presure information and to see defferent places in all the world and ofcourse to know what's happening in the world , m as you can get a lilof money. However it effect me so bad sepacially for the children and even teenagers for me I find it so bad I think the world would be better without it . Mass media changes our lives in next 50 years into the worst way

Students' Test

Write an essay of about 80-100 words on the following topic:

Today, mass media is very important because it is used for almost everything, it has brought many changes in our lives .However, it is a double edged sword, it has advantages and disadvantages.

Expand the topic by discussing the following points:

1-Introduction about mass media today.

2-Talk about how was life like before mass media and how it has changed everday life?

3-How will mass media change our lives in next 50 years?(Metaverse for example)

I think the media have really Two faces, one good and another bad and massy because of the people who Use it on the wrong way and it made use so addicted to it that we can't live without it.

I think life befor medias was much better then now because so simple and it feels me

It will changes a lot and it's changed now. I dont know how it will be but I'm excited.

Students' Test

Write an essay of about 80-100 words on the following topic:

Today, mass media is very important because it is used for almost everything, it has brought many changes in our lives .However, it is a double edged sword, it has advantages and disadvantages.

Expand the topic by discussing the following points:

1-Introduction about mass media today.

2-Talk about how was life like before mass media and how it has changed everday life?

3-How will mass media change our lives in next 50 years?(Metaverse for example)

Now day, the mass media is important in our lives and it is a big changment in our behavior because it helped us to communicating more with new people and simplify their lives. I think mass media will be alot easier and more helpful.

Students' Test

Write an essay of about 80-100 words on the following topic:

Today, mass media is very important because it is used for almost everything. it has brought many changes in our lives .However, it is a double edged sword, it has advantages and disadvantages.

Expand the topic by discussing the following points:

1-Introduction about mass media today.

2-Talk about how was life like before mass media and how it has changed everday life?

3-How will mass media change our lives in next 50 years?(Metaverse for example)

[handwritten student response, partially legible]

Mass media is a well known life changing factor that most of us know. It literally connects you to each person's life and situation. Before the mass media life was more fairly simple and not many people knew each other, nowadays you can just search someone's profile or account and you'll have plenty of ideas about him, you can contact him and even be friends that simply.

Mass media will be even bigger after few more years. it will be our job, our tasks and it will relate to everything.

Summary

The aim of this study is to investigate the EFL students causes of tense errors in writing essay and to find out some solutions to reduce committing such errors .The researcher used the descriptive analytical approach to describe the data collected via using a test given to the first EFL students at Ibn Khaldoun University. The sample is twenty one students who were chosen randomly.Two separate questionnaires were completed by six teachers and twenty one students reflecting their attitudes and views towards the different aspects. The result obtained from the analysis of the students' and the teachers' questionnaire and the analysis of the short essays revealed first year EFL students make a lot of tense errors and the main causes of them are overgeneralization and the interference of their first language (Arabic).

Key words: tense errors, error analysis, causes of errors, tenses, essay, writing skill. EFL students.

Résumé

L'objectif de cette recherche est d'enquéter sur les causes des erreurs de temps commises par les étudiants de la première année universitaire d'anglais langue étrangère dans la rédaction d'un essai et de trouver des solutions pour réduire la commission de telles erreurs.Le chercheur a utilisé l'approche analytique descriptive pour décrire des données collectées via l'utilisation d'un test donnée aux étudiants de première année à l'université Ibn Khaldoun .L'échantillon est composé de vingt et un étudiants qui ont été choisis au hasard .Deux questionnaires distincts ont été remplis par six enseignants et vingt et un étudiants reflétant leur attitudes et points de vue sur les différents aspects .Le résultat obtenu à partir de l'analyse des étudiants et du questionnaire des enseignants et de l'analyse des courts essais a révélé que les étudiants de première année en anglais langue étrangère commettent beaucoup d'erreurs de temps et que les principales causes sont la généralisation excessive et l'interférence de leur langue maternelle (arabe).

Mots-clés : erreurs de temps, analyse d'erreurs ,causes d'erreurs ,temps,essais ,compétence en écriture ,étudiants en anglais langue étrangère .

الملخص

تهدف هذه الدراسة الى تقصى أسباب ارتكاب الطلاب لأخطاء الأزمنة عند كتابة المقال وإيجاد بعض الحلول من اجل تقليص ارتكاب هاته الأخطاء.وقد استخدم الباحث في الدراسة أسلوب البحث الوصفي التحليلي وذلك من اجل وصف وتحليل المعلومات والبيانات التي تم جمعها عن طريق اختبارلطلبة السنة الاولى اللغة الانجليزية في كتابة مقال.العينة كانت عبارة عن واحد وعشرون طالب الذين تم اختيارهم بشكل عشوائي.واحد وعشرون طالبا وستة أساتذة شاركو في البحث من خلال الإجابة على استبيانين مختلفين. النتائج المتحصل عليها في هذه الدراسة من خلال تحليل استبيان الطلبة والأساتذة ومن خلال أيضا تحليل المقال اشارت الى ان طلاب السنة الأولى للغة الإنجليزية كلغة اجنبية يرتكبون الكثير من أخطاء الأزمنة في النصوص الكتابية واهم أسباب ارتكاب هاته الأخطاء هي التعميم المفرط وتدخل اللغة الأولى(العربية).

الكلمات المتاحية:أخطاء الازمنة.تحليل الأخطاء.اسباب الأخطاء.الأزمنة.المقال.مهارة الكتابة.طلاب اللغة الإنجليزية كلغة اجنبية.