



Sudan University of Science & Technology



Investigating the Effect of Errors of Tense and Aspect on the Academic Essay- writing

(A case Study of 4th year Sudanese University Undergraduates)

تقصى أثر أخطاء الفعل والتوجه على كتابة المقال الأكاديمي

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Prepared By:

Nasr El Deen Hammad Ahmed Nasr El Deen

Supervised By:

Dr : Ahmed Mukhtar Elmardi Osman

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بسم الله الرحمن الرحيم

قال الله تعالى:

(يَرْفَعُ اللَّهُ الَّذِينَ آمَنُوا مِنْكُمْ وَالَّذِينَ أُتُوا الْعِلْمَ دَرَجَاتٍ وَاللَّهُ
بِمَا تَعْمَلُونَ خَبِيرٌ)

سورة المجادلة الاية (11)

DEDICATION

**For my parents, without whom
nothing is possible, and my spouse Um
Albara(Marwa Ibrahim Ah. Adam)
whose rich and interesting life is still
an inspiration.**

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Abstract

This study aims at investigating the Effect of Errors of Tense and Aspect on the Academic Essay- writing that encounters Sudanese university undergraduates. The researcher has just adopted the descriptive and analytical methods, quantitative and qualitative approaches along with the (SPSS) programme for analyzing the data collection to come to transparent scientific output.

To test the study hypotheses, the data collection were a questionnaire that involved fifty (50) university teachers and pre- and post- tests were given to the students to diagnose their errors in Tense and aspect. Besides, five Ph.D. validators were participated in this study.

The analysis of the study's tools comes up to the conclusion accompanied by certain findings, recommendations and suggestions for further studies. One of the most essential findings is that the students truly have errors of Tense and Aspect on their academic essays. They also don't have background of the knowledge of error analysis as well as they lack techniques of error corrections. Moreover, the study has recommended that teachers and students should have adequate techniques and strategies to deal with these grammatical errors. Lastly, the students ought to have ample practice of exercises and drills of tense and aspect integrated with an account of essays.

مستخلص الدراسة

تهدف هذه الدراسة إلي تقصي أثر أخطاء الفعل والتوجّه علي كتابة المقال الأكاديمي التي تواجه الطلاب الجامعيين السودانيين. أعتمد الباحث للتو علي المنهج الوصفي ، التحليلي، الكمي النوعي إلي جانب برنامج الخدمة الإحصائية للعلوم الإجتماعية (SPSS) لتحليل جميع البيانات للوصول لنتائج علمية واضحة.

ولاختبار فرضيات الدراسة تم جمع البيانات من خلال إستبيان شمل خمسين مدرساً جامعياً، وتم إجراء إختبارين(قبلي وبعدي) للطلاب لتشخيص أخطائهم في الفعل والتوجّه، إضافة إلي ذلك شارك خمسة مدققي دكتوراة في هذا البحث.

وخلصت اختبار أدوات الدراسة إلي بعض النتائج والتوصيات والإقتراحات لمزيد من الدراسات، ومن أهم النتائج توصلت علي أن الطلاب لديهم بالفعل أخطاء في إستخدام الفعل والتوجّه عند كتابة مقالاتهم الأكاديمية، كما أنهم لا يمتلكون خلفية لمعرفة تحليل الأخطاء، إضافة إلي أن الدراسة أوصت لضرورة أن يكون لدي المعلمين والطلاب تقنيات وإستراتيجيات مناسبة للتعامل مع هذه الأخطاء النحوية، وأخيراً أوصت الدراسة أن يكون لدي الطلاب ممارسة وأسعة لتمارين الفعل والتوجّه متكاملة مع تدريبات في المقالات الأكاديمية.

Table of Contents

| Contents | Page No. |
|--|-----------------|
| Dedication | ii |
| Acknowledgements | iii |
| Abstract | iv |
| Abstract(Arabic Version) | v |
| Table of Contents | vi |
| List of Tables | vii |
| List of Figures | viii |
| Chapter One: Introduction | |
| 1.0 Overview | 1 |
| 1.1 Statement of the Problem | 2 |
| 1.2 Significance of the Study | 3 |
| 1.3 Objective of the Study | 4 |
| 1.4 The questions of the Study | 5 |
| 1.5 Hypotheses of the Study | 5 |
| 1.6 Methodology of the Study | 6 |
| 1.7.1 Population of the Study | 6 |
| 1.7.2 Sample of the Study | 6 |
| 1.8 Limitations of the Study | 6 |
| 1.9 Research Outline | 7 |
| Chapter Two: Literature Review and Previous Studies | |
| (A) Literature Review | |
| 2.0 Overview | 8 |
| 2.1 Understanding Tense | 8 |
| 2.2 Tense Historical Background | 11 |
| 2.3 Toward an Account Based on Language Form | 14 |
| 2.4 Tense Formation and Usage | 17 |
| 2.4.1 The Three Simple Tenses | 18 |
| 2.4.2 The Three Perfect Tenses | 21 |
| 2.4.3 The Three Progressive Tenses | 22 |
| 2.4.4 The Intensive Tenses | 24 |
| 2.5 Understanding Aspect | 25 |

| | |
|---|----|
| 2.5.1 Definition of Aspect | 25 |
| 2.5.2 Perfect and Progressive Aspect Forms | 26 |
| 2.5.3 The Core Sense of Perfect Progressive Aspect | 28 |
| 2.5.4 Past Time Reference in Nonfinite Clauses | 30 |
| 2.5.5 Perfect Aspect in Narrative Finite Clauses | 31 |
| 2.5.6 Progressive Aspect and Stative-Dynamic Contrast | 34 |
| 2.5.7 The Function of Combined Perfect and Progressive Aspect | 39 |
| 2.6 Error Analysis | 42 |
| 2.6.1 Conception of Error Analysis | 42 |
| 2.6.2 The Significance of Error Analysis in Second Language Learning | 43 |
| 2.7 Error Correction Techniques | 45 |
| 2.7.1 Self-correction | 46 |
| 2.7.2 Peer Correction | 47 |
| 2.7.3 Teachers Correction | 49 |
| 2.8 Writing Skills | 49 |
| 2.8.1 Definition of Writing | 50 |
| 2.8.2 Significance of Writing | 52 |
| 2.8.3 Academic Writing | 52 |
| 2.8.4 The Purpose of Academic Writing | 53 |
| 2.9 Paragraph Writing | 53 |
| 2.9.1 Importance of the Paragraph | 53 |
| 2.9.2 Structure of a Paragraph | 53 |
| 2.9.3 Definition of a Paragraph | 53 |
| 2.9.4 The topic sentence | 53 |
| 2.9.5 Supporting Sentences | 53 |
| 2.9.6 The Concluding Sentence | 55 |
| 2.9.7 Paragraph Unity | 56 |
| 2.9.8 Paragraph Coherence | 57 |
| 2.9.9 Coherence Devices | 58 |
| 2.9.10 Paragraph Variety | 60 |
| 2.9.11 Subject-Verb Agreement | 62 |
| 2.9.12 Reference Words | 63 |
| 2.10 Academic Essay Writing | 64 |
| 2.10.1 Essay Definition | 64 |

| | |
|---|-----|
| 2.10.2 The Purpose of Academic Essay | 66 |
| 2.10.3 Skills of Academic Essay | 68 |
| 2.10.4 Classification of Essay | 70 |
| 2.10.5 Academic Essay Structure | 73 |
| 2.11 The Types of English Sentence | 76 |
| 2.11.1 Definition of English Sentence | 77 |
| 2.11.2 The Simple Sentence | 77 |
| 2.11.3 The Compound Sentence | 77 |
| 2.11.4 The Complex Sentence | 78 |
| 2.11.5 The Compound Complex Sentence | 78 |
| 2.12 Clarity of Punctuation in Sentences | 79 |
| 2.13 (B) Previous Studies | 79 |
| Chapter Three: Methodology | |
| 3.0 Introduction | 85 |
| 3.1 Methods and Tools of the Study | 85 |
| 3.2 Population and Sample of the Study | 85 |
| 3.3 Tools of the Study | 86 |
| 3.3.1 Teachers' Questionnaire | 86 |
| 3.3.2 Subjects | 87 |
| 3.3.3 Instruments of Data Collection | 87 |
| 3.4 Procedures | 87 |
| 3.5 Validity and Reliability of the Test | 88 |
| 3.5.1 Validity of the Test | 88 |
| 3.5.2 Reliability of the Test | 88 |
| 3.6 Validity and Reliability of Teachers' Questionnaire | 88 |
| 3.7 Study Piloting | 89 |
| 3.8 Name of Validators of the Tools of the Study | 90 |
| Chapter Four: Data Analysis, Results, and Discussion | |
| 4.0 Introduction | 86 |
| 4.1 The Responses to the Questionnaire | 86 |
| 4.2 Analysis of Teachers' Questionnaire | 86 |
| 4.3 Discussion of the Study | 116 |
| 4.4 The Responses to the Test | 122 |
| 4.5 Verification of Hypotheses against Results | 130 |

| | |
|---|-----|
| 4.6 Summary | 131 |
| Chapter Five: Main Findings, Conclusions, Recommendations, and Suggestions for Further Studies | |
| 5.0 Introduction | 134 |
| 5.1 Main Findings | 134 |
| 5.2 Conclusions | 135 |
| 5.3 Recommendations of the Study | 137 |
| 5.4 Suggestions for Further Study | 138 |
| References | |
| Appendices | |

List of Tables

| Table No. | Description | Page No. |
|-----------|--|----------|
| (2-1) | Differences between Academic Opinion and Personal Opinion | 64 |
| (2-2) | Academic Essay Structure | 72 |
| (4-1) | Statistical Reliability and Validity | 87 |
| (4-2) | The Frequency Percentage of Age Variable | 87 |
| (4-3) | The Frequency of and Percentage of Gender Variable | 88 |
| (4-4) | The Frequency of Percentage of Academic Degree Variable | 89 |
| (4-5) | The Percentage and Frequency of the Respondents Answers | 90 |
| (4-6) | Statement (1) Students don't have any errors of Tenses and Aspects in essay-writing. | 93 |
| (4-7) | Statement (2) Tenses are the most troublesome areas that can encounter L2 learners. | 94 |
| (4-8) | Statement (3) Slight students' errors in Tenses are plausible. | 95 |
| (4-9) | Statements (4) A lot of mistakes of students' performance in Tenses are due to their carelessness. | 96 |
| (4-10) | Statement (5) Making errors in Tenses are natural, but it needs teachers' observation. | 97 |
| (4-11) | Statement (6) Students lack strategies to avoid errors of Tenses in essay's writing. | 98 |
| (4-12) | Statement (7) Students have to know that writing isn't easy; it needs practice and strategies to avoid errors of Tenses in essay-writing. | 99 |
| (4-13) | Statement (8) Lots of students don't have strategies of correcting their own mistakes. | 100 |
| (4-14) | Statement (9) Students have techniques of pinpointing their mistakes and errors of Tenses in essays' writing. | 101 |
| (4-15) | Statement (10) University undergraduates don't have techniques of correcting mistakes and errors of Tenses and Aspects in essay's writing. | 102 |

| | | |
|--------|---|-----|
| (4-16) | Statement (11)It is possible to compose an impressive and understandable easy without avoiding errors in Tenses and Aspects. | 103 |
| (4-17) | Statement (12) Analysis of errors of Tenses and Aspects is necessary to help students to practise English writing skills. | 104 |
| (4-18) | Statement (13) Any teacher needs to provide ample exercises about Tenses and Aspects to help students express themselves. | 105 |
| (4-19) | Statement (14) Teachers have to correct students' tense errors immediately so as not to be in the habit of using English ungrammatically. | 106 |
| (4-20) | Statement (15)A lot of students' errors in writing essays are due to the lack the knowledge of error analysis. | 107 |
| (4-21) | Description Statistics and chi-Square Test of Terms of the Focus of the Study | 108 |
| (4-22) | Analysis of Pre-/Post Tests | 113 |
| (2-23) | Pre-test(Control Group) | 114 |
| (2-24) | Pre-test(Control Group) | 115 |
| (2-25) | Pre-Test(Control Group) | 117 |
| (2-26) | Post-test(Experimental Group) | 117 |
| (2-27) | Pre-test(Control Group) | 118 |
| (2-28) | Pre-test (Experimental Group) | 119 |

List of Figures

| Figure No. | Description | Page No. |
|------------|--|----------|
| (4-2) | The Frequency and Percentage of Age Variable | 88 |
| (4-3) | The Frequency and Percentage of Gender Variable | 89 |
| (4-5) | Total Answers of Respondents | 91 |
| (4-6) | Statement (1) Students don't have any errors of Tenses and Aspects in essay-writing. | 94 |
| (4-7) | Statement (2) Tenses are the most troublesome areas that can encounter L2 learner. | 94 |
| (4-8) | Statement (3) Slight students' errors in Tenses are plausible. | 96 |
| (4-9) | Statement (4) A lot of mistakes of students' performance in Tenses are due to their carelessness. | 97 |
| (4-10) | Statement (5) Making errors in Tenses are natural, but it needs teachers' observation. | 98 |
| (4-11) | Statement (6) Students' lack strategies to avoid errors of Tenses in essay's-writing. | 99 |
| (4-12) | Statement (7) Students have to know that writing isn't easy; it needs practice and strategies of correcting mistakes and errors. | 100 |
| (4-13) | Statement (8) Lots of students don't have strategies of correcting their own mistakes. | 101 |
| (4-14) | Statement (9) Students have techniques of pinpointing their mistakes and errors in essays' writing. | 102 |
| (4-15) | Statement (10) University undergraduates don't have techniques of correcting mistakes and errors of Tenses and Aspects in essays' writing. | 103 |
| (4-16) | Statement (11) It is possible to compose an impressive and understandable essay without avoiding errors in Tenses and Aspects. | 104 |

| | | |
|--------|--|-----|
| (4-17) | Statement (12) Analysis of errors and Aspects is necessary to help students practise English writing skills. | 105 |
| (4-18) | Statement (13) Any teacher needs to provide ample exercises about Tenses and Aspects to help students to express themselves. | 106 |
| (4-19) | Statement (14) Teachers have to correct students' Tense errors immediately. | 107 |
| (4-20) | Statement (15) A lot of students' errors in writing essays are due to the lack of the knowledge of error analysis. | 108 |

Chapter One

Introduction

Chapter One

Introduction

1.1 Background of the Study

English Language is undeniably the dominant international language at least nowadays. In fact, Kachura (1986) pointed out that there are more nonnative than native users of English in the world. According to Power (2005), nonnative English speakers now outnumber native ones 3 to 1.

Noss (1983) and others stated that English is an international language and it is the most widespread medium of international communication, both because of the number of nonnative speakers who use it for part at least of two periods of world domination by English speaking nations: British Imperialism in the nineteenth century and the economic influence of United States in the twentieth century. The combination of political influence and technological superiority acquired through these two successive movements have given English one advantage over other major imperial language such as French or Spanish, while the relative geographical restrictions of Russian, Chinese in its many forms or Arabic have made these less influential internationally.

Smith (1985:2) considers English as “international auxiliary language.” This begins to suggest a set of scholars who view English dominance in different light. Another hint of this suggestion is given by Penny Cook (1994:9), who states that “English is seen as neutral because it is assumed that once English has in some sense become detached from its original cultural context (particularly England and

America), it is now a neutral and transparent medium of communication."

Other scholars have focused on English dominance as "linguistic capital". Linguistic capital is not unlike social capital, cultural capital, or economic capital (Bourdieu and Passeron 1990). As such , "English continues to provide unprecedented power for mobility and advancement to those native and non-native users who possess it as a linguistic tool" (Kachura:14).

Therefore, if any country wants to develop , it should take into consideration the importance of English language due to its huge role in the international technology , economy , education and even the communication between various nations . Here in Sudan since its independence has regarded English as a foreign language in its Education's systems both in general and higher education .

1.2 Statements of the Problems

The problems which the study attempts to investigate those L2 learners at university have problems in using tenses and aspects properly. Indeed analysis of errors plays a fundamental part of applied linguistics in the field of second language acquisition (SLA) and L2 learners' errors have long been interested for second and foreign language scholars. Thus a lot of research has already been conducted and the researcher in this study is going to state errors of tenses and aspects in L2 learners ' essays at university .

Through observation students' performance in written work , as an English teacher for more than 20 years I have noticed the following points:

- There is a wide variety of errors of tenses taking place among students at university, for instance,

It has rained for two hours. (Incorrect)

It has been raining for two hours. (Correct).

- Lots of errors of aspect have been committed by L2 learners at university, for example,

I saw him since yesterday. (Incorrect form).

I have seen him since yesterday. (Correct form).

Accordingly, the researcher has observed that numerous of errors of tenses and aspects are always done by L2 learners during practising English language forms and this phenomenon has just enforced me to carry out an investigation about "the Impact of Errors of Tense and Aspect in Context of Academic Essay-writing" encountered by university undergraduates so as to shed light upon the sources and causes of these errors and suggest the best practical ways of solving or preventing them.

1.3 Significance of the Study

The significance of this study focuses on the significance of tenses and aspects in constructing essays, because the tertiary level students are taught EFL gradually in order to practice all language skills without committing numerous linguistic errors. Therefore tense and aspect are quite necessary for the students of this grade to enable them to write fluently and accurately.

A lot of linguists and scholars wrote in the field of error analysis to stress the significance of learners' errors in learning process. Keshavaiz

(1994 :124) claims that “students’ errors have always been of interest and significance to teachers , syllabus designers and test developers .”

Corder (1967) points out those errors are of great significance for several reasons. First to the teachers, they explain to them how far the learners have progressed and what remains for them to learn. Second , they provide researchers with the evidence of how language is learned and what strategies procedures learners use in learning the language. Third , errors are indispensable to learners as a tool that learners use so a to learn. Thus the making of errors is a strategy employed by the learners. Lastly ,this paper is so essential for educationalists in order to be aware about the role of understanding tense and aspect in enhancing essay -writing at tertiary education. So this study concerns with the students of El Neelain University who have problems in using correct tenses and aspect in their essays.

1.4 Objectives of the Study

- * To trace the errors that face L2 learners in tenses and aspects , then find the solutions of these errors .
- * To draw attention of the role of tenses and aspects in enhancing L2 learners’ essays.
- * To shed light upon the major role of knowledge of errors analysis in solving L2 learners’ errors.
- * To explain that tenses and aspects lead to master English forms and this explanation can enhance essay-writing of L2 learners.
- * To throw lights upon tenses and aspect which are the most troublesome areas of English that can encounter L2 learners .
- *To suggest more adequate methods and techniques for dealing with errors of tense and aspect in L2 learners ’essays.

1.5 Research Questions

This study will provide answers for the following questions:

- * To what extent do university undergraduates have errors of using tenses and aspects properly in context of academic essay- writing?
- * Do the university undergraduates have strategies of pinpointing and correcting their mistakes and errors of tenses and aspects in essay-writing?
- * What are reasons behind errors of tenses and aspects in essays among the university undergraduates?

1.6 Hypotheses of the Study

In considering the problem of the study , certain assumptions can reasonably be formulated as being the basic outlines of the research hypotheses to answer the research questions already stated in (1.5) above.

- * University undergraduates have errors of using tenses and aspects properly in essays' writing.
- * University undergraduates do not have sufficient strategies of pinpointing and correcting their mistakes and errors of tenses and aspects in essays' writing .
- * The reasons behind errors of tenses and aspects in essays among the university undergraduates are probably due to different factors such as EL teachers and L2 learners . They have both shortages of the knowledge of errors analysis .

1.7 Methodology of the Study

The researcher follows the descriptive and analytical methods. The tools with which the data were collected are : a questionnaire for EL teachers and a test for university undergraduates to trace the errors of tenses and aspects in their essays and the best methods of preventing or solving these errors . Both the validity and reliability of the test and the questionnaire will be confirmed .The test will be diagnose the nature and the types of errors of tense and aspect faced by the students in their essays .

1.7.1 Population of the Study

The subject of this study involve the entire male and the female of university undergraduates of the 4th year at Sudan University of Science&Techology , Faculty of Languages and teachers of the English language staff departments of different universities in Sudan .

1.7.2 Sample of the Study

The participants will be 4th year students at Sudan University of Science & Technology , Faculty of languages (both sexes) about (60) students and teaching staff about (50) teachers .

1.8 Limitations of the Study

The scope of this study is limited to errors of tense and aspect in essay-writing among university undergraduates . Thus , the researcher at university level (4th year). The findings of this study can , therefore , not be applicable to other EFL learners elsewhere for any different environmental or cultural reasons .

1.9 Research Outline

In addition to this introductory chapter to this study , the researcher intends to provide an overview of the research area ; also to state the research problem , research significance , research objectives , research questions , research hypotheses as well as methodology and limitations of the research , the study also includes additional four chapters that forms the remaining parts .

Chapter two is devoted to literature review which is the theoretical framework of the study “Investigating the Impact of Errors of Tense and Aspect in Context of Academic Essay-writing”. It clarifies understanding tenses and aspects with other grammatical items which link to tense and aspect like time reference as well as the knowledge of error analysis . It also traces back and displays essays. Chapter three is an amount of researcher methodology used throughout this study . Chapter four discusses the results and the analysis and tries to provide plausible answers to these results . The last chapter is five which summarizes and concludes the whole study . It also provides some possible implications for EFL teaching and suggestions further research studies required.

Chapter Two
Literature Review and Previous
Studies

Chapter Two

Literature Review and Previous Studies

A: Literature Review

2.0 Overview

In this chapter the researcher will attempt to shed light on theoretical framework which includes literature review and some previous studies. This theoretical framework contacts with the title of the study “Investigating the Impact of Errors of Tense and Aspect in Context of Academic Essay-writing.” Consequently, this chapter contains various subtitles such as understanding verb forms, understanding tense, understanding aspect, understanding sentence, errors analysis, academic writing, essay writing as well as previous studies.

2.1 Understanding Tense

“Every language has its peculiar problems of meaning “ writes Geoffrey Leech, referring to areas of difficulty for language learners. He identifies verb tense and aspect, discussed respectively in this study as two of the most troublesome areas of English. One serious problem in dealing with the English tense system is our tendency to treat the verb forms as directly corresponding to the semantic properties of time reference. Form and meaning should be treated as distinct dimensions, since in no language do tenses and time references match up a one-to-one basic.

Jacobs (1995:187) defined tense is the grammatical marking on verbs that usually indicates time reference relative to either the time of speaking or the time at which some other situations were in force. When

we deal with tense, we're dealing with actual language forms used to represent time reference notions.

Indeed, we are not even concerned with all the kinds of language forms used for time reference, but just the verb form. After all, English has adverbs like yesterday, later, meanwhile, and phrases like the following day and last Tuesday. None of these fall under the category of tense. Aspect, as we shall see, is the grammatical marking on verbs of the internal time structure of a situation.

Time reference, unlike tense and aspect, has to do with meaning rather than form. Languages need ways to refer to time. Events and situations are located in time, perhaps while we're speaking about them, perhaps at some later time. Moreover, we may need to locate situations and events relative not just to the time of speaking but also some other reference points.

According to <https://en.wikipedia.org>, the free encyclopedia maintains that grammatically tense is a category that express time reference with reference to the moment of speaking. Tenses are usually manifested by the use of specific forms of verbs, particularly in their conjugation patterns. In linguistic, the term conjugation is the creation of derived forms of a verb forms its principal parts by inflection (alteration of form according to rules of grammar).

Main tenses found in many languages include the past, present and future. Tenses generally express time relative to the moment of speaking. In some contexts, however, meanings may be relativized to a point in the past or future which is established in the discourse (the moment being spoken about). This is called relative (as opposed to absolute) tense. Some languages have different verb forms or

constructions which manifest relative tense, such as pluperfect (“past-in-the-past”) and “future-in-the-past”.

Expressions of tense are often closely connected with expressions of the category of aspect; sometimes what are traditionally called tenses (in languages such as Latin) may in modern analysis be regarded as combinations of tense with aspect. Verbs are also often conjugated for mood, and since in many cases the four categories are not manifested separately, some languages may be described in terms of combined tense–aspect-mood (TAM) system.

Nordquist (2018) defined the term tense in grammar is the time of a verb’s action or its state of being , such as present , past , or future . These are called the verb’s time frame. Many contemporary linguists equate tenses with inflectional categories (or different endings) of a verb, which means that they don’t consider future to be a tense. English maintains an inflectional distinction only between the present (for example, laugh or leave) and the past (laughed, left). But if you equate “tense” with a time change, then future is indeed a tense

Crystal (2003) confirmed that English has one inflectional form to express time: the past tense marker (typically-ed), as in walked, jumped, and saw. There is therefore a two-way tense contrast in English: I walk vs. I walked- present tense vs past tense. English has no future tense ending, but uses a wide range of other techniques to express future time (such as will/shall, be going to, be about to, and future adverbs). The linguistic facts are uncontroversial. However , people find it extremely difficult to drop the notion of ‘future tense ‘ and related notions , such as imperfect , future perfect , and pluperfect tenses) from their mental vocabulary , and to look for other ways of talking about the grammatical realities of the English verb .

Chalher and others (2014) proved that in discussing tense , labels such as present tense , past tense , and future tense are misleading , since the relationship between tense and time is often not on one – to –one. Present and past tenses can be used in some circumstances to refer to future time (e.g. If he comes tomorrow ... , If he came tomorrow ...) ; present tenses can refer to the past (as in newspaper headlines , e.g. Minister resigns ... , and in colloquial narrative , e.g. So she comes up to me says.. ; and so on .

2.2 Tense Historical Background

According to Jacobs (1995:188) stated that Aristotle is said to have been the first to recognize the category tense. He observed that there were systematic variations in the forms of Greek verbs , variations that could be correlated with time notions such as past and present .Although English has many fewer such verb forms than classical Greek , there are still systematic correlations.

Grammarians treated these notions as simple and obvious .We will discuss the grammatical tradition here because it continues to influence both the popular view of language and much English language teaching and research .This tradition was based on practices of Latin and Greek grammarians , though in important respects English is quite different .

Traditional Latin and Greek grammars listed in tables – now known as paradigms – the forms for each verb in a large number of tenses. The tables gave forms for the first, second, and third person, singular and plural. Here are the present tense forms of the Latin verb portare, “to carry “:

PORTARE “TO CARRY “

| Person | Singular | Plural |
|-----------------------|-------------------|----------------------|
| 1st | porto(“I carry”) | portamus(“we carry”) |

| | | |
|-----------------|--------------------------------|-----------------------|
| 2 nd | portas(“you carry”) | portatis(“you carry”) |
| 3 rd | portat(“he, she ,it ,carries”) | portant(“they carry”) |

In addition to the present tense , tenses distinguished the future ,the perfect tense (meaning “have v_ed” or just v_ed”) , the future perfect (“will have v_ed”) , the pluperfect or past perfect (“had v_ed”) , and the imperfect tense (“was/were v_ing”). These tenses were all in the indicative mood (corresponding fairly closely to finite verb forms in English. There was another set of four tenses in what is called the subjunctive mood (meaning something like “might v” and “might have v_ed”);English has only relatively rare counterpart . In addition, there were five more sets in passive voice. With six forms in each set, this made a total of ninety verb forms, excluding participles and other nonfinite forms.

In the 17th and 18th centuries, grammarians writing English grammars for schools believed that the English language should be described in the same way as Latin and Greek, However, there are a number of problems with such an approach. Firstly, in no language do the verb forms directly correspond to the semantic properties of time reference. An accurate and insightful grammar must be based on more than logical criteria. Secondly, English differs from Latin and Greek in having only two inflections on verbs to show tense. The past tense is usually but not always marked with an _ed; the present tense is marked with _s agreement suffix for third singular forms. Corresponding to other Latin and Greek verb inflections are auxiliary verbs such as will and should. To some early grammarians, English seemed an impoverished language, one lacking the range and precision of tense forms in the classical languages.

A typical attempt to remedy the defects of English was made by S.W. Clark, principal of the Cortland Academy in upstate New York in the mid-1800s. In his textbook “A Practical Grammar”, which went into many printings, Mr. Clark filled pages and pages with verbs paradigms, using combinations of auxiliary verbs, and other forms to fill in gaps in the tense system. His paradigms for the verb recite alone take up four pages of small print. The present subjunctive paradigm, for example, consists of six identical verb forms preceded by (If I were reciting, etc.)

Later writers and teachers developed a more sensible version of this Latin-based classification, one which reflected more accurately the English verb data. Though still relying more on semantic or logical criteria than on the actual combinations and verb forms of English, the newer version turned out to be a useful framework for familiarizing learners with the range of verb forms available to express time relationships. This version listed twelve tenses. Here is a listing of the tenses for the verb wash, with the first person singular form representing each set of tense forms. Note that the tenses are categorized according to past, present, and future, in combination with what we shall be referring to as the perfect progressive aspects:

- | | |
|----------------------------------|---------------------|
| 1. Simple Present: | I wash |
| 2. Simple Past: | I washed |
| 3. Simple Future: | I will wash |
| 4. Present Progressive: | I am washing |
| 5. Past Progressive: | I was washing |
| 6. Future Progressive: | I will be washing |
| 7. Present Perfect: | I have washed |
| 8. Past perfect: | I had washed |
| 9. Future Perfect: | I will have washed |
| 10. Present Perfect Progressive: | I have been washing |

11. Past Perfect Progressive: I had been washing
12. Future Perfect Progressive: I will have been washing

2.3 Toward an Account Based on Language Forms

According to the above argument mentioned by lots of writers and teachers that the twelve-tense approach to describing the English tense system assumes that tense and time are really the same and that the perfect and progressive aspects are little more than devices to form additional tenses. But these assumptions are wrong according to Jacobs (1995).

First, consider past tense and its relation to past time. Does past tense always refer to past time? It very often does, but not always. Take the past tense form “came” in this next example:

If John **came** into this office tomorrow, he’d find everything exactly the same.

Clearly in this example the time reference is to the future. The word tomorrow makes this explicit, but, even without tomorrow, the word if would indicate that the speaker is referring to a hypothetical situation rather than to one that has already happened.

The following example also has a past tense form and refers to a hypothetical situation:

If Justice Brandeis **examined** recent Supreme Court decisions, he would feel depressed.

Again the time reference is not past, though here it is present rather than future. It is the hypothetical character of the situation (marked with the if) that allows the past tense to be used this way. Somewhat paralled is

the use of past tense when someone, say a professor, addresses a question like the following to a person standing outside her office:

Did you want to see me now?

The professor is not asking about a past desire; obviously, the time reference is present. The past tense forms are easy to recognize: Either the vowel is changed or there is a past tense suffix. But, as the preceding examples show, the time reference for past tense forms isn't straightforwardly determined.

When we turn our attention to present tense, we see that even the forms are less obvious. The only overt marking is the-s that marks agreement with third person singular subjects, as in this sentence:

Lady Sara rides on a snow-white horse.

Given this lack of overt marking, it could be argued that there is no present tense that finite verbs simply are or aren't marked for past tense. This would amount to saying that finite verbs are either in the past or in a non-past tense. Since the arguments on either side are inconclusive, we'll adhere to the more traditional accounts and assume that there is a present tense, one marked by a zero (0) ending on all forms except for the third person singular.

But this is not to claim that present tense always corresponds to present time. Our "Lady Sara" sentence would normally be used to describe not what is going on now, but what usually happens. The present tense of verbs signifying actions or processes does not in ordinary usage refer to present time. Such forms usually refer to habitual actions. Only present tense of verbs like know, representing states, normally refer to future time, especially if an appropriate time adverb is added:

Lady Sara **rides** on a snow-white horse **tomorrow**.

This combination use of present tense forms with future time adverbs is used for events that are scheduled in advance, and it suggests that nothing will be changed. We can call it the prearranged present usage.

As for future tense, if we are using the term tense to refer to a set of verb forms, there really isn't a future tense. We use many kinds of verb forms and combinations when we refer to future time, and most of these can also be used to express notions not connected with future time reference. English has no special future tense forms. Traditional grammarians, searching for a future tense corresponding to those in Latin and Greek, noted that the modal with (and sometimes shall) could be used with a verb to refer to future time. So they decided that the will +verb combination (and sometimes the shall +verb combination) was the English future tense.

But will and shall are only two of the modal verbs that occur in combination used to refer to future time. May, could and would are other such modals. Will and shall behave just like the other modals; they differ from regular verbs in not allowing the-s or any of the other suffixes that go on verbs , and they have no present or past participle forms. The main differences among the modals are in the degree of certainty expressed and other dimensions.

In short, once grammatical tense is distinguished from semantic time reference, English can be seen to have a two-tense system consisting of past and present tenses. Past tense verbs need not refer to past time, and present tense verbs often don't refer to the time at which the sentence is uttered.

2.4 Tense Formation and Usage

As we discussed earlier, English language has a two-tense system containing of past and present tenses which indeed have certain uses. This language has no special future tense, but the forms which indicate the future time have specific uses according to their contexts.

Jacobs (1995:192) stated that at the most basic level, past tense marks situations as distanced either in time or reality from the speaker or writer, while present tense (the absence of past tense) indicates the absence of such distancing. To make a past incident seem less distant and more real to her addressee, the person telling the following story uses present tense for all verbs, except for the first verb, which sets the scene and indicates that the incident is not occurring now:

Yaa, I was standing right by the counter when this big dude comes up behind me and he says, “Excuse me, Lady I gotta go ahead of you. “Well, I don’t even look around, I just say, “The heck you do! You can wait your turn.” Then I feel a paper bag against the back of my neck and there’s something hard in it and it feels like a gun, and I tell you I want to be out of there, and he says, “Excuse me” , and the teller is looking at us, her eyes wide as dinner plates.

The speaker’s use of present tense instead of past tense conveys immediacy than time distance. The event is being return for the addressee’s benefit. This use of present tense is sometimes referred to as the narrative present.

Franklin and others (2009:5) mentioned that the term tense can have several different meanings, but we use tense to refer to any of the nine different verb constructions that result when the three logical time

divisions (present, past and future) are integrated with the three aspect categories of verbs (simple, perfect, and progressive-simple here means that it is not perfect or progressive). These nine tenses are illustrated in the following chart, with first-person singular forms of walk and fly.

| PRESENT | SIMPLE | PERFECT | PROGRESSIVE |
|----------------|---------------|--------------------|--------------------|
| | I walk | I have walked | I am walking |
| | I fly | I have flown | I am flying |
| PAST | I walked | I had walked | I was walking |
| | I flew | I had flown | I was flying |
| FUTURE | I will walk | I will have walked | I will be walking |
| | I will fly | I will have flown | I will be flying |

2.4.1 The Three Simple Tenses

(a) Present Tense

The most confusing feature of the present tense for English learners is that the simple present tense doesn't actually signify present time. Its three uses are the following:

- (1) Making factual statements and generalizations,

e.g.

1. A mile is 5,280 feet.
2. The Mississippi River drains the center of the North American continent.

- (2) Describing habitual actions

e.g.

Both checks his e-mail first thing in the morning.

This sentence describes what Bob normally does first thing in the morning. It doesn't mean that Bob is checking his e-mail now, at this very moment. The sentence would still be valid if Bob were on vacation and hadn't checked his e-mail in a week.

(3) Describing predictable future events or actions.

The simple present tense is often used for near –future events or actions that one expects to happen, for example,

Our flight leaves at night.

I return home on Sunday.

Note that the simple present tense is not used for uncertain future events. For instance, it is not used to describe future weather.

○ It rains tomorrow. (Semantically it is incorrect)

(b) Past tense

The simple past tense describes an event or action that was completed before the present moment in time; that is, the event or action has already taken place. The past tense can refer to a single point in past time.

e.g.

We moved into our house on September 5, 1999.

The past tense can also refer to a span of time in the past, as long as it was completed before the present.

e.g.

Janet worked in sales for nearly ten years.

This sentence means that Janet is no longer working in sales at this time.

In addition, the simple past has inherited one of the functions of the subjunctive from older periods of English: indicating that the speaker is talking hypothetically or even contrary to fact. This hypothetical use of past tense does NOT indicate past time. Its most common use is in IF_CLAUSES.

e.g.

If I were you, I would be sure that I was finished on time.

The use of were rather than the expected was survives from an old subjunctive form. We should notice also that the other two verbs in the sentence are in the past tense, even though the sentence does not refer to past time.

(c) Future Tense

The simple future tense consists of the helping verb will followed the base form of the main verb.

I **will take** a taxi to the airport.

They will be disappointed if you don't see them. The helping verb will is one of nine modal verbs: can/could, may/might, will/would, shall/should, and must. Although will is used to form the future tense, any of the other eight modals can refer to future time.

I can take a cab to the airport.

I could take a cab to the airport.

I may take a cab to the airport.

I must take a cab to the airport.

Each of the nine modals has its own range of meanings, allowing English speakers to make a number of subtly different statements about the possibility, certainty, desirability, or necessity of a future action.

2.4.2 The Three Perfect Tenses

The three perfect tenses consist of a form of the helping verb have followed by the past participle of the main verb. The present tense form of have is used for the present perfect, the past tense form for the past perfect, and the future tense form for the future perfect.

(a) Present Perfect Tense

The present perfect tense consists of have or has followed by the past participle of the main verb. This tense is used to describe an action that began in the past and has continued up to the present time, with implication that it will continue into the future. The best way to understand the present perfect tense is to compare it to the past tense.

PAST TENSE

John lived in Paris for two years.

PRESENT PERFECT TENSE John has lived in Paris for two years.

According to the past tense sentence, John no longer lives in Paris; he has moved, but according to the present perfect tense sentence, John still lives in Paris and is expected to continue living there into foreseeable future.

(b) Past Perfect Tense

The past perfect tense consists of had followed by the past participle of the main verb. The most common use of this tense is to emphasize that an event in the past was completed before a more recent event took place.

e.g.

My parents had left for the airport before my plane landed.

(c) **The Future Perfect Tense**

The future perfect tense consists of **will have** followed by the past participle of the main verb. This tense, which is rarely used, describes a future action or event that must be completed before a second future action, event, or time. The following sentence uses the future perfect tense to describe an event completed before a second event.

e.g.

His game **will have started** before we get to the stadium.

Note that the two events can also be stated in reverse order.

Before we get to the stadium, the game **will have started**.

The following sentence uses the future perfect tense to describe an action completed before a specific time in the future.

They **will have finished** by noon.

2.4.3 The Three Progressive Tenses

The progressive tenses consists of a form of the helping verb **be** followed by the present participle of the main verb. The present progressive uses of the present tense of **be**, the past progressive uses the past tense of **be**, and the future progressive uses the future tense of **be**.

The progressive tenses are used to describe an action in progress (hence the same name progressive) at some present, past, or future time.

(a) Present Progressive Tense

The present progressive tense consists of am, are or is followed by the present participle of the main verb. This tense can describe an action at the precise moment that the sentence is spoken.

Turn the TV down! I am talking on the phone.

The present progressive tense can also refer to a span of time that includes the present.

Global warming is causing climate change.

In addition, the tense is often used to describe future plans or events.

We are going to Paris this June.

Hurry, the taxi **is coming** in ten minutes.

(b) Past Progressive Tense

The past progressive tense consists of **was** or **were** followed by the present participle of the main verb. This tense refers to an action that took place at or during some time in the past, whether it occurred at a specific moment or during a span of time in the past.

I **was working** at my desk by 9 o'clock.

During the game, he **was talking** on his cell phone.

The time in the past can be defined by another event.

We **were working** in the garden when we heard the news.

The past progressive tense can also be used in an adverbial clause.

We heard the news while we **were working** in the garden.

(c) Future Progressive Tense

The future progressive tense consists of **will be** followed by the present participle of the main verb. This tense describes an activity that will occur at some time in the future, whether it will occur at a specific moment or, more commonly, during a span of time in the future.

e.g.

Their plane will be landing at 6:35.

During the school year, I will be living on campus.

Often the future time is defined by a present tense adverbial clause.

We will be staying in a motel while they remodel the kitchen.

2.4.4 The Intensive Tenses

The so-called intensive tenses consist of a form of the helping verb (do) followed by the base form of the main verb. The present intensive tense is formed with (do) or (does), and the past intensive tense is formed with (did). There is no future intensive tense, nor the intensive used in the progressive tenses.

(1) They emphasize the fact that the action of the verb **is** or **was** actually performed.

She does like going to school.

I did arrive on time.

(2) The intensive tenses are used with not to form the negative of the simple present and past tenses.

They do not go to the library anymore.

We did not see Midrara at the mall.

(3)The intensive tenses are used to ask simple yes/no questions.

Does the teacher color her hair?

Did all children finish the assignment?

To sum up the notion of tense Jacobs (1995:195) has mentioned that English uses its two tenses as part of a complex system for making time reference which also includes modals like will or can preceding the verb also other auxiliary verb forms.

All of these constituents preceding the main verb locate events in relation to some time reference point, frequently but not always, the time defined by the moment of speech (or, for written language, the time of writing). But as we have seen, tense can have other uses, for example, indicating the degree of immediacy the speaker is communicating or marking politeness by distancing an utterance.

The traditional school grammar portrayal of English as having a twelve-tense system confuses tense with time reference and conceals the nature of the aspectual system.

2.5 Understanding Aspect

2.5.1 Definition of Aspect

The notion of “aspect” according to Comrie (1976:3) refers to the different ways of viewing the internal temporal constituency of a situation. Aspect is not concerned with relating the time of the situation to any other time-point, but rather with the internal temporal constituency of one situation. If we compare “aspect” to “tense”, the term “tense” is defined as grammaticalized location in time. One could state the difference as one between situation-internal time (aspect) and situation-external time (tense).

According to Wiktionary, the free dictionary, “aspect” is a grammatical quality of a verb which determines the relationship of the speaker to the internal temporal flow of the event which the verb describes, or whether the speaker views the event from outside as a whole, or from within as it is unfolding.

Jacobs (1995:199) has defined “aspect” as the general name given to signify certain ways in which an event is viewed or experienced. An event can be seen as a completed whole, as in progress, or as being repeated intermittently. English has two such aspects, perfect and progressive.

e.g.

We are eating lunch. (progressive aspect)

We have eaten lunch. (perfect aspect)

The Encyclopedia (2019) confirmed that aspect is the grammatical category expressed in verb forms that refers to a way of looking at the time of a situation: for example, its duration, repetition, completion.

2.5.2 Perfect and Progressive Aspect Forms

Comrie (1976), Dahl, O. (1985), Jacobs (1995), and Nordquist (2018) have pointed out that perfect aspect is shown in the verb phrase by means of the verb have. When have is used to indicate aspect (rather than, say, possession), the verb immediately following it must be in its past participle form, the so-called-en form. Perfect aspect was shown like this

Have
<-en>

Now, let's look at some D-structure. We will show these structures as linear arrangements. We'll begin with a structure without perfect aspect.

John PAST eat the pumpkin.

The past tense inflection gets marked on the verb immediately following it, converting eat into ate:

John ate the pumpkin.

The next D-structure includes perfect aspect.

John PAST have eat the pumpkin.

<-en>

Here, the past tense converts have into had, and the <-en> that goes with perfect have shifts onto the next verb, converting it into the next verb, converting it into eaten:

John had eaten the pumpkin.

Progressive aspect is shown in the verb phrase by means of the verb be, which, when used to indicate aspect, requires the verb immediately following it to be in its present participle form, the so-called-ing form. In the schema presented below, progressive aspect is shown like this

be

<-ing>

If in D-structure, the verb phrase has the verb eat after the progressive aspect form, as in the sentence shown here.

John PAST be eat the pumpkin.

<-ing>

2.5.3 The Core Sense of Perfect and Progressive Aspect

Jacobs (1995:201) argued that there are certain kinds of situation in which perfect and progressive aspects are used.

Broadly speaking predicates refer to actions, processes, and states. Does an action or process seem to occur once, like being born or exploding, or as a repeated activity, like striding or breathing? Is it momentary, like winking, or does it have the property of duration, like humming or vibrating? Is a state being referred to, such as knowing something or being Bolivian? Is the event viewed as a completed whole or is it viewed as ongoing at some time?

Notice that these are all questions about the “shape” or “time contour” of a situation, not about its time reference. These are all dimensions communicated by using some kinds of aspect. Initially the term aspect was used to describe a specific kind of contrast in Russian grammar. An event could be presented in its clause as a completed activity or as an activity in progress.

A parallel contrast occurs in English. Compare the following examples:

Jane Austen **was writing** her greatest novel.

Jane Austen **had written** her greatest novel.

In both sentences the tense is past tense; the sentences refer to a time in the past. In the first sentence, the writing was going on at the time referred to. The progressive aspect verb *be* and its effect on the following verb indicate the ongoingness of the situation at that time. In the second sentence, the writing event was completed. This is indicated by the perfect aspect verb *have* and its effect on the following verb.

This same contrast occurs if present tense is used:

Maureen Duffy **is** now **writing** a novel about two friends.

Maureen Duffy **has** now **written** a novel about two friends.

Both sentences use present tense and refer to now, to the present. In the first sentence the writing of the novel is ongoing, whereas in the second it is completed. Thus progressive aspect presents an activity as ongoing, while perfect aspect presents it as completed.

According to www.ucl.ac.uk cited by John Ring (1996), the term aspect refers to how an event or action is to be viewed with respect to time, rather than to its actual location in time. We can illustrate this using the following examples:

{1} David **fell** in love on his eighteenth birthday.

{2} David is falling in love.

In sentence {1}, the verb fell tells us that David fell in love in the past, and specifically on his eighteenth birthday. This is a simple past tense verb.

In sentence {2} also, the action took place in the past, but it is implied that is still relevant at the time of speaking_ David has fallen in love, at that's why he's behaving strangely. It is worth noting that we cannot say:

David has fallen in love on his eighteenth birthday. The auxiliary has here encodes what is known as "Perfect Aspect", and the auxiliary itself is known as the "Perfect Auxiliary".

In sentence {3}, the action of falling in love is still in progress. For this reason, we call it "Progressive Auxiliary".

Aspect always includes tense.

In sentence {2} and {3} above, the aspectual auxiliaries are in the present tense, but they could also be in the past tense:

David **had fallen** in love. Perfect Aspect, Past Tense

David **was falling** in love. Progressive Aspect, Past Tense

The perfect auxiliary is always followed by a main verb the-ed form, while the progressive auxiliary is followed by a main verb in the-ing form. We exemplify these points in the table below:

| | Perfect Aspect | Progressive Aspect |
|----------------------|-----------------------|---------------------------|
| Present Tense | has fallen | is falling |
| Past Tense | had fallen | was falling |

While aspect always includes tense, tense can occur without aspect (David falls in love, David fell in love)

2.5.4 Past Time Reference in Nonfinite Clauses

Jacobs (1995:205) pointed out that, in embedded nonfinite clauses, perfect aspect, instead of past tense, the following pair of sentences:

She believes that Clarissa **was born** at midnight on March 25.

She believes Clarissa to have been born at midnight on March 25.

In the second sentence, which closely paraphrases the first, perfect aspect has replaced the past tense in the embedded clause. It can be noted that this perfect aspect form allows a definite time phrase, at midnight on March 25. In finite clauses a time phrase like this cannot occur with the present tense – perfect aspect combination:

*She believes that Clariss has been born at midnight on March 25.

The reason the definite time phrase at midnight on March 25 is possible with the nonfinite embedded clause is because perfect aspect in that clause stands for past tense rather than just aspect, so the two times referred to are both past. There is thus no present time-past time conflict.

2.5.5 Perfect Aspect in Narrative Finite Clauses

Jacobs (1995) argued that the perfect aspect is used in nonfinite clauses to indicate past time reference. When past tense is used with perfect aspect, we do find time markers like on December 20, 1992:

Ackroyd was surprised when he checked the records in April 1993.

A supercomputer had written the novel about Silicon Valley on December 20, 1992.

Two times, both past are involved-the time of the writing of the novel and the time when the records were checked. The use of perfect aspect in the second sentence marks the past writing event as being prior in time to the record checking event, even though the later event is reported first. The past perfect is a useful way to indicate the relative time reference of events not presented in chronological order.

This is clear when we compare the following two examples. In the first, past tense is used with perfect aspect, whereas in the second, past tense only is used:

- 1- General Rodriguez spurred his horse and rode to the wooden fort .The defenders **had left**, and the place was empty and desolate.
- 2- General Rodriguez spurred his horse and rode to the wooden fort. The defenders **left**, and the place was empty and desolate.

In the first version, when General Rodrigues arrives, the defenders are no longer in the fort, whereas in the second version, the defenders leave after General Rodriguez arrives. Thus, in the first version, the past perfect enables the writer to describe the state of affairs at a particular time by referring to a relevant previous event.

It is noticeable that explanation of the second version uses the word after. Like the tense and perfect aspect combinations discussed here, time introducers like after and before is used to mark the time relation of one event to another. These time introducers, then, can be alternatives to perfect aspect. Subordinate time clauses introduced by before and after may also use perfect aspect to relate past times to each other:

After the defenders **had left**, the General arrived.

After the defenders **left**, the General arrived.

This isn't surprising if we think about the meaning of before and after. These words themselves mark the relative order of events.

When past events are reported in the order in which they occurred, there is no need for perfect aspect. Consider, for example, this excerpt from a Hemingway novel:

When he was even with him and had the fish's head against the

Bow he could not believe his size. But he untied the harpoon rope from the bitt, passed it through the fish's gills and out his jaws, passed it through the fish's gills and out his jaws, made a turn around his sword then passed the rope through the other gill, made another turn around the bill and knotted the Double rope and made it fast to the bitt in the bow. The excerpt reports a sequence of actions, all in the past tense.

However, when events are reported out of their time sequence, the past perfect can be very useful. Here is another excerpt from the same novel:

They sat on the Terrace and many of the fishermen made fun of the old man and he was not angry ... The successful fishermen of that day were already in and had butchered their marlin out {had} carried them laid full length across two planks, with two men staggering at the end of each plank...

“Santiago,” the boy said.

“Yes, ‘ the old man said.

Hemingway uses ordinary past tense forms to report each event occurring in the main sequence from the time “ they” sat on the Terrace. The events that had occurred prior to their arrived are reported in clauses with past tense-perfect aspect combination. These events, which occur out of the main sequence. A part from two participles, the only other verb from in this background sentence were already, in which the adverb already renders unnecessary a perfect aspect construction. The past tense-perfect aspect combination, then, is used in narrative to mark past events that are out of sequence. Typically, events reported out of sequence serve as background for the main narrative, the foreground, in which ordinary past tense is used. Perfect aspect can play a useful role in providing a “setting” for a segment of narrative. Here is one example, a newspaper paragraph:

“We **have lost** a lot our authority as a leader in the world, “says James O’Leary, an economic consultant to United States Trust Company. “Ten or fifteen years ago we didn’t have to pay much

attention to what happened elsewhere. Now we are just one of the boys’.

The present tense-perfect aspect combination in the first sentence refers to the present situation in which it is claimed this country no longer has the leadership authority it once had. Because of its dual time reference, it also refers to the past process of losing much of that authority. Two distinct times are thus referred to in the first sentence, which, in this way, provides the setting for the contrast between the past and the present expressed in the next two sentences. The second sentence, which uses just the tense, refers to the earlier, more advantageous situation, while the third, using the present tense, refers to the present apparently unfortunate situation. An obvious causal relation is implied between the present state of affairs reported in the third sentence. There is a similar clear causal relation between the following two sentences, one with the past perfect, the other with the ordinary past tense:

General was not hungry. He had devoured three warriors just an hour earlier.

The causal implication remains even if the order of the two sentences is reversed.

2.5.6 Progressive Aspect and the Stative-Dynamic Contrast

Gorcikova (2012:4) has claimed that the progressive aspect is also called the durative or continuous aspect which refers to the action which is still in progress. In other words it means that this action is not finished.

Let's make comparison of the following sentences:

a) Peter plays the guitar with his brother.

b) Peter is playing the guitar with his brother.

The 'a' sentence describes the regular situation which arises when Peter decides to play the guitar. It shows that he always plays the guitar with his brother. On the other hand the 'b' sentence refers to a current situation which is happening at the moment of speaking. Although these two examples occur in the same verbal tense, their aspects are different. For that reason differs also the meaning of the above mentioned sentences.

This difference between non-progressive and progressive aspects also occurs in the past tenses as in the following examples:

a) Peter played the guitar with his brother.

b) Peter was playing the guitar with his brother.

According to <http://en.wikipedia.org/w/index.php?>, in Linguistics, a stative verb is one dynamic verb which describes an action. The difference can be categorized by saying that stative verbs describes situations that are static or unchanging throughout their entire duration, whereas dynamic verbs describe processes that entail change over time. Binnick (1999)

Michaelis (2011) has mentioned that many languages distinguish between stative and dynamic verbs in terms of how they can be used grammatically.

To understand the term progressive aspect Jacobs (1995:207) argued that we need to recall the distinction between the dynamic and stative uses of predicates. Predicates that are used dynamically signify actions, processes, and events, that is, situations in which something

happens. Grammatically the predicates that are usually used dynamically consist of talk, jump, persuade, be tactful, become, be a coward, decide, die, deteriorate, and prosper; whereas predicates that are used statively signify states (mental and physical), relations, and attributes. Nothing is viewed as happening, it just “is”. Examples of predicates that are normally used statively include know, believe, be equal, resemble, be tall, be angry, own, be in/on/at, signify, be a teacher, and be dead.

Indeed most predicates are not inherently dynamic or stative but, rather, are used dynamically or statively. Lots of predicates that are generally used statively can also be used dynamically, and vice versa. For convenience, however, we’ll use the terms “dynamic predicate “ for predicates that are used dynamically and “stative predicate” for predicates that are used statively.

Dynamic predicates differ from stative predicates in that, to refer to the time of utterance, they normally require both present tense and progressive aspect of the two sentences that follow, only the first, which includes progressive aspect, is used to refer to the time of utterance:

“Amy and Rudolph are dancing the polka”, John told us.

“Amy and Rudolph dance the polka”, John told us.

In the first sentence John is telling us what is happening at the moment of utterance. But in the second, John is talking about habitually activity. Amy and Rudolph may not be dancing at the moment of utterance.

The same situation holds when the dynamic predicates are adjectives or noun phrases. The predicate adjective tactless refers to in the first sentence below to behaviour at the same time of utterance and in the second to characteristic behaviour:

Peter is being tactless.

Peter is tactless.

In the following two sentences, the same contrast is seen with the predicate noun phrase a reckless idiot:

Peter is being a reckless idiot.

Peter is a reckless idiot.

This use of a present tense-progressive aspect combination to refer to the time of utterance has led some textbook writers to redefine the combination as the “red” present tense. This redefinition mistakenly treats tense and time reference as essentially the same. Moreover, it does not take into account the fact that the combination rarely occurs with stative predicates.

Here we’ll use a notion from phonology, that of markedness. A grammatical construction or usage that is unmarked is the one native speakers regard as the norm. One that is marked is a less ordinary form or usage. Markedness is not a simple two-way distinction, however. There are degrees of markedness. A very unusual form or usage may be characterized as more marked than a slightly unusual form or usage.

There are more marked usages of the present tense with dynamic verbs, usages that can refer to the time of utterance without using progressive aspect. They occur in limited contexts such as play-by-play commentaries by sportscasters:

Holmes races toward the net and Perez moves left to intercept. But it’s no use. Holmes is veering to his left and now he leaps forward and... yes... he scores. Holmes has done it again!

Or stage directions

The ghost enters and marches ponderously toward Horatio.

As we noted in 2.1, present tense forms like these can also refer to past time, when the speaker removes the distancing effect of past tense inflection to create a closer, more vivid impression of a sequence of events.

To refer to the time of utterance, stative predicates take present tense form without progressive aspect:

Holly Vasquez **is** tall now.

*Holly Vasquez **is being** tall now.

Bronwen knows Arabic.

*Bronwen was knowing Arabic.

423 divided by 9 equals 47.

*423 divided by 9 is equaling 47.

With these predicates, progressive aspect also cannot occur with past tense forms or modals:

*Holly Vasques was being tall.

*Bronwen should be knowing Arabic.

What happens when predicates that are normally stative are used dynamically? As the following sentences explain, such predicates can then be used with progressive aspect (with a few exceptions such as know):

Broun is believing that he was mistaken.

Smith is seeing the dean right now.

Smith was seeing the dean then.

Smith should be seeing the dean now.

The sentence about Broun has a variety of possible interpretations depending on the context in which it is uttered. It can mean something like “believes more and more” or “is coming to believe” or “believes at this moment (but this may change). “Belief is being treated as process rather than a state. Similarly, in the sentence about Smith, see does not have its usual stative meaning, but instead refers to an action, that of having an interview or a consultation. See can also have another dynamic meaning-that of having dates with someone-in which case progressive aspect is again possible:

Is Jane seeing anyone nowadays?

2.5.7 The Function of Combined Perfect and Progressive Aspect

According to <https://www.ecenglish-com>, the past perfect continuous is formed with had been + present participle:

-We had been waiting for two hours before they arrived.

The above sentence tells us that the duration of waiting started in the past and continued to a point in the past. The past perfect continuous has the same function as the present perfect continuous except that the action doesn't continue to the present time but stops before something else the past.

The past perfect continuous before an action in the past shows the reason for a result.

-Peter was tired because he had been working for more than eighteen hours.

-He failed the test because he hadn't been studying.

-I had been playing tennis for five hours before the injury.

Without a phrase like ‘for an hour’ or ‘since March’ it is possible to use the past continuous instead of the past perfect continuous, but this can change the meaning of the sentence.

-Peter was tired because he was working hard. This sentence shows that Peter was tired because he working at the moment.

-Peter was tired because he had been working. This sentence shows that Peter was tired as a result of working hard. It is possible that he continued working but the tense implies that he had just stopped.

Jacobs (1995) claimed that the functions of the combination of perfect and progressive aspects are more or less what might be predicated from the functions of the individual aspects. He has supposed that we are reading a paragraph beginning:

Alison and Laura arrived at apartment at seven o’clock.

And that this beginning is followed by one of these three sentences:

- a. Eric had cooked fish.
- b. Eric was cooking fish.
- c. Eric had been cooking fish.

In the sentence(a), which has only perfect aspect, the fish was in a finish state at the time the sentence refers to .The cooking activity was already over. In the sentence (b), which has only progressive aspect, the cooking was still underway. What about the (c) sentence, in which perfect and progressive aspects are combined? The question is whether the completion sense of the perfect overwhelms the ongoing sense of the progressive.

We understand the sentence to mean that at the time the two women arrived, Eric had fished all the cooking he was going to do then for fish, but we can't tell from the sentence whether the cooking of the fish had been completed. He might conceivably go back later to cook it. The completion sense of the perfect has applied to the duration sense of the progressive, not to the sense of the main verb following. The duration of cooking was over.

To conclude the notion of the term aspect, we can say that aspect describes the internal time structure of an event-it is used to signify certain ways in which an event is viewed or experienced. An event can be seen as a completed whole, as in progress, or as being reported intermittently. Aspect deals with the "shape" or "time contour" of a situation, not with its time reference. English has two aspects, perfect and progressive. The forms these aspects take are easily recognizable. Perfect aspect "have" requires the verb following to be in its past participle (or-en) form, while progressive "be" requires the verb following to be in its present participle (or-ing) form.

The meanings the two aspects express do not all fall into neat categories. But an approximation of their most typical usages in both possible and useful, perfect aspect characteristically presents an event as a completed activity, while progressive aspect presents it as an activity in progress. Perfect aspect indicates either a relation between two situations that occurred at different times or a single stationary state of affairs that lasts from an earlier time to the time being focused on, typically the time of utterance. In both cases two times are referred to. Perfect aspect can be viewed as having four basic usages. The past indefinite (or "hot news") usage present event recent enough to be new and relevant to the present, thereby connecting the present to these past events. The stage usage portrays a stable state of affairs over a

continuous period of time. The change of state usage presents a state of affairs that has changed from an earlier state as the result of a past event. Lastly, the recurrent event usage portrays actions that are habitual or can be reported more than once.

Perfect aspect is used in nonfinite clauses to indicate past time reference. In finite clauses, perfect aspect can indicate the relative time reference of events not presented in chronological order. In this respect, it resembles the time introducing words before and after.

Dynamic predicates take progressive aspect to present an event as in progress rather than being bounded by a started point and an end point. A number of other functions arise from this basic one. For instance, progressive aspect is used to show time overlap between two situations, the one with progressive aspect framing and including the time span of the other, which does not have progressive aspect. With present tense, progressive aspect is sometimes used to show an event scheduled to happen at some later time.

2.6 Error Analysis

2.6.1 Conception of Error Analysis

Richard (1971:1) explained that the field of error analysis may be defined as dealing with the differences between the way people learning a language speak and the way adult native speakers of the language use the language. Norrish (1983:7) argued that let us call a systematic deviation, when a learner has not learnt something and consistently gets it wrong, an error ... A common example is using the infinitive with to after the verb must (e.g I must to go the shops.). Let us suppose that the learner knows the verbs want (+to) , need (+to) and perhaps ought (to+verb) ; by analogy he then produces must (+to) until he has been

told otherwise , or until he notices that native speakers do not produce this form , he will say or write this consistently.

Error Analysis is a branch of Applied Linguistic that emerged in the sixties to reveal that learner errors were not only because of the learner's native language but also they reflected some universal strategies .This is a reaction to Contrastive Analysis Theory which considered native language interference as the major source of errors in second language learning what behavioristic theory suggested. "Applied error analysis , on the other hand , concerns organizing remedial courses and devising appropriate materials and teaching strategies based on the findings of theoretical error analysis".(Erdogan2005)

2.6.2 The Significance of Errors in Second Language Learning

Corder (1967:4) pointed out that "the learner's errors are evidence of this system (built-in syllabus) and are themselves systematic .The use of the term systematic in this context implies, of course that there may be errors which are random, or, more properly, the systematic nature of which cannot be readily discerned. The opposition between systematic and non-systematic errors is important." We are all aware that in normal adult speech in our native language we are continually committing errors of one sort or another. These, as we have been so often reminded recently, are due to memory lapses, physical states, such as tiredness and psychological conditions such as strong emotion. These are adventitious artefacts of linguistic performance and do not reflect a defect in our knowledge of our language. We are normally immediately aware of them when they occur and can correct them with more or less complete assurance. It would be quite unreasonable to expect the learner of a second language not to exhibit such slips of the tongue (or pen), since he is subject to similar external and internal conditions when performing in

his first or second language. We must therefore make a distinction between those errors which are the product of such chance circumstances and those which reveal his underlying knowledge of the language to date, or, as we may call it his transitional competence. The errors of performance will characteristically be unsystematic. As Miller (1966) puts it, 'It would be meaningless to state rules for making mistakes'. It will be useful therefore hereafter to refer to errors of performance as mistakes, reserving the term error to refer to the systematic errors of the learner from which we are able to reconstruct his knowledge of the language to date ,i.e. his transitional competence.

Mistakes are of no significance to the process of language learning. However, the problem of determining what is a learner's mistake and what a learner's error is one of some difficulty and involves a much more sophisticated study and analysis of errors than is usually accorded them.

Then, Richards (1980:25) assumed that a learner's errors provide evidence of the system of the language that he is using (i.e. has learned) at a particular point in the course (and it must be repeated that he is using some system, although it is not yet the right system).

They are significant in three different ways. First to the teacher, in that they tell him, if he undertakes a systematic analysis, how far towards the goal the learner has progressed and, consequently, what remains for him to learn. Second, they provide to the researcher evidence of how language is learned or acquired, what strategies or procedures the learner is employing in his discovery of the language. Thirdly (and in a sense this their most important aspect) they are indispensable to the learner himself, because we can regard the making of errors as a device the learner uses in order to learn. It is a way the learner has of testing his

hypotheses about the nature of the language he is learning. The making of errors then is a strategy employed both by children acquiring their mother tongue and by those learning a second language.

2.7 Error Correction Techniques

According to Spratt and others (2005:153) ‘‘Referring to the different techniques to be used at the moment of providing correction’’. In the language classroom a mixture of error correction is beneficial for the learning process like teacher correction, peer correction, and self-correction. Sometimes learners need to be corrected and sometimes there should be an indication from the teacher that there is a mistake in order to let learners to correct themselves or others can help them. Sometimes teachers should ignore learners’ mistakes. Thus teachers choose what is appropriate for learning purpose, the learner and the situation.

Dealing with the conception of how learners manage to achieve their learning independence Brown (2001: 43) says that ‘‘ Students are given the opportunities to focus on their own styles of learning and through the development of appropriate strategies for autonomous learning.’’

If errors correction is intended to be meaningful, a combination of the different types of error correction techniques –self, peer, group and teacher correction – ensures that the teacher has the possibility of pointing out problems with language, and that the learners may be able to build confidence and responsibility for their own learning.

2.7.1 Self-correction

The common saying of Benjamin Franklin is that ‘‘Tell me I’ll forget. Show me and I may remember. Involve me, and I’ll learn.’’

Brown (2001:45) says that for Communicative Language Teaching/ Communicative Approach “Language is often created by the individual through trial and error.” Self-correction is a visible behaviour from which teachers can grasp their students engagement and commitment in the use of learning strategies that help them get over the awkwardness they encounter throughout their learning process.

In this type of correction the classroom dynamic shifts from teacher-centred to student-centred, i.e...Learners become active participants, experiencing an autonomous role in their learning process. Once students know how to work on their own, grammar books with answer keys are the ideal handy companions to foster learner independence.

Edge (1993 :10) states that “People usually prefer to put their errors right than be corrected by someone else. Also, self-correction is easier to remember, because someone has put something right in his or her own head”. Accordingly, the teaching / learning situation is essential to promote learner autonomy in such a way that learners may become fully aware of their achievements and faulty results.

2.7.2 Peer Correction

According to Zubli n (2011:21) claims that “Peer correction has gained popularity among learners and has been remarkably valued as a learning tool in educational environments.” Peer correction provides the ground for the enhancement of learner autonomy and participation, inter alia. Its affective advantage over teacher correction is that it less threatening, less authoritarian, and more supportive when correction that the teacher, it stresses teacher’s authority.

This technique fosters learner independence, is a student-centred and implies active student involvement in the learning process . It may also raise learners’ awareness of their strengths and weaknesses. Consequently, it changes the traditional teaching classroom situation from a teacher-centred to a learner-centred one, reducing learners’ anxiety and increasing their confidence.

In order to correct themselves successfully, learners should have the necessary linguistic knowledge that would enable them to be conscious of their learning difficulties and how to overcome them. Teachers who support the suitability of this technique should familiarize their students with classroom opportunities to develop a meaningful effective learning process. In this way, teachers gradually become facilitators and students themselves active participants and risk-takers in making and correcting their own errors.

Though peer correction is valued mainly for its cognitive, social and affective value, some students may be unwilling to correct their mates’ errors as it might affect their relationship because the corrected student might feel that he/she is being inferior to his/her peers. It may even deprive the students of the possibility to correct the errors themselves and they might prefer to be gently corrected by the teacher.

Zumblin (2011: 21) claims that “It is worth pointing out that his technique works well in classes with a friendly, supportive and cooperative atmosphere that aims to avoid underestimating learners’ self-esteem.”

2.7.3 Teachers Correction

Direct correction: Hendrickson (1980) suggested that if the student cannot understand indirect corrections, then specific methods

can be used. A general technique is to underline a word in order to call attention to it written near it. A misplaced word can be bracketed placed in its proper order with an arrow. Superfluous words are simply crossed out. Semantic errors must often be corrected in the most direct manner possible: by providing the exact word. A direct correction, as defined by Hendrickson, is when the teacher tells the student where the error is and when to correct it. The teacher uses symbols whenever possible to save time in rewriting the sentence.

Recording: Phillips (1968) advocates recording corrections on cassette tapes. This avoids the problem of the students' ignoring written corrections and allows the teacher to provide explanations of grammar that may be too long to write about. Phillips suggests two methods for using the tape recorder: the teacher can write the simpler corrections on the paper and use numbers keyed to the tape for longer explanations, or the essay can be read along with a commentary. The grade is not given until the end, so the student must listen to the entire tape.

Charting errors: To insure that students profit from teacher's correction, two researchers have devised methods of charting learner errors. Chastain (1980b) recommends that the teacher read an essay twice and grade it for message (fluency) and then for the grammar. The overall grade would be the average of the two. The teacher then selects three errors for each sheet to be returned by the student with future essays explains the errors and reminds the teacher which three errors the student is supposed to have overcome.

Higgs (1979) recommends the opposite procedure. The teacher draws up a list of types of errors (e.g., subject-verb agreement and assigns a point value to each. A tally sheet then can be constructed with types of errors listed vertically and students' names horizontally. The

teacher can use a symbol to make an error on a composition, and the student must construct the list to find on what it is. This procedure makes assigning a grade much more objective, and the point values can be changed as the course progresses. Higgs also suggests adding points for good use of a grammatical feature. Shaughnessy (1977) and Omaggio (1981) give numerous examples of how teachers can analyze written errors to determine their probable cause (1982:4)

Walz, Joel C. claims that “Written errors should follow the same order of correction. Students may be given general guidelines or specific points to reconsider before writing their essays again. Group of students can write or correct essays together in spirit of cooperation.” Teacher, of course, will also need to supply precise corrections or alternative forms to improve students’ expressions in the target language.

It is reasonable to use too numerous error techniques in one class or by one teacher. All the scholars suggestions, treat errors as a natural result of the language-learning process, but they require teachers’ observation. Individual teachers can select the types of errors they wish to concentrate on and the correction techniques they prefer in order to facilitate this learning.

2.8 Writing Skills

2.8.1 Definition of Writing

“Writing is defined as a form of a communication that allows students to put their feelings and ideas on paper, to organize their knowledge and beliefs into well-constructed text. In its most advanced form, written expression can be as vivid as a work of art. Writing evolves from the first simple sentence to elaborate stories and essays.”(<https://msu.edu/course/cep/886/writing/page/.htm>)

According to Sybil Steiberg (1992) “Writing is really a way of thinking_not just feelings that are disparate, unresolved, mysterious, problematic or just sweet.

(www.thoughtco.com/writing_definition_1692616)

Another third definition is that “Writing is defined as the act of composing a text or it is a system of graphic symbols that can be used to convey meaning. (www.thoughtco.com/writing_definition_1692616)

2.8.2 Significance of Writing

Horvath (2001,p.5) reveals that writing is among the most complex human activities involves the development of a design idea, the capture of mental representations of knowledge, and of experience with subjects. The interlocking processes of writing by novice and expert authors have been studied by such diverse disciplines as cognitive psychology, stylistics, rhetoric, text linguistics, critical literary theory, hypertext theory, second language acquisition, and writing pedagogy.

Zamel (1992,p.481) states that writing, because it allows us to represent to ourselves our learning, our ways of making meaning, teaches us the most profound lesson about how we read , write, and use language, about what it means to know.

Urbanova and Oakland(2002 p.31) comment that the written language has nowadays an important social and educational function and its status has a high social prestige. It has its specific norm, which is a structure of its kinds. But it was not always like that. For a long time written language was seen to be an imperfect substitute for spoken language. This attitude is found even in De Saussure (1916). Yet that situation changed after World War 11, when linguists such as Pulgram (1951) and Berry (1958) started to research written language.

Chappell(2011) states that writing is so essential that it has a number of benefits. Writing helps to :

- express one's personality ;
- foster communication;
- develop thinking skills;
- make logical and persuasive arguments;
- give a person a chance to later reflect on and re-evaluate them;
- provide and receive feedback; and
- prepare for school and employment.

As Walsh (2010)mentions “Writing is important because it's used extensively in higher education and in the workplace”. If students don't know how to express themselves in writing, they won't be able to communicate well with professors, employers, peers, or just about any one else. Much of professional communication is done in writing: proposal memos, reports, applications, preliminary interviews, e-mails, and more are part of the daily life of a college student or successful graduate.

Writing has a unique position in language teaching since its acquisition involves a practice and knowledge of other three language skills such as listening, reading and speaking. Moreover, it requires mastering of other skills, such as metacognitive skills. Learners need to set an objective for their writing ; plan it carefully, think over its layout and logical structure, revise it...In the process of writing they have to use cognitive skills; they have to analyze their sources and then synthesize them in a compact piece of writing. One of the best ways to attract students to writing is to let them write at the beginning of learning process freely as possible and evoke in them the feeling of creativity.

Creative writing obviously can play a crucial role in the development of writing skills.(Cf. Janikova, 2005; Zajicova, 2011 ; Rico,1984).

Writing is still one of the main ways the students will be assessed in Universities, therefore it is an essential skill to master. As a craft, writing is a complex task in itself, but it is made all the more challenging in high educational institutions due to the specialized nature of academic discourse. Writing is also an interactive process that it can be discussed thoroughly.

2.8.3 Academic Writing

Anne (2000 p.2) states that academic writing is essentially the writing the students have to do for university courses. There are different names for academic writing assignments (essay, paper, research paper, term paper, argumentative paper/essay, analysis paper/essay, informative essay, position paper), but all of these assignments have the same goal and principles.

2.8.4 The Purpose of Academic Writing

Stephen (2011) indicated that writers should be clear why they are writing. He suggested that the most common reasons for writing include:

- to report on a piece of research the writer has conducted
- to answer a question the writer has given or chosen
- to discuss a subject of common interest and give the writer's view
- to synthesize research done by others on a topic.

According to Anne (2009 p.2) claimed that an academic writing is supposed to be students' opportunity to explore something that interests them from their course. So, the students have freedom to choose a topic,

empty pages on which to express their own ideas, and an audience that is interested in reading what the students think.

Plus, the students will develop skills in researching, evaluating information organizing, arguing, responding to others' arguments, analyzing, and expressing themselves clearly in writing. These skills, by the way, are all valued by employers.

2.9 Paragraph Writing

The researcher would like to clarify the importance and definition of a complete paragraph beside all the techniques and devices which contribute together to set up the paragraph.

2.9.1 Importance of the paragraph:

According to (<http://www.cameron.edu//porna>) “Paragraph writing remains the most important part of any written assignment. Learning to organize a good paragraph is worthwhile to be a good writer.” After brainstorming, topic selection and writing the thesis, the next step is to write a paragraph.

2.9.2 Structure of a Paragraph

According to Oshima and Hogue (1988:55) “A paragraph is connected structure that makes a complete thought or a basic topic with a fundamental idea. This structure consists of a topic sentence, supporting sentence as well as a concluding sentence.” All these sentences join together coherently to make a complete paragraph.

2.9.3 Definition of a Paragraph

According to Oshima and Hogue (1988:ibid55) “A paragraph is a group of related sentences that develops one main idea. Each paragraph

is a separate unit, marked by indenting the first word from the left margin, or by leaving extra space above and below the paragraph”.

Form:

1. The title is in the center of the paper, 1 inch. Here are some guidelines for a correct to 1 ½ inch from the top. The title is only a word or a phrase; it tells the reader what the paragraph about.
2. Indentation of the first word of the paragraph is so necessary.
3. Leaving one inch margin on both sides at the bottom of each page.

Let’s see the application of the paragraph guidelines from the Model below:

Model:

A university Professor

A university professor has many duties. In the classroom, he or she lectures to the students and instructor, he or she also conducts laboratory experiments. During office hours, students are free to visit the professor to get help on difficult material or problems. In addition, a professor may often work for many hours in a laboratory doing a research project. Another professor might spend his or her time writing a scholarly paper for a professional journal. Still another one might spend time writing a book. In conclusion, a professor is always a very busy person. However, she or he usually enjoys her or his work.

(From Introduction to Academic Writing, Oshima and Hogue.55)

A paragraph is made up of three kinds of sentence that develop the writer’s main idea, opinion, or feeling about a subject. These sentences

form the structure of a paragraph as shown in 2.8.2. They are the topic sentence, supporting sentences, and the concluding sentence.

In the Model, entitled “ A university Professor”, the first sentence is the topic sentence. It tells the reader what the paragraph is about: the activities of a university professor. The seven supporting sentences that follow supply the details about the professor duties. The eight sentence is the concluding sentence which makes a final statement about the topic and tells the reader that the paragraph is finished. The very last sentence is the writer's comment about the subject.

2.9.4 The Topic Sentence

According to ([http://www.indiana.edull//.\(paragraphs.shtml\)](http://www.indiana.edull//.(paragraphs.shtml)) “ A well-organized paragraph supports or develops a single controlling idea, which is expressed in a sentence called a topic sentence.”

The topic sentence is the most general statement of the paragraph. It is key sentence because it names the subject and the controlling idea: the writer’s main idea, opinion, or feeling about that topic. The topic sentence can come at the beginning or at the end of a paragraph.

2.9.5 Supporting Sentences

The next part of the paragraph is the supporting sentences. They develop the topic sentence by giving specific details about the topic. In order to choose details to support the topic sentence, rephrase it as a question, and then answer that question with your supporting sentences.

For example, in the model paragraph which is shown in 2.8.3., the topic sentence is a university professor has many duties.” If that statement is turn into a question, it will say:

What are the duties of a university professor?

The supporting sentences in the paragraph must answer this question by explaining what a professor's duties are. In fact the list of the duties that are mentioned in the Model is considered as the supporting sentences.

2.9.6 The Concluding Sentence

After finishing the last sentence supporting the main point of a paragraph, the good writer must end the paragraph with a concluding sentence. This sentence tells the reader that the paragraph is finished, and it completes the picture or story about the subject of the paragraph.

The concluding sentence is like the topic sentence because both are general statements. However, the topic sentence is usually the first sentence, a general statement that introduces the topic to be discussed in the paragraph. The concluding sentence is also a general statement, but it is the last sentence and ends the paragraph.

The concluding sentence reminds the reader of the topic sentence. In fact, the concluding sentence can be written like the topic sentence but in different ways.

When writing a concluding sentence, a good writer can use one of the following methods:

*Stating copying the topic sentence in different words without copying the topic sentence.

*Summarizing some (or all) of the main points in the paragraph.

*Beginning the concluding sentence with a single phrase that tells the reader that the paragraph is completed:

In concluding,...

In summary,...

Refer to the model paragraph in 2.8.3, “A university Professor”. The topic sentence (opening sentence) is “A university professor has many duties.” The concluding sentence (closing sentence) is “In conclusion, a professor has responsibilities both to his students and to his field.”

2.9.7 Paragraph Unity

Pink and B. Com (1954:11) state that “A paragraph must have unity; that is to say, every sentence in it must have a definite relation to the main topic.”

It is important for a paragraph to have unity. When a paragraph has unity, all of the sentences in it discuss only one idea. In the model paragraph 2.8.3. about “A university Professor”, for example, all the paragraph discusses solely the main idea, it has unity. Therefore, all that sentences of that paragraph discuss the same idea.

2.9.8 Paragraph Coherence

Kane Thomas S. (1988:95) states that “Coherence means that the ideas fit together. It belongs to the structure of the paragraph, to relationships of thought, feeling and perception. It is necessary if a paragraph is to be truly unified.” To be coherent a paragraph must satisfy two criteria: First, relevance_ every idea must relate to the topic. Second effective order_ ideas must be arranged in a way that clarifies their logic or their importance. There is, in addition, a negative criterion_ inclusiveness, that nothing vital must be omitted.

According to (<http://www.cameron.edu.Para:coherna.htaml>). “Coherence in a paragraph is the technique of making words, phrases, and sentences move smoothly and logically from one to the other.”

In other words, the ideas are so interwoven and glued together that the reader will be able to see a consistent relationship between them.

It is obvious that if a paragraph isn't united doesn't have logical orders, and doesn't have a consistent point of view. Thus the reader is unlikely to grasp the point of the paragraph. In addition, there are other devices and techniques that will help the writer achieve paragraph coherence.

2.9.9 Coherence Devices

In general, the coherence devices are most helpful for making writing clear for the reader. These devices are transitional words and phrases, repetition of key words and phrases, pronoun reference, and parallel sentence structure.

(a) Transitional Words and Phrases

One of the most common methods of establishing coherence in a paragraph is the use of transitional words and phrases. These devices indicate to the reader the specific relationship between that was said and what will be said.

(b) Coordinating Conjunctions

Without a sentence, the coordinating conjunctions provide a coherence like to indicate relationships between parallel elements. The word "and" indicates a complete idea; "but" and "yet" a contrasting idea; for indicate a reason for a result already stated; and "so" indicates a conclusion from reasons stated.

(c) Correlative Conjunctions

Also within a sentence, correlative conjunctions are used to establish relationship between parallel elements. The conjunctions

either/or”/nor” and whether/or (not)” are used to indicate parallel alternatives. The conjunctions “not only”/but (also)” and “both”/and” indicate parallel similarities.

(d) Words and Phrases That Indicate Specific relationships

To signify an additional idea: also, moreover, again, further, furthermore, in addition, likewise, too, first, initially, second, third, next, finally, lastly, another, other etc...

To signify comparison: likewise, nevertheless, still, unlike, in contrast, conversely, on the contrary, on the other hand, whereas etc...

To signify a cause effect relationship: therefore, thus, hence, then, consequently, according, in conclusion, as a result etc...

To signify examples or specific meanings for example, for instance, to illustrate, for one thing, frequently, in general, in particular, namely, usually, specifically etc...

To signify a summary or conclusion: to sum up, to summarize, in short, to conclusion, on the whole etc...

2.9.10 Paragraph Variety

According to (<http://www.indiana.edu/..Para>. Variety) “Variety makes the paragraph more interesting and effective. Variety can be created by the following ways:

(A) Present Participial Phrase

It is a group of words beginning with (ing) form of the verb:

1-The lady received the sad news, she wept silently.

*Receiving the sad news, the lady wept silently. (with variety)

2-John put down his book. He thought deeply about the events of the story.

*John put down his book, thinking deeply about the events of the story.
(with variety)

(B) Past Participial Phrase

The past participial phrase is shown by: the past participial phrase of the verb. One clause remains as the main thought, while the other is subordinate to it by omitting the subject and part of the verb.

Examples:

1. The housewife sat there peacefully. She was undisturbed by the loud noise of her children.

*The housewife sat there peacefully, undisturbed by the loud noise of her children.

2. The house became suitable for the happy occasion. It was magnificently decorated.

*The house became suitable for the happy occasion, magnificently decorated.

(c) Appositive Noun

Appositive noun group contains a noun that renames someone or something already identified.

Examples:

1. We thank Ali, our nice friend.
2. The book, "Arms and the Man", is an interesting comedy.
3. Tara, a successful businessman, has accumulated great wealth.

(D) Appositive Adjective Groups

Appositive Adjective Groups describes a noun in the main statement.

Examples:

1. The patient was calm at last. She tried to explain her fury.
* Calm at last, the patient tried to explain her fury.
2. The girl was careless and lazy. She committed several mistakes.
*Careless and lazy, the girl committed several mistakes.

(E) Parallel Comparisons with Comparative Adjectives

Here the writer can use a pair of comparative adjectives to show they are related. Occasionally a verb is left out of one or both of the statement. We can notice that the definite article (the) comes before both comparative adjectives.

Examples:

1. We drove further into the countryside. David relaxed more as we did so.
* The further we drove into the countryside, the more David relaxed.
2. She becomes, lazier and lazier when the lesson becomes longer and longer.
* The longer the lesson, the lazier she becomes.

2.9.11 Subject- Verb Agreement

We already know that subjects and verbs must agree in number, for instance:

1. My sister **is** married. (singular)
2. My sisters **are** married. (plural)
3. My brother and my sister **are** single. (plural)

Sometimes students make mistakes in subject-verb agreement when the subject has a prepositional phrase following it. For this reason, the students should learn to recognize prepositional phrases.

Eastwood John (2008: p.3) states that “A prepositional phrase is a preposition noun phrase. Thus a prepositional phrase is a group of words that begins with a preposition and ends with a noun.” A prepositional phrase usually tells where, when, how or why.

From Khartoum in the morning

on December 25

four of my sisters

to my best friend

around the room

by bus

because of the weather

A prepositional phrase may come after the subject of a sentence, but it is not part of the subject. Therefore, the student should ignore it most of the time when he or she is trying to decide which verb form to use.

One (of my sisters) is also a doctor. The subject is one, which is singular. Here are some other examples:

Singular subjects:

- **One** of my brothers is singer.
- **Neither** of my parents is living.
- **Much** of my time is spent in the library.
- **Each** of my brothers wants his own car.
- **Either** of my sisters can babysit for you tonight.

Plural subjects:

- **Both** of my parents are teachers.
- **Several** of the teachers travel abroad.

2.9.12 Reference Words

According to (<http://indiana.edu/..reference> words) “Reference words are a type of rhetorical device that allows a writer to create cohesion throughout a text by reintroducing, manipulating, or anticipating information continually and in interesting ways” Reference words can be almost any part of speech, but most of them are pronouns and noun phrases.

Reference words can refer in three directions: upward to a previously mentioned portion of text, downward to a subsequent portion of text, or outward to an entity that is not mentioned in the next.

(a) Anaphora

Reference Word that refer upward in a text are called Anaphoric, for example,

- I went out with John on Sunday. He looked awful.

“He” clearly refers to John; there is no need to repeat his name.
(<http://en.wikipedia/wiki/anaphora>)

(b) Cataphora

Reference Words that refer downward in a text are called Cataphoric, for instance,

When he arrived, John noticed that the door was open.
(<http://en.wikipedia/wiki/cataphora>)

(c) Exophora

According to (<http://en.wikipedia/wiki/exophora>) “Reference words that refer outward from a text are called “Exophora”. Therefore, exophora is reference to something extra linguistic, i.e not in the text. For example, pronouns are often exophoric, with “this”, “that”, “there”, as in that chair over is John’s said while indicating the direction of the chair referred to.

2.10 Academic Essay Writing

After discussing the well-organized and well –developed paragraph in 2.8 which link with the organization and planning an essay, the researcher will start elaborating the definition and concept of an essay.

2.10.1 Essay Definition

According to (<https://Learnline.canberra.edu.>) “An essay is a piece of writing that methodically analyses and evaluates a topic or an issue. Fundamentally, an essay is designed to get a writer’s academic opinion on a particular matter.”

A lot of students get confused about the ‘opinion’ in academic essay, and think that academic essay should just stick to reporting the facts and forget about opinion altogether. Yet, there are essential differences between academic opinion and personal opinion, and it’s important to grasp these during putting them together in an essay.

| | | |
|-------------------|--|--|
| | Academic opinion Or argument, stance, position, thesis, claim | Personal Opinion |
| Determined by: | Conducting research, examining, evidence, even-handedly considering issues | Gut feelings, personal experience and individual |
| Characterized by: | Objectivity- guided by logic and rational thinking | Subjectivity- guided by emotions, personal experience and individual character. |
| Is it defensible? | Yes – you can defend or support an academic argument by citing credible evidence and laying out a reasoned argument. | Human, it’s hard to say that one person’s gut feeling or word view is any more valid than author’s, so personal opinions are very hard to defend and validate objectively. |

Also, “an essay can generally be defined as a piece of writing that gives the author’s own argument_ but the definition is vague, overlapping with those of a paper, an article, a pamphlet, and a short story.” (<https://en.m.wikipedia.org/wiki/Essay>)

Kane (1988 p.45) defines that “an essay is relatively a short composition. It does not claim scholarly thoroughness (that belongs to the monograph), but it does exhibit great variety.” Essays can be about almost anything; they can be speculative or factual or emotional; they can be personal or objective, serious or humorous. The very looseness of the term is a convenience; it would be a mistake to define it precisely. According to this study an essay really will simply mean a short prose piece. There are differences among articles and reports and essays. But they have much in common, and what we say about the essay _ its introduction, main body and conclusion and so on_ applies to composition generally.

In “The Concise Oxford Dictionary” the word Essay is defined as “a literary composition. Therefore this term “Essay usually covers any written composition, whether it clarifies personal opinions, or gives information on any given subject, or details of a narrative or description. It is well to remember that the word essay means, literally, an attempt to try. The essays the students write at university are trial assignments or “attempts” to express their thoughts in good English.

2.10.2 The Purpose of Academic Essay

Hutchison (2010 p:3) reveals that “essays are so much part and parcel of life at school, college and university that is easy to forget why they are there.” So, the essays are one of the most effective ways of students’ knowledge. It will also test key intellectual abilities such as:

- ordering material effectively to form an argument
- applying an appropriate methodology
- providing detailed sources for students’ information
- expressing own ideas and judgement of students
- presenting information clearly and accurately.

So, like it or loathe it, the essay in all its forms remains the workhorse of intellectual life – and with good reason. Ever since Plato started writing down Socrates’ conversations with his followers in the fourth century BC, readers and writers in the Western tradition have seen the process of acquiring knowledge as a dialogue or discussion. There is always more than one way of looking at an issue, and in order to come to a judgement about which view is best, the students need to create a space in which conflicting ideas can be expressed and weighed up. This process is roughly what goes on in seminars and tutorial when students and tutors discuss a problem or theory. It is also what happens when students get two or more university lecturers in the same room,

sometimes with spectacular results. It is no accident that the core structure of an essay is often referred to as the ‘argument’. When this discussion happens on paper in a polite and organized way, it becomes an easy. The job of an essay is to show what students have learned, put it in the context of their discipline, demonstrate the soundness of students’ knowledge and weigh up its value.

Essays are good for undergraduates. Writing an essay requires them to some active learning. The students will need to get out there and think for themselves, rather than simply listening and taking notes in class. This is their opportunity to sharpen up their research skills and deepen their knowledge.

According to (<https://www.dartmouth.edu>) “The purpose of the academic essay is to persuade reasoned discourses. Scholars use the essay amongst themselves to advance ideas. Its value as an instructional tool is to assist student in developing their critical thinking skills. As students recall, critical thinking is defined as: the ability to read theory accurately, appropriate it meaningfully, apply it independently, generate results, and form a clear argument based on those results that can be defended with a specific line of reasoning. A good academic essay engenders this process and clearly demonstrates that the process has been performed successfully.

Kathy Daffin(1998) states that “an essay has to have a purpose or motive; the mere existence of an assignment or deadline is not sufficient”. When students write an essay or research paper, they are never simply transferring information from one place to another, or showing that they have mastered a certain amount of material. That would be incredibly boring_ and besides, it would be adding to the glut of pointless utterance. Instead, the students should be trying to make the

best possible idea they have arrived at after a period of research. Depending upon the field, students' research may involve reading and rereading a text, performing an experiment or carefully observing an object or behavior. By immersing themselves in the material, the students begin to discover patterns and generate insights, guided by serious of unfolding questions. From a number of possibilities, one idea emerges as the most promising. The students try to make sure it is original and of some importance, there is no point arguing for something already known, trivial, or widely accepted.

Greetham (2013) claims that writing on essay, then, is a valuable opportunity for learning, which ought to be approached positively. If the students hide behind the easy, just paraphrasing or copying what they have read, without processing those ideas and making them their own, their tutor will rarely see them, their abilities or their problems, and they will never glimpse the extent of their abilities, or just how much they understand.

2.10.3 Skills of Academic Essay

Hutchison (2010 p.7) indicates that if the students are gathering and analyzing data, they may need to spend less time in the book stacks, but more time thinking out a questionnaire for survey, finding candidates to interview, adding up the results and designing graphs and charts. Some of these skills will be specific to the students' discipline. Students are much better getting expert advice from their lecturers and tutors on the technicalities of their subject. However, there are some activities that are much the same whatever the students are studying. Every piece of written work requires:

- planning: choosing a topic and deciding how to approach it
- thought: analyzing this material and forming a conclusion

- more planning: deciding how to present ideas and results
- writing: putting into words
- editing: rereading to create mistakes and improve presentation

These are essential for almost any piece of written work, but it is remarkable how many students think they can get by just on research and writing. Most essays and dissertations show evidence of some thoughts, in varying quantities, but planning and editing are often squeezed out because they take a lot extra time.

Connley and Forsyth (2011:12) proved that “whatever type of coursework the students are doing there will be a word limit. If a lecturer asks for 2,000 words it is because he or she believes that will allow you to do justice to the subject. Delivering 1,000 or 5,000 is not likely to be well regarded. Keeping to the word limit is one of the skills the essay writing is designed to test the students on.” Also, an academic essay has specific style. This means that the students must:

*Avoid slang, colloquial terms, clichés and abbreviations (this means not using ‘they’re’ and ‘weren’t’ or such terms as ‘e.g.’ and ‘i.e.’) though, as with everything in this list, check for ‘local’ requirements and practice.

*Use full sentences; bullet point lists are not acceptable for essays as distinct from a book like this where such things are almost mandatory to ensure a quick and easy reading for busy people

*Use correct grammar and spelling. This is important. The students will not impress their lecturers if they misspell key technical information in their field. Poor grammar and spelling inexcusable and give on overall sloppy impression.

*Avoid the use of “I”. Instead use phrase such as “As” has been demonstrated above...’, ‘The next point to consider is...’ and so on.

*Avoid subjective language such as ‘excellent’, ‘awful’, ‘bad’, ‘pretty’ and so on. Students during practice writing essays should try to be objective.

*Avoid using a variety of different fonts, sizes and styles, which looks messy and can be hard to read(during using a computer)

*Use bold, italics and underling to highlight headings(if used) or key points only where necessary, and avoid overusing them(during using a computer)

2.10.4 Classification of Essays

Wren and Martin (2000 P. 337) stated that “essays may be classified as Narrative Essays, Descriptive Essays, Expository Essays, Reflective Essays and Imaginative Essays. Some essays may partake of the peculiarities of more than one classes should be more or less reflective, for the original of this form of essays is an expression of the writer’s own feelings and opinions about a given subject. For this reason, let’s display these five types of essays:

1. Reflective Essays

A reflection is a thought on some subjects_ on an idea arising in the mind. So a reflective essay consists of reflection or thoughts on some topic, which is generally of an abstract nature; for example;

(a)habits, qualities, etc., such as truthfulness, thrift, temperance, cowardice, heroism, patriotism, industry, etc.

(b) social, political and domestic topics, such as riches and poverty, caste, democracy, liberty, government, family life, education, marriage, business, etc. ,

(c) philosophical subjects, such as right and wrong, reality, consciousness, the meaning of the universe, etc. ; or

(d) religious and theological topics.

In treating such themes students should try to:

(i) Explain, for example, the importance or advantages of possessing good habits and qualities, and the risks and disadvantages of lacking them and quote stories, fables, or historical or literary references in support of students' statements;

(ii) Discuss the importance of social institutions etc.

(iii) Expound and discuss philosophical and theological theories. The writer's statements should be reasoned and supported with argument and facts.

2. Narrative Essays

A narrative essay contains mainly in the narration of some events, or series of events. A narrative essay must not be confused with a short story or bits of history. The narrative should be treated as a subject for thought and comment, and so the essay should be more or less reflective. Narrative essays may treat of

(a) historical stories or legends (e.g. , the reign of Akbar, the story of Rama and Sita;

(b) biographies (e.g.) life of Shivajee, or of Babar);

- (c) incident (e.g., a street quarrel, a festival, a marriage);
- (d) an accident or natural disaster (e.g., a flood, a fire, a ship-wreck, an earthquake);
- (e) a journey or voyage;
- (f) a story (real or imaginary).

3. Descriptive Essays

A descriptive essay consists of a description of some places or things; for example,

- (a) animals, plants, minerals (such as the elephant, the pipal tree, coal);
- (b) towns, countries, buildings, etc. (e.g. Mumbai, Italy, the Taj Mahal);
- (c) Aspects and phenomena of nature (such as volcanoes, the monsoon, sunlight, organic life);
- (d) manufactured articles (such as motor-cars, steam-engines, silk, , etc.

4. Expository Essays

An expository (or explanatory) essay consists of an exposition or explanation of some subjects, for example,

- (a) institutions, industries, occupations (e.g., parliament, the press, silk-weaving, farming, etc. ;
- (b) Scientific topics (such as gravitation, evolution, astronomy, etc. ;
- (c) Literacy topics (such as the nature of poetry, prose styles, the genius of Shakespeare the novels of Scott, history of fiction, etc.)

5. Imaginative Essays

Essay on subjects such as the feelings and experience of the sailor wrecked on a desert island may be called imaginative Essays. In such the writer is called to place himself in imagination in a position of which he has had no actual experience. Such subjects as “If I were a king,” or “The autobiography of a horse,” would call for imaginative essays.

In other words, Longknife and Sullivan (2012:3) stated the above “Essay Classifications” as in 2.10.4 as an essay development with six methods: Narration, Description, Process (telling how to do something or showing words), Cause an Effect (here the writer wants his/her readers to see how one thing caused another and know why this matters), Comparison and Contrast and lastly Argument/Persuasion (they seem the same but the difference between these is that persuasion appeals more to emotion and argument more to logic.)

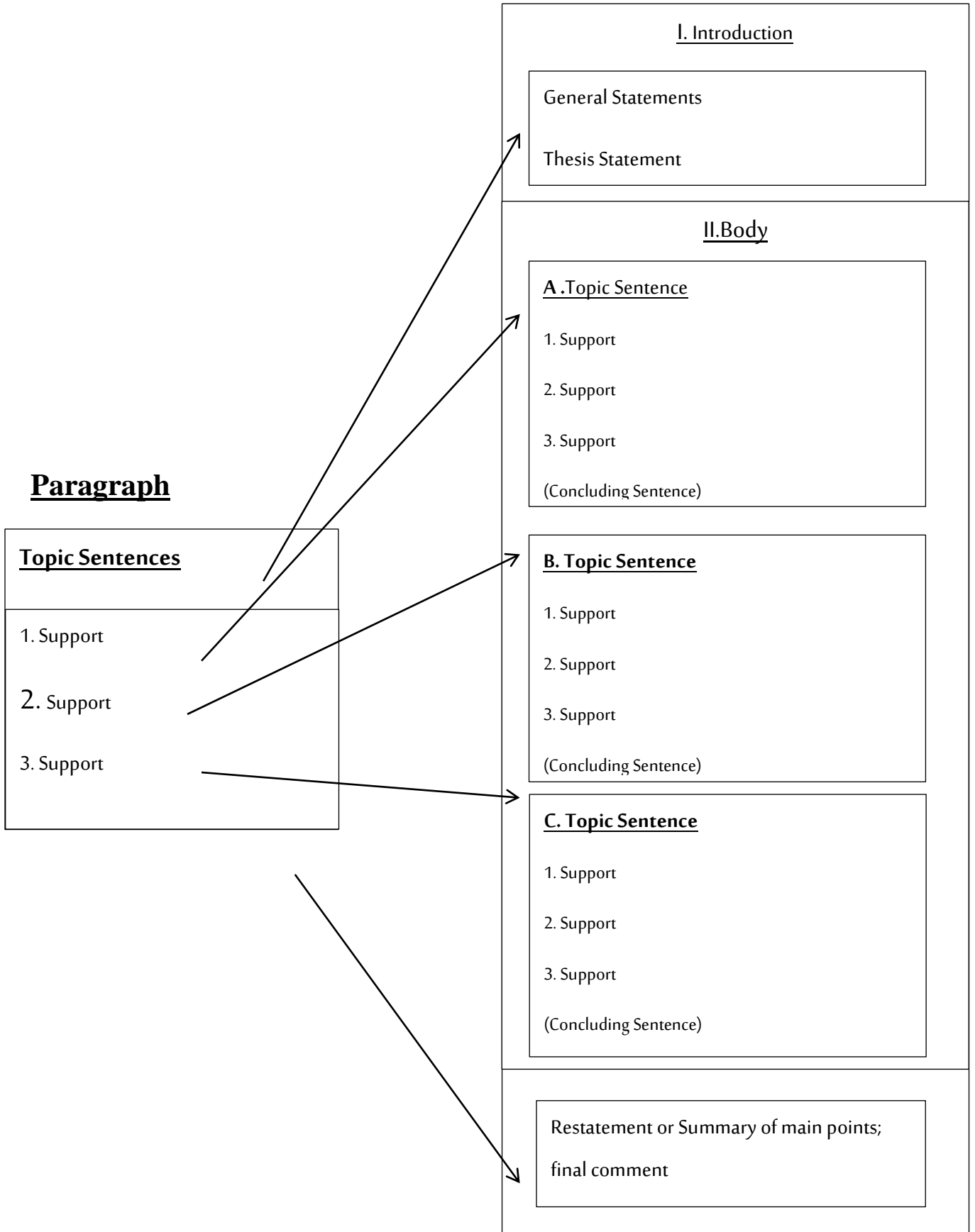
2.10.5 Academic Essay Structure

Oshima and Hogue (2001 p.147) mentioned three parts of an essay that considered as the essay structure: the introduction, the body, and the conclusion.

An essay has at least three paragraphs as the following diagram explained:

- The introduction (or introductory paragraph) introduces the topic of the essay and arouses the reader’s interest. It always contains one sentence that clearly states the main idea of the whole essay. This sentence is called the thesis statement.
- The body of an essay is made up of one or more paragraphs. Each body paragraph explains or develops one part of the essay topic.

- The conclusion is the last paragraph. It summarizes the main points of the essay.
- It is important to use the transitions to show one body paragraph is related to the preceding one



2.11 Type of English Sentences

2.11.1 Definition of English Sentence

Before discussing the types of English sentences, the definition of the term “sentence” is essential. Fries decided that the most workable definition of sentence was one that had been provided by Boomfield in 1933, according to which:

Each sentence is an independent linguistic form, not included by virtue of any grammatical construction in any larger linguistic form, for example,

- The man died.
- The dog chased the cat.
- The girl is very tall.
- The boy ran up the hill.
- The girl is a good student.

All the above examples fit this definition. Todd (1987:66) defines the term sentence as linguistic unit which begins with a capital letter and ends with a full stop. Both these definitions of “sentence” are useful but it will be worth our while to study further the four types of sentences that occur in English.

According to ([www.indiana.edu//types_of sentences](http://www.indiana.edu//types_of_sentences)) “There are four types of English sentence that help learners of English as a foreign language to construct a well-organized sentence structure.”

As we all know that a sentence is a group of words which gives a meaningful idea. Technically, the sentence begins with a capital letter and ends with a full stop.

Examples:

- a. The students are working hard nowadays.
- b. Vegetables provide people with vitamins.

2.11.2 The Simple Sentence

The simple sentence contains of the subject and verb. The subject may be a noun or a subjective pronoun.

Examples:

- a. **Ali** met them yesterday. (subject as a noun)
- b. **They** are listening to us. (subject as a pronoun)

2.11.3 The Compound Sentence

Compound sentences are made up of two or more coordinate main clauses. The main clause can stand on its own as a separate sentence. Coordinate in this sense means of equal importance.

*Coordinating Conjunctions are:

and: expresses an addition.

and so: expresses a result.

but: expressed contrast.

Yet: expresses contrast.

nor: expresses a similar negative idea.

for: expresses a reason.

or: expresses an alternative.

Examples:

- a. Sarah worked hard and she joined the university. (addition)
- b. I tried to buy sugar, but the canteen was closed. (contrast)
- c. Hassan goes to school by bus or he walks. (alternative)
- d. He didn't leave his office during the rush hour for there were traffic jams. (reason)

2.11.4 The Complex Sentence

A complex sentence has a main clause and subordinate clause. This independent clause can be a sentence in itself. It is the main part of the sentence. The subordinating clause is usually introduced by subordinating conjunctions such as, because, before, since, when, as soon as, unless etc...

The subordinate clause can come before or after the main clause. When the subordinate clause comes before the main clause, a comma usually separates the two clauses.

e.g.

Jamal will migrate to Saudi Arabia if his brother sends him a contract.

Or

If his brother sends him a contract, Jamal will migrate to Saudi Arabia.

2.11.5 The Compound Complex Sentence

The Compound complex sentence is made from two main clauses and one or more dependent clauses (subordinate clause).

e.g.

Although I like to go camping, I haven't had the time to go lately, and I haven't had the time to go with.

Main clause: I haven't had the time to go lately.

Main clause: I haven't found anyone to go with.

Dependent clause: Although I like to go camping,

2.12 Clarity of Punctuation in Sentences

Oshima and Hogue (1988:10) state that "Punctuation marks are necessary to make sentence meaning clear, for instance:

- a. Stop Bill.
- b. Stop, Bill.

The first sentence tells someone to stop Bill, the second sentence tells Bill to stop.

According to (<http://the-writer-corner.com/2009/09/01/punctuation-marks-their-meaning-and-when-to-use-them-in-order-to-produce-a-good-piece-of-writing-and-more-importantly-to-convey-the-correct-message/>) "It's very important to know all the punctuation marks, their meaning, and when to use them in order to produce a good piece of writing, and more importantly, to convey the correct message." So punctuation marks are used to structure and organize essays. The most common of these are the full stop (or the period), the comma, the exclamation, the question mark, the colon, and semi-colon, the quote, the apostrophe, the hyphen and dash, and parentheses and brackets.

Capital letters are also used to help writers and readers organize meaning and to structure the sense of writing.

2.13 (B) Previous Studies

Coming back to the contributions of other studies, is so essential for having an obvious picture to participate for providing some suggestions and participations. Thus in this part of this study, the

researcher in the field of “Applied Linguistics” will display some related previous studies.

First Related Study:

Nurtan H. T. El Khateeb, (2003) “Analysis of Verb Tense Errors in the Written English of Gaza Secondary School Students” PhD, Faculty of Arts, Al Neelain University.

The main findings or results of the study:

This research is confined to the common errors of the three tenses (present, Past and Future). It has proved that the highest percentage of errors has been found in Tense shift, particularly in the present simple tense, where the lowest percentage of errors has been found in verb omission area.

Research Objectives:

This study will classify, identify and analyze the errors in verb tense committed by the General Secondary School Certificate Examinations GSSC students, when they write their EFL compositions. Also, the researcher will attempt to diagnose the cause lying beyond those errors, i.e why do such errors occur? Do they occur as a result of Arabic language interference, (L1) into the target language L2? Or because of the variation in teaching techniques? Again, she will try making some suggested solutions for the purpose of getting over these errors.

Second Related Study :

Abu-Jarad H.,(1989) “English Interlanguage of Palestinian University Students in Gaza Strip : An Analysis of Related Clauses and Verb Tense.” PhD. Diss. Ball State Univ., Munaee, Indian.

This study investigated the relative clause formation and the coding of tense in English Interlanguage of thirty-two Palestinian students at six colleges of Islamic University of Gaza. Three compositions were designed to elicit the learners' expression of various English tenses and relative clauses. The results of this study showed that the Palestinian learners switching of tense resulted from using English morphology to express an aspectual system similar to that of Palestinian Arabic. The English past tense and present tense are used to mark Palestinian perfective and imperfective aspects respectively. In the area of relative clauses, the data show that relative clauses are ninety per cent. Independent of the Palestinian Arabic structuring of relative clauses, the learners use resumptive pronouns not only in clauses where the predicate incorporates a noun, an adjective, or a prepositional phrase, but also before verbs.

Lastly, the researcher recommends that the teachers in Gaza Strip should not overact to their students' tense usage in narrative passages and shouldn't require them to write in a particular tense in an artificial manner. He adds that the learners' errors should be tolerated and shouldn't be considered indications of faculty learning.

Third Related Study:

Farahat S. H.(1994) "A Study of Written Performance of University of Khartoum Freshmen" M.A. Thesis, Khartoum University.

The researcher performed an error analysis study of the written performance of the University of Khartoum Freshmen. The sample of his study consisted of 300 preliminary year Sudanese students in the faculty of Arts, University of Khartoum. They were 180 female students and 120 male students whose ages ranged from 19 to 20 years.

The main Findings of the Study:

According to the objectives of this Farahat's study which were to identify and analyze the common and frequent grammatical errors of the students under study, explain the reasons behind their occurrence the intention of establishing the mastery of English, the findings of 9the study are the following:

1. Articles constituted 35.9% of the total number of errors.
2. Tense errors constituted 30. % .
3. Grammatical concord errors constituted 24%.
4. Pronominal errors constituted 30.9%.
5. Copula omission errors constituted 1.5%.
6. Adverbs positioning errors constituted 1.0%.
7. Adjective positional errors constituted 0.6%.

The researcher suggests the English tense system should be explained carefully and especial emphasis should be laid on the perfect tense to be internalized in the minds of the students.

Fourth Related Study:

Risto Uusinkoski, (2016) "Concepts of Tense" PhD., Faculty of Arts, University of Helsinki.

The main Findings of the study:

This international study examines the concepts of tense. There isn't and cannot be one true concept for any linguistic phenomenon as there are no "true", language-independent linguistic phenomena. This means that studies employ concepts that differ from each other. However, the concepts should not differ from each other randomly; the concepts cannot be "right" or "wrong", but they can be more or less appropriate. Yet, it is not enough to just build or use an appropriate concept. It is also

important to be explicit on the choices made to prevent further misunderstandings and to make the results of the study easier to understand and to compare; the results are always dependent on the theoretical background, yet the composition of concepts is too implicit.

The study is metatheoretical in its nature. The researcher examined twelve already existing concepts of tense: He has broken their structure down into individual components, which may have several different values. The researcher examined also has compared this theoretical data with a typological data of 193 tense markers from 62 languages and evaluated how each component value affects the possible data, the analysis and the results of any given study (typological or other).

Lastly, the researcher shows that the concept of tense is indeed an essential part of any linguistic study: Using different component values as part of the concept results in different types of data that may be more or less suitable for a given purpose. The results of the study include a detailed list of components and their values relevant for tense as well as an analysis of their frequency, centrality and canonicity in regard to the concepts of tense.

Fifth Related Study:

Sadouki Fatiha (2018) “Investigating the Use of Past Tenses in Students’ Narrative Essays: An Error Analysis Approach” M.A, Faculty of Letters and Foreign Languages, Kasdi Merbah, University of Ouargla.

This African study aims at investigating the use of past tenses in the narrative essays of third year licence students of English by conducting an error analysis. The researcher used both quantitative and qualitative treatment through a writing test for students and semi-structured interviews for teachers. The sample of this study includes

thirty-one third year licence students of English and six teachers of written expression and comprehension.

The Result of this Study:

The study shows that misformation error is the most common error type that third year licence students of English at Kasdi Merbah University of Ouargla made with 70.6%, and intralingual error is considered to be the first source of students' errors since it is the most frequent source with 78-45%. Additionally, this study found that teachers of written expression and comprehension take into consideration teaching grammar implicitly in their writing classes.

Chapter Three

Methodology

Chapter Three

Methodology

3.0 Introduction

This chapter will discuss the methodology of the study which consists of the following:

methods and the tools of the study , population of the study ,sample of the study, description of the sample , instruments and data collection, procedures, validity and reliability of the test, validity and reliability of teachers' questionnaire, study piloting and the last subtitle is the name of validators of the study's tools.

3.1 Methods and Tools of the Study

The researcher has just adopted the descriptive and analytical methods, quantitative and qualitative approaches as well as the questionnaire and the test as tools in order to investigate the following hypotheses:

- (1) The university undergraduates have errors of Tenses and Aspects in essays' writing.
- (2) There are possible techniques to correct and minimize undergraduates' errors of tenses and aspects in their academic essays.
- (3) There are specific factors that make L2 learners commit tenses and aspects in essays.

The researcher has used the statistical package for social sciences (SPSS) namely; the researcher focuses on percentages and frequencies.

3.2 Population and Sample of the Study

The population of this study was drawn exclusively from students at Faculty of Languages, SUST University, the academic year (2020 - 2021). The researcher has chosen two samples to represent this study. They are firstly : Sudanese teachers of English language from various universities who responded positively to the questionnaire .The second sample is young learners at SUST University ; the 60 students study at the Faculty of Languages who have responded to the pretest and post - test through the academic year (2020 _ 2021) from both sexes .

3 .3 Tools of the Study

The researcher has just used two tools so as to collect the information of this study. One includes the questionnaire that was given to (50) Sudanese English language teachers whom were selected randomly. The other tool was a test which was given to the young learners at Faculty of Languages, SUST University, the academic year (2020 – 2021). Added to that the researcher has chosen (60) young learners as the sample as it is explained below in 3.3.2.

3 . 3 .1 Teachers’ questionnaire

The second tool is a questionnaire which is distributed to the teachers from both sexes. This questionnaire has included a covering page which introduces the topic of the research and assists the researcher conduct and the research’s hypotheses. It uses five liker scales (Strongly agree, Agree, Neutral, Disagree and Strongly disagree).The statements are about the Errors of Tense and Aspect in Context of Academic Essay - writing.

The questionnaire was designed as a tool for collecting data about the problems that encounter young learners at Faculty of Languages, SUST University during dealing with tenses in essays in the academic year (2019 -2020).The questionnaire included (15) statements distributed to Sudanese English teachers from various universities. It was judged by experienced professors and doctors from four Universities. The responses for the questionnaire were analyzed by an expert in statistics and the results will be shown in the coming chapter.

3.3.2 Subjects

The L2 Learners

The subject of this study was (60) L2 learners of English as a second language at Faculty of Languages, SUST University. These learners were selected because they have already had enough background about tenses, aspects and essays' writing. In addition to that they have beforehand written academic essays in present tenses; that means they have quite practiced writing some types of academic essays. Their age range is between (19 –23). They have the same educational background. Arabic language is the mother's tongue of most these young learners. These young learners included both sexes (males and females).

3.3.3 Instruments of data collection

Diagnostic Test:

The material of this research is originally written as to answer a diagnostic test which includes five questions: tense linked with its time reference, aspect, types of English sentences, punctuations and essay's writing. This test is designed by the researcher to test the subject ability to express the learners' thoughts in different sessions. The L2 learners were given to take one hour and half to finish the test.

3.4 Procedures

Undergraduates at SUST University in Khartoum in the academic year (2020 – 2021) were asked to answer the test which consists of tense linked with its time reference, aspect, types of English sentence, punctuations and essay's writing ; the young learners were allowed one hour and half to complete the task .The topic is a part of Grammar and writing .It is about tenses and essays and after that the test papers would

be collected , numbered and marked by the researcher and three different teachers .

3 .5 Validity and Reliability of the Test

3 .5 .1 Validity of the Test

The test was administered by three experts who related to the relevance.

3 .5 .2 Reliability of the Test

To estimate reliability, the researcher considered the test to be reliable. The young learners were asked to answer the test within specific time. They were not allowed to ask each other. If the test repeated twice under the same circumstances, the same results would be achieved by the L2 learners.

3 .6 Validity and Reliability of Teachers' Questionnaire

To guarantee the content validity and reliability of the teachers' questionnaire, the researcher has adopted the following procedures:

1. The questionnaire was reviewed by five judges who are Ph.D. holders specialized in applied linguistics, evaluation and measurement, ELT and curriculum designers. The researcher intended the questionnaire could be fully examined and evaluated.
2. The questionnaire was modified according to the judges, suggestions (some words were added, some difficult or unrelated items were deleted, some items were reconstructed).
3. After typing the teachers 'questionnaire in its final version, it was distributed to (50) participants from the study population to ensure its face validity.
4. Then this pilot questionnaire was collected.

5. The majority of the participants commented that the questionnaire is clear.

The validity of the questionnaire is that the tool measures the exact aim which it is designed for. The researcher calculated the validity statistically using

the following:

The researcher calculated the reliability coefficient for the measurement. *This* method stands on the principle of dividing the answers location coefficient between the two parts. Lastly, the reliability coefficient was calculated according to cronbach's alpha.

3.7 Study Piloting

Nunan (1992:145) points out that all research instruments should have piloting phase . Bell (1993: 48) believes that “all data gathering instrument should be piloted to test how long it takes recipient to complete them to check that all questions and instruments are clear and enable you remove any items which don't yield usable data.

The diagnostic test items were piloted prior to the main study. The young learners who studied at 4th year (at Faculty of Languages , SUST University) participated in the pilot study .

The study piloting was concluded the following aims:

- Giving the researcher a clear opinion about the time required for the test.
- Determining whether the test questions and instruments clear written.
- Identifying any problems.
- Identifying any adjustment that may be needed.

After conducting the pilot study, the researcher noted that some students didn't understand all the instructions; therefore, the researcher further explained these instructions.

3.8 Name of Validators of the Study's Tools

Chapter Four

Data Analysis, Results and Discussion

Chapter Four

Data Analysis, Results and Discussions

4.0 Introduction

This chapter deals with the analysis of the study's data, evaluation and interpretation of data collected through the questionnaire and test, and provides a description of the methodology and procedures that were followed in implementing this field study entitled (**Investigating the Effect of Errors of Tense and Aspect on the Academic Essay-writing**).

4.1 The Responses to the Questionnaire

Questionnaire was given to 50 respondents who represent the teacher's community (see appendix A) in Sudanese universities, and test was given to 56 respondents (see appendix B) who represent the students' community in Sudan University of science and technology.

The study relied on the descriptive and analytical approach as it fits with the nature of the study and the advantage of this approach is that it provides an accurate and detailed description of the problem under study by collecting data and information, analyzing and interpreting them in order to obtain scientific results and come up with recommendations that can be used in the future, in addition to using the case study approach which it is based on the field study, where the questionnaire was used as a means of collecting primary data on the problem under study and the test to the student.

4.2 Analysis of Teacher's Questionnaire

Now let us turn to analyze the teacher's questionnaire. It contains two main parts:

The first section: contains the personal data of the members of the study community, as this part includes: gender, academic degree, age.

The second section: This section contains one axis consisting of (15) statements, asking the members of the study community to specify their response to what each statement describes according to the five-graded Likart scale, which consists of five levels (strongly agree, agree, neutral, disagree, Strongly disagree) and take weights (5, 4, 3, 2, 1).

General honesty can be clarified according to the following table:

Table (1): Statistical Reliability and validity

| N | Reliability | Validity |
|----------|--------------------|-----------------|
| 15 | 0.67 | 0.82 |

Table (1) shows the number of axis statements and the validity and reliability rate according to the Cronbach's Alpha coefficient, where it turns out that the statistical stability (67%), and the statistical validity (82%).

It indicates that the study questionnaire is characterized by great stability and honesty, which reflects positively on the study and makes the statistical analysis sound, thus achieving high-accuracy results.

Table (2): The Frequency and Percentage of age variable.

| | Frequency | Percent |
|----------------|------------------|----------------|
| (35- 45) year | 10 | 20% |
| (45 - 55) year | 21 | 42% |
| (55 - 65) year | 19 | 38% |
| Total | 50 | 100% |

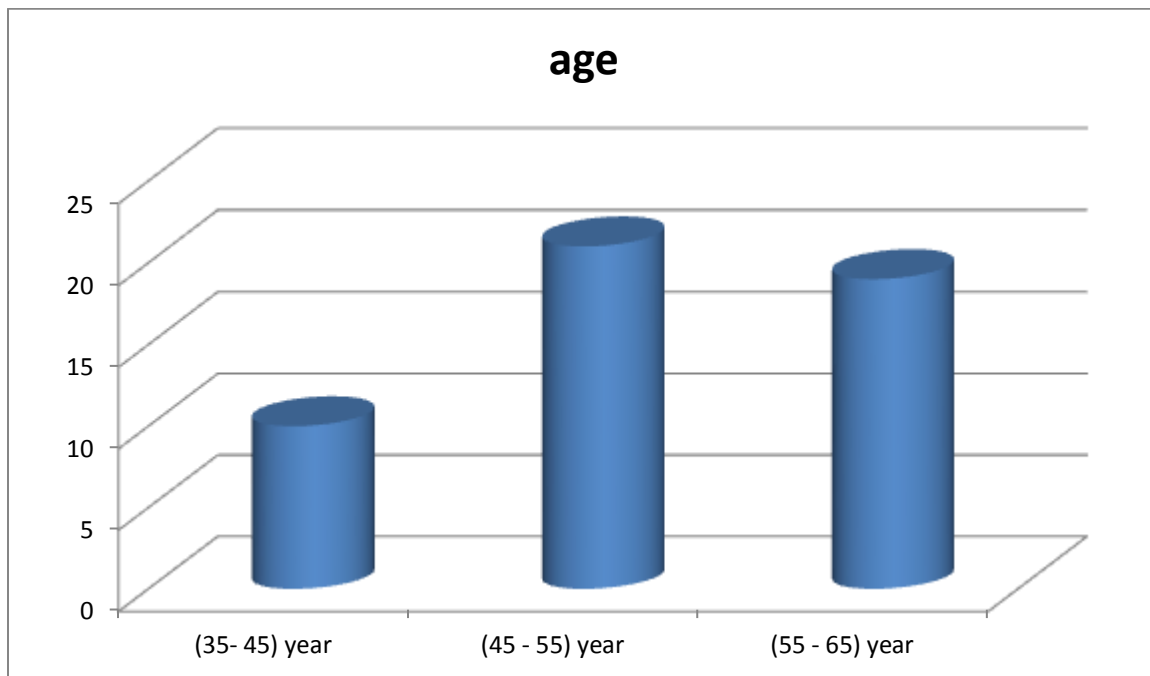
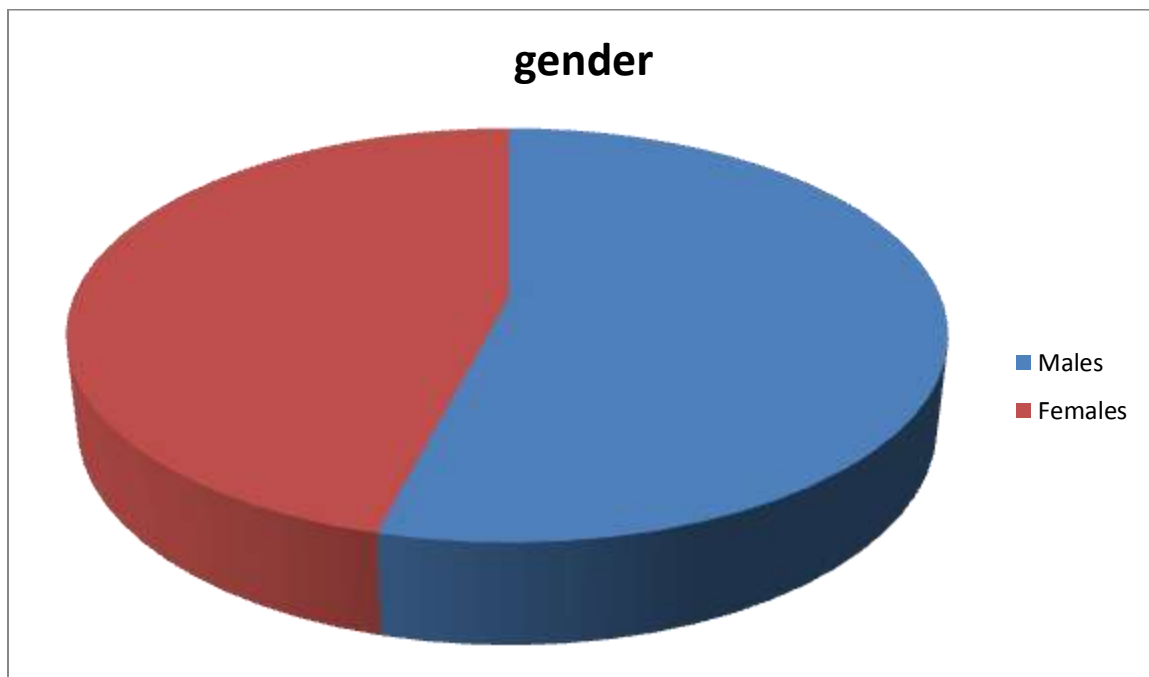


Table and Figure (2) illustrate the proportions and frequency of the age variable, as we see that the age group (45-55) years represents the most

frequent group (42%), followed by the age group (55-65) years (38%), and the least frequent group. It is the category (35-45) years, which represents (20%).

Table (3): The Frequency and Percentage of gender variable.

| | Frequency | Percent |
|--------------|------------------|----------------|
| Males | 27 | 54% |
| Females | 23 | 46% |
| Total | 50 | 100% |



From the table and figure (3), we see that (54%) Males, (46%) Females.

Table (4): The Frequency and Percentage of Academic degrees variable

| | Frequency | Percent |
|----------------|-----------|---------|
| Bachelor | 14 | 28% |
| Master | 31 | 62% |
| Higher Diploma | 1 | 2% |
| Doctorate | 4 | 8% |
| Total | 50 | 100% |

From the table and figure (3), we see that (62%) of the sample members obtained a master's degree, (28%) obtained a bachelor's degree, (8%) a doctorate degree, (2%), a higher diploma.

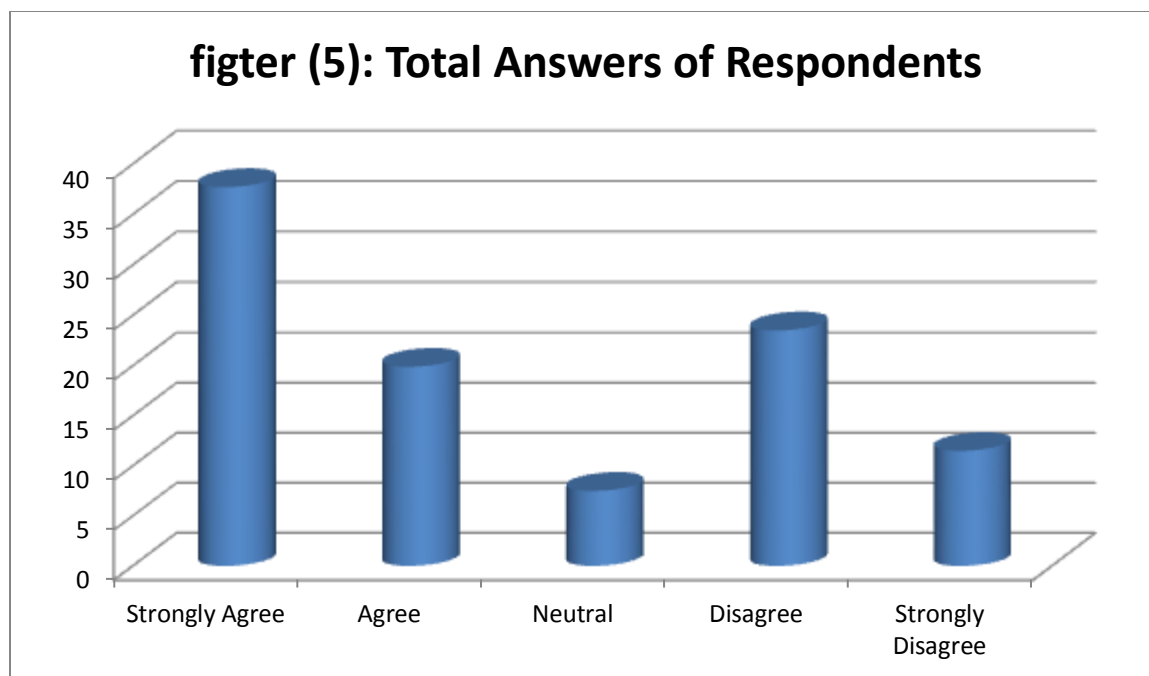
Now, let us turn to the percentages and frequencies of the statements. All tables show the scores assigned to each of the (15) statements.

Table (5): The Percentage and Frequency of the Respondents Answers

| | Strongly Agree | Agree | Neutral | Disagree | Strongly Disagree |
|---|----------------|-----------|---------|-----------|-------------------|
| 1. Students don't have any errors of using Tenses and Aspects in essay writing. | 0 0% | 14 28% | 3 0% | 21 60% | 12 24% |
| 2. Tenses are the most troublesome areas that can encounter L2 learners | 48 96% | 2 4% | 0 0% | 0 0% | 0 0% |
| 3. Slight students' errors in Tenses are plausible. | 0 0% | 36 72% | 0 0% | 13 26% | 1 2% |
| 4. A lot of mistakes of | 0 | 4 | 2 | 30 | 14 |

| | | | | | |
|---|-----------|-----------|-----------|-----------|-----------|
| students' performance in Tenses are due to their carelessness. | 0% | 8% | 4% | 60% | 28% |
| 5. Making errors in Tenses is natural, but it needs teachers' observation | 0 0% | 21 42% | 20 40% | 6 12% | 3 6% |
| 6. Students lack strategies to avoid errors of Tenses in essays' writing | 40 80% | 9 18% | 1 2% | 0 0% | 0 0% |
| 7. Students have to know that writing essays isn't easy; it needs practice and strategies of correcting mistakes and errors. | 23 46% | 12 24% | 3 6% | 9 18% | 3 6% |
| 8. Lots of students don't have strategies of correcting their own mistakes | 32 64% | 2 4% | 2 4% | 12 24% | 2 4% |
| 9. Students have techniques of pinpointing their mistakes and errors of tenses in essays' writing. | 0 0% | 4 8% | 4 8% | 30 60% | 14 28% |
| 10. University undergraduates don't have techniques of correcting mistakes and errors of Tenses and Aspects in essays' writing. | 26 52% | 10 20% | 0 0% | 9 18% | 5 10% |
| 11. It is possible to compose an impressive and understandable essay without avoiding errors in Tenses and Aspects . | 0 0% | 4 8% | 2 4% | 30 60% | 14 28% |
| 12. Analysis of errors of Tenses and Aspects is | 34 68% | 11 22% | 5 10% | 0 0% | 0 0% |

| | | | | | |
|---|----------------------------|----------------------------|--------------------------|----------------------------|--------------------------|
| necessary to help students to practice English writing skill. | | | | | |
| 13.Any teacher needs to provide ample exercises about Tenses and Aspects to help students express themselves. | 40 80% | 9 18% | 1 2% | 0 0% | 0 0% |
| 14.Teachers have to correct students' tense errors immediately so as not to be in the habit of using English ungrammatically. | 21 42% | 12 24% | 3 6% | 14 28% | 0 0% |
| 15.A lot of students' errors in writing essays are due to the lack of the knowledge of errors analysis. | 21 42% | 12 24% | 3 6% | 14 28% | 0 0% |
| Total | 285 38.0% | 162 21.6% | 47 6.7% | 188 25.1% | 68 9.1% |



From Table (5) above, we note the following:

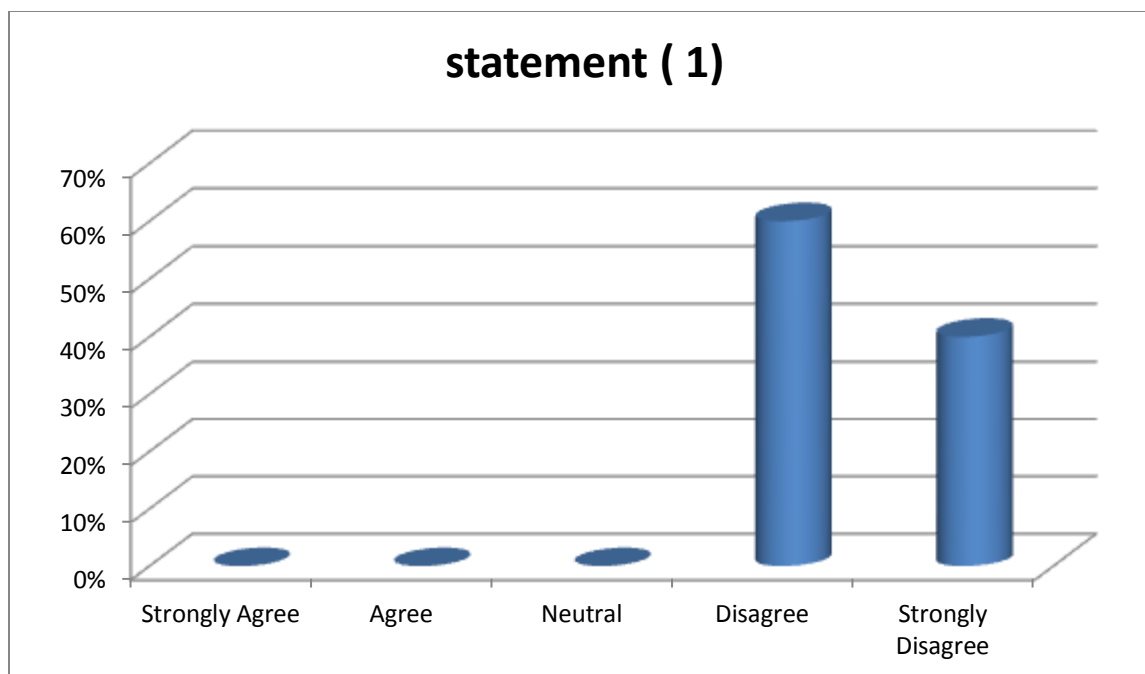
1. (42%) of majority of respondents professors disagree that university Students don't have any errors of using Tenses and Aspects in essay's writing, (24%) strongly disagree that university students do not have any errors in using tenses and aspects in writing essays.
2. (96%) of the respondents strongly agree that Tenses are the most troublesome areas that can encounter L2 leaners, (4%) agree with that.
3. (72%) of respondents agree that slight students' errors in Tenses are plausible, (26%) do not agree that small students' mistakes in tenses is reasonable, (2%) strongly disagree that slight students' errors is reasonable.
4. (60%) of the sample respondents do not agree that a lot of mistakes of students' performance in Tenses are due to their carelessness, (28%) strongly disagree, (8%) agree, (4%) are neutral.

5. (42%) of respondents agree Making errors in Tenses is natural, but it needs teachers' observation, (40%) are neutral, (12%) do not agree that it is normal, (6%) strongly disagree that it is normal.
6. (18%) of the university professors of the sample agree that students lack strategies to avoid errors of Tenses in essays' writing, (80%) strongly agree that students lack strategies to avoid errors of tenses and aspects in writing essays, no one agrees with that statement, only (2%) are neutral.
7. (46%) of respondents strongly agree that Students have to know that writing essays isn't easy; it needs practice and strategies of correcting mistakes and errors, (24%) agree with that, (18%) disagree, (6%) are neutral, (6%) strongly disagree.
8. (64%) of university professors from among the respondents strongly agree that Lots of students don't have strategies of correcting their own mistakes, (24%) are neutral, and the percentage of approval, impartiality, and approval is very equal, where the percentage was (4%).
9. (60%) of university professors among the respondents disagree that Students have techniques of pinpointing their mistakes and errors of tenses in essays' writing, (28%) strongly disagree, only (8%) agree, (4%) are neutral.
10. (52%) of the respondents strongly agree that University undergraduates don't have techniques of correcting mistakes and errors of Tenses and Aspects in essays' writing, (20%) agree, (18%) do not agree with that, (10%) strongly disagree.
11. (60%) of respondents disagree that it is possible to compose an impressive and understandable essay without avoiding errors in Tenses and Aspects, (28%) strongly agree, (8%) do not agree with that, (4%) are neutral.

12. (68%) of the respondents who are university professors strongly agree that Analysis of errors of Tenses and Aspects is necessary to help students to practice English writing skill, (22%) agree with that, (10%) are neutral.
13. (80%) of the respondents strongly agree that any teacher needs to provide ample exercises about Tenses and Aspects to help students express themselves , (18%) agree with that, (2%) are neutral.
14. (42%) strongly agree that Teachers have to correct students' tense errors immediately so as not to be in the habit of using English ungrammatically, (28%) disagree, (24%) agree, (6%) are neutral.
15. (42%) of university professors among the respondents strongly agree that a lot of students' errors in writing essays are due to the lack of the knowledge of errors analysis, (28%) disagree, (24%) agree with that, (6%) are neutral.

Table (6): **Statement** (1): Students don't have any errors of using Tenses and Aspects in essay writing.

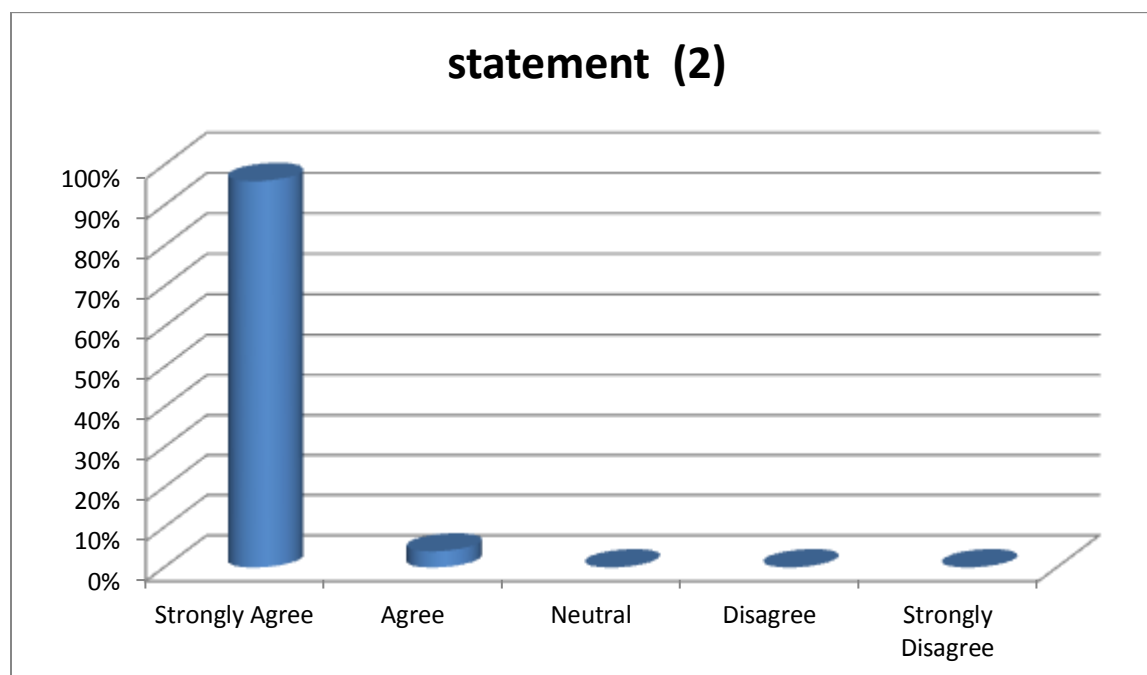
| Value | frequencies | percent |
|-------------------|-------------|---------|
| Strongly Agree | 0 | 0% |
| Agree | 14 | 28% |
| Neutral | 3 | 6% |
| Disagree | 21 | 42% |
| Strongly Disagree | 12 | 24% |
| Total | 50 | 100% |



From the Table (6) and figure above: (66%) of majority of respondents professors disagree and strongly disagree that university students don't have any errors of using Tenses and Aspects in essay's writing, none agree that university students do not have any errors in using tenses and aspects in their essays; only (6%) are neutral. This indicates that teachers ought to pay attention about students' errors of tenses and aspects.

Table (7): Statement (2): Tenses are the most troublesome areas that can encounter L2 learners

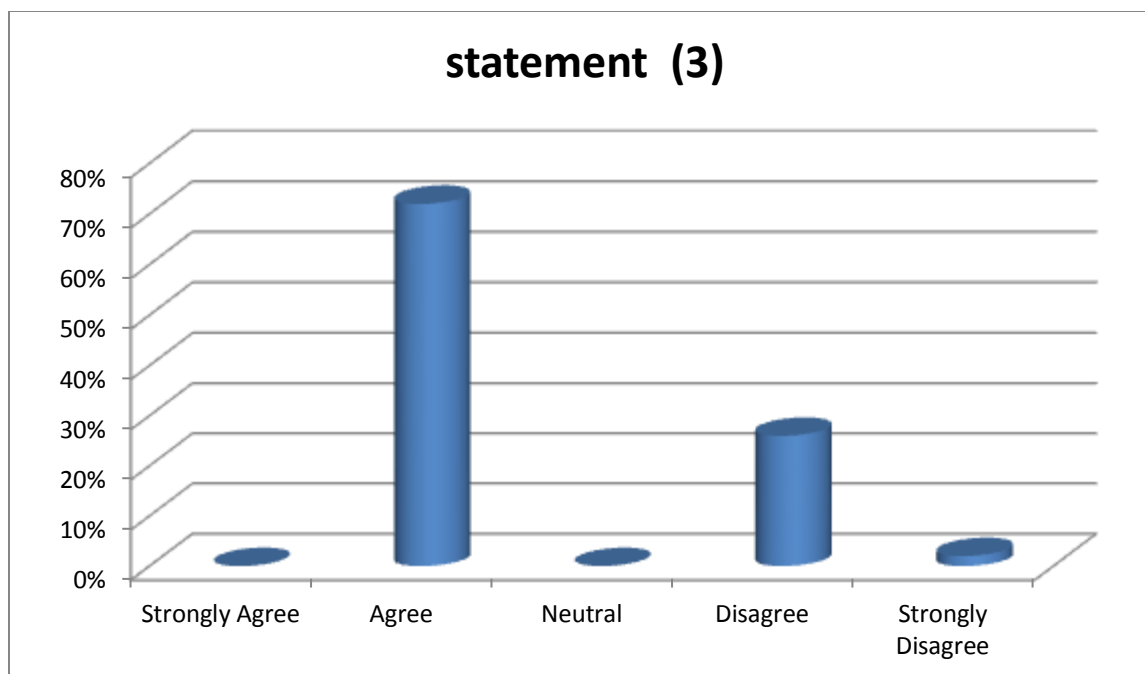
| value | frequencies | Percent |
|-------------------|-------------|---------|
| Strongly Agree | 48 | 96% |
| Agree | 2 | 4% |
| Neutral | 0 | 0% |
| Disagree | 0 | 0% |
| Strongly Disagree | 0 | 0% |
| Total | 50 | 100% |



From the Table (7) and figure above: (72%) of respondents agree that slight students' errors in Tenses are plausible, (26%) do not agree that small students' mistakes in tenses is reasonable, (2%) strongly disagree that slight students' errors is reasonable.

Table (8): Statement (3): Slight students' errors in Tenses are plausible.

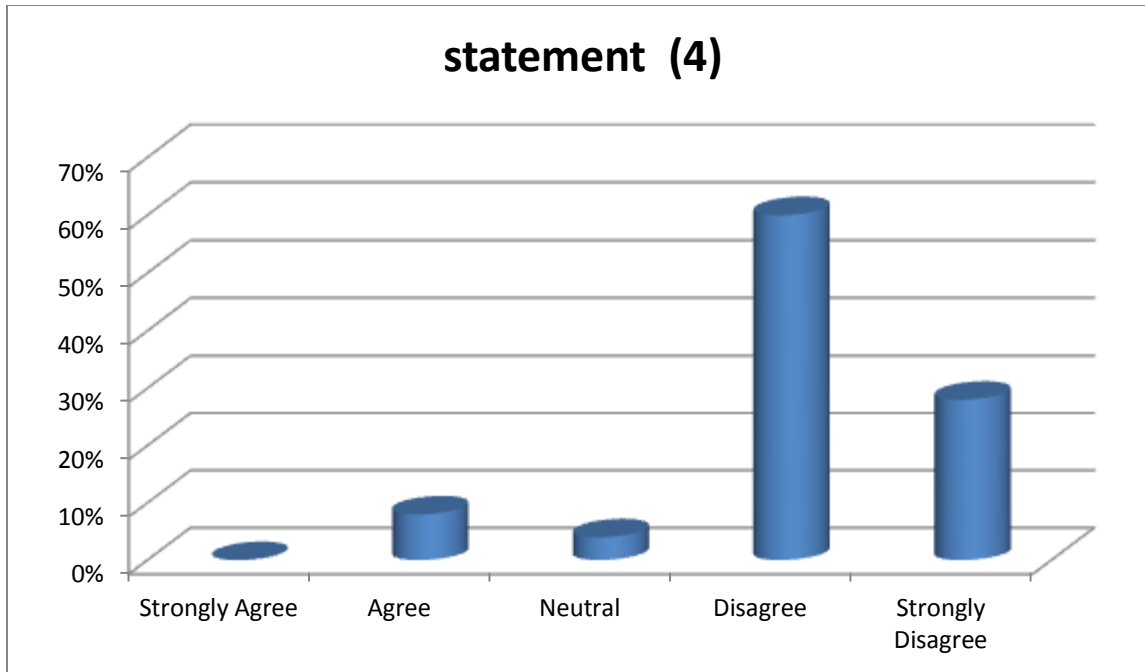
| Value | frequencies | Percent |
|-------------------|-------------|---------|
| Strongly Agree | 0 | 0% |
| Agree | 36 | 72% |
| Neutral | 0 | 0% |
| Disagree | 13 | 26% |
| Strongly Disagree | 1 | 2% |
| Total | 50 | 100% |



From the Table (8) and figure above (72%) of respondents agree that Slight students' errors in Tenses are plausible, (26%) do not agree that highlighting students' mistakes in time is reasonable, (2%) strongly disagree that highlighting students' mistakes in time is reasonable.

Table (9): **Statement (4):** A lot of mistakes of students' performance in Tenses are due to their carelessness.

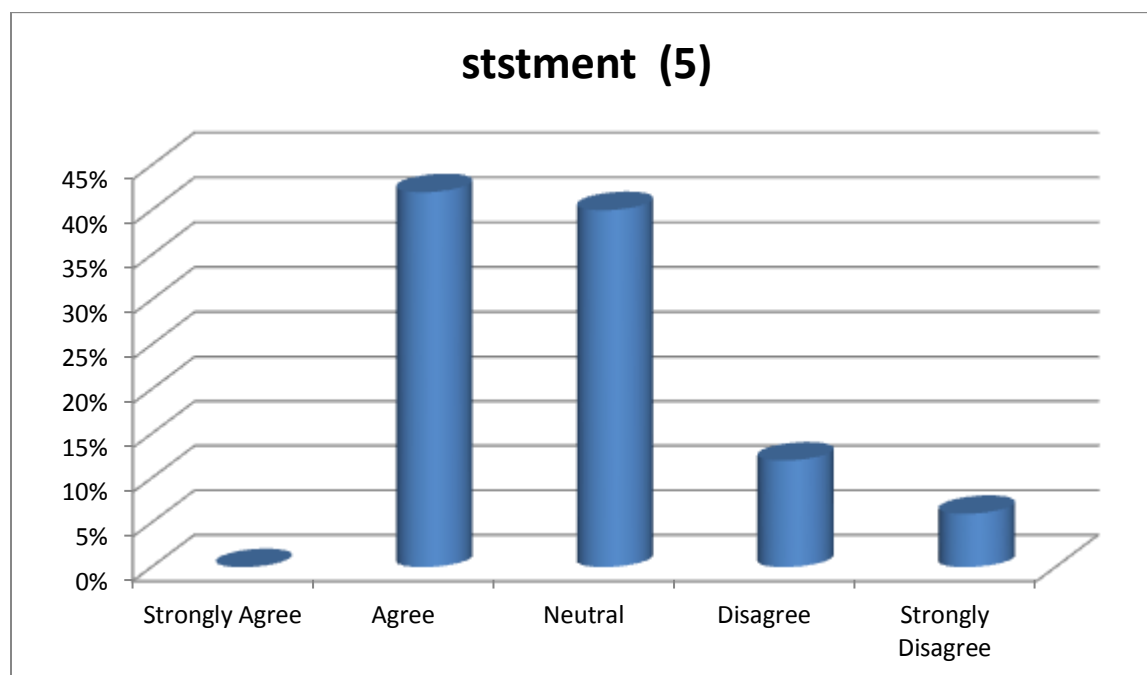
| Value | frequencies | Percent |
|-------------------|-------------|---------|
| Strongly Agree | 0 | 0% |
| Agree | 4 | 8% |
| Neutral | 2 | 4% |
| Disagree | 30 | 60% |
| Strongly Disagree | 14 | 28% |
| Total | 50 | 100% |



From the Table (9) and figure above: (60%) of the sample respondents do not agree that a lot of mistakes of students' performance in Tenses are due to their carelessness, (28%) strongly disagree, (8%) agree, (4%) are neutral.

Table (10): Statement (5): Making errors in Tenses is natural, but it needs teachers' observation.

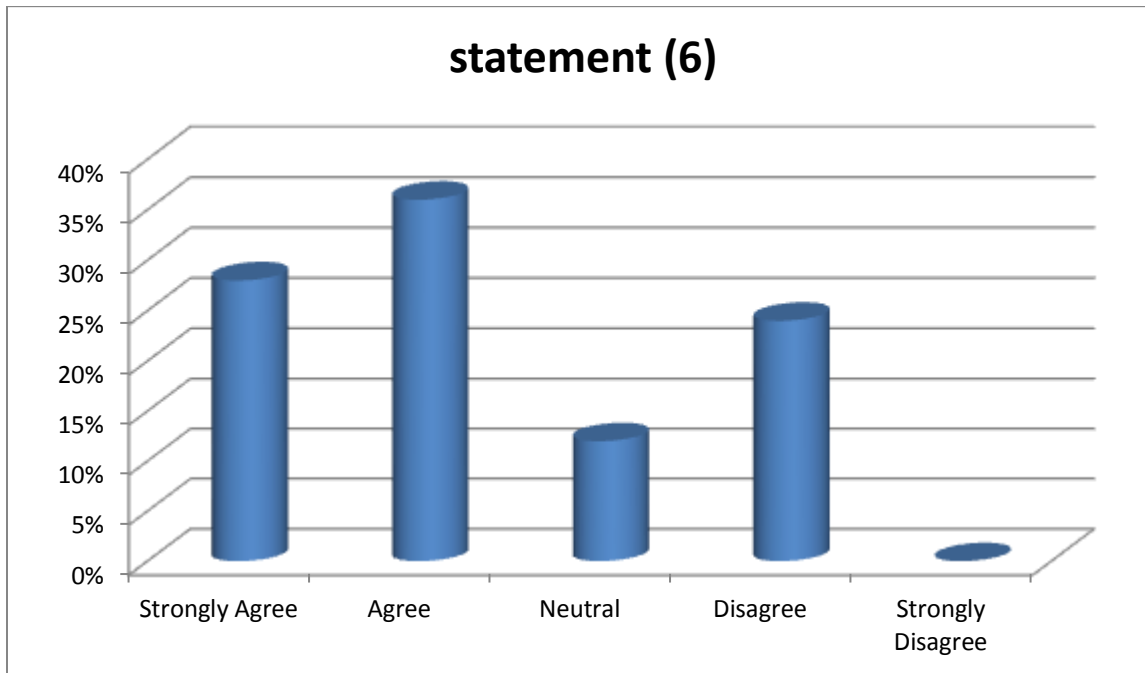
| value | frequencies | Percent |
|-------------------|-------------|---------|
| Strongly Agree | 0 | 0% |
| Agree | 21 | 42% |
| Neutral | 20 | 40% |
| Disagree | 6 | 12% |
| Strongly Disagree | 3 | 6% |
| Total | 50 | 100% |



From the Table (10) and figure above: (42%) of respondents agree Making errors in Tenses is natural, but it needs teachers' observation, (40%) are neutral, (12%) do not agree that it is normal, (6%) strongly disagree that it is normal.

Table (11): Statement (6): Students lack strategies to avoid errors of Tenses in essays' writing.

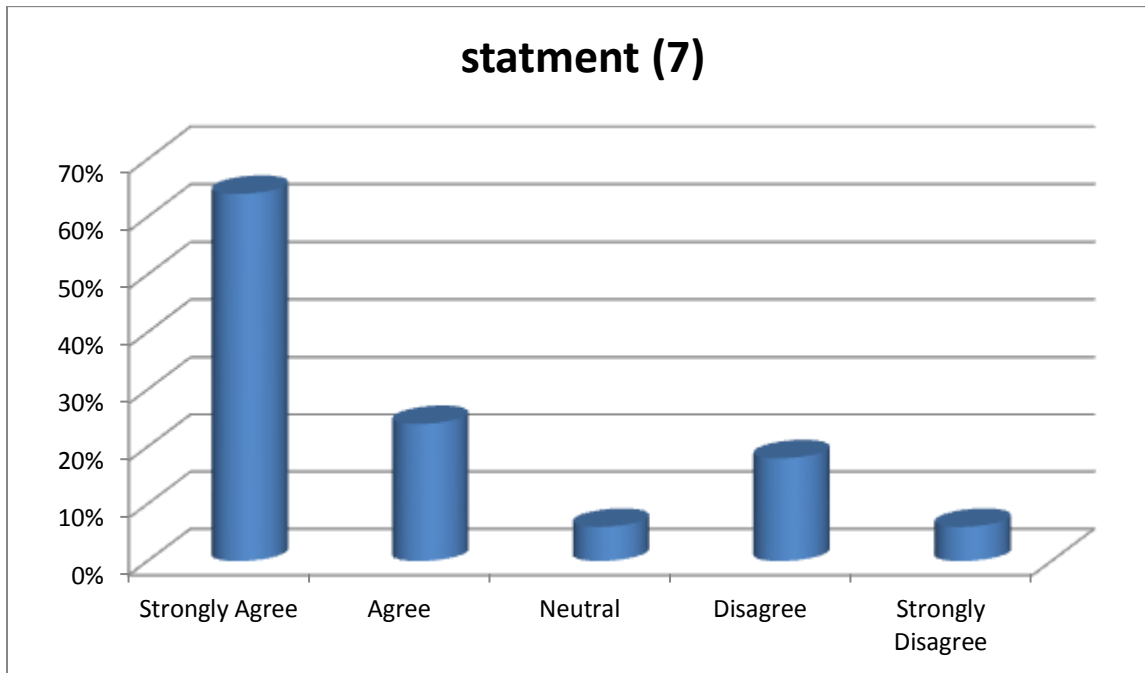
| value | frequencies | Percent |
|-------------------|-------------|---------|
| Strongly Agree | 40 | 80% |
| Agree | 9 | 18% |
| Neutral | 1 | 2% |
| Disagree | 0 | 0% |
| Strongly Disagree | 0 | 0% |
| Total | 50 | 100% |



From the Table (11) and figure above: (98%) of the university professors of the sample strongly agree and agree that Students lack strategies to avoid errors of Tenses in essays' writing ; only (12%) are neutral. This clarifies that students need enough training to use strategies to avoid errors of tenses in essays' writing.

Table (12): Statement (7): Students have to know that writing essays isn't easy; it needs practice and strategies of correcting mistakes and errors

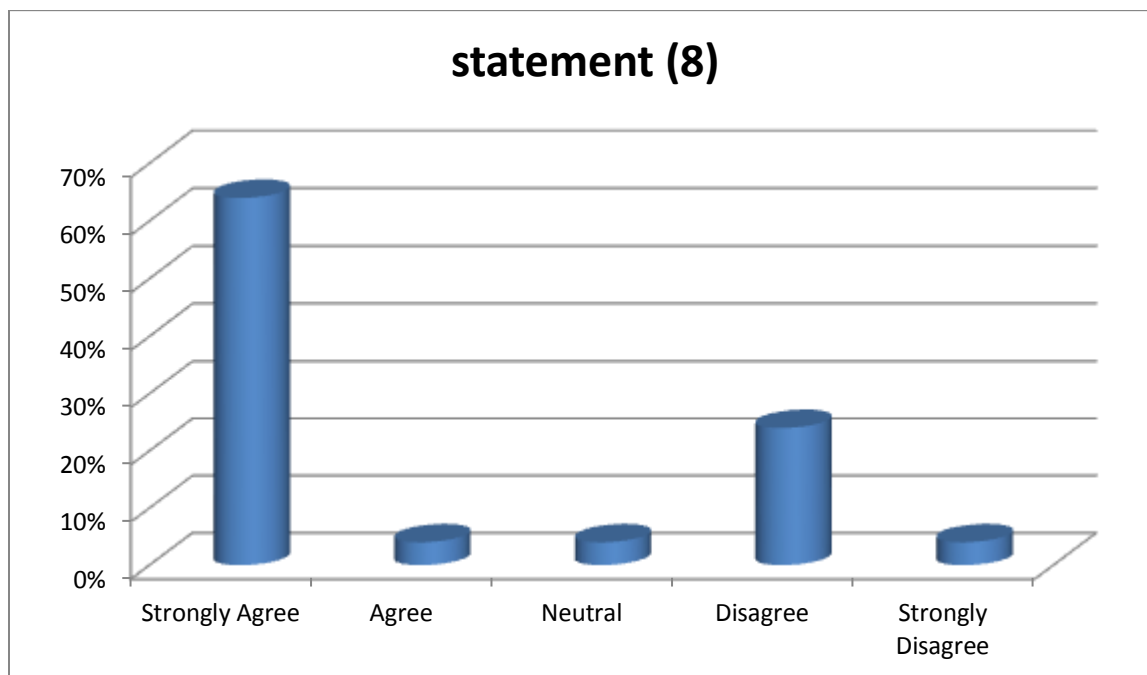
| Value | frequencies | Percent |
|-------------------|-------------|---------|
| Strongly Agree | 23 | 64% |
| Agree | 12 | 24% |
| Neutral | 3 | 6% |
| Disagree | 9 | 18% |
| Strongly Disagree | 3 | 6% |
| Total | 50 | 100% |



From the Table (12) and figure above: (46%) of respondents strongly agree that Students have to know that writing essays isn't easy; it needs practice and strategies of correcting mistakes and errors, (24%) agree with that, (18%) disagree, (6%) are neutral, (6%) strongly disagree.

Table (13): Statement (8): Lots of students don't have strategies of correcting their own mistakes.

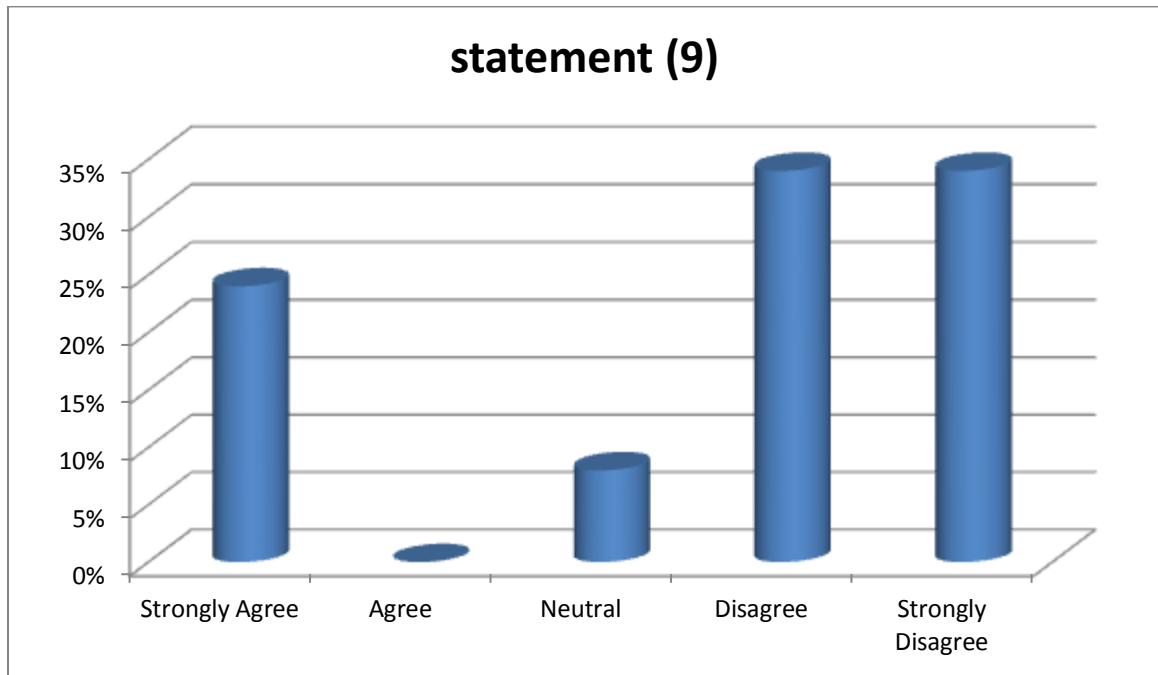
| value | frequencies | Percent |
|-------------------|-------------|---------|
| Strongly Agree | 32 | 64% |
| Agree | 2 | 4% |
| Neutral | 2 | 4% |
| Disagree | 12 | 24% |
| Strongly Disagree | 2 | 4% |
| Total | 50 | 100% |



From the Table (13) and figure above: (64%) of university professors from among the respondents strongly agree that Lots of students don't have strategies of correcting their own mistakes, (24%) are neutral, and the percentage of approval, impartiality, and approval is very equal, where the percentage was (4%).

Table (14): Statement (9): Students have techniques of pinpointing their mistakes and errors of tenses in essays' writing.

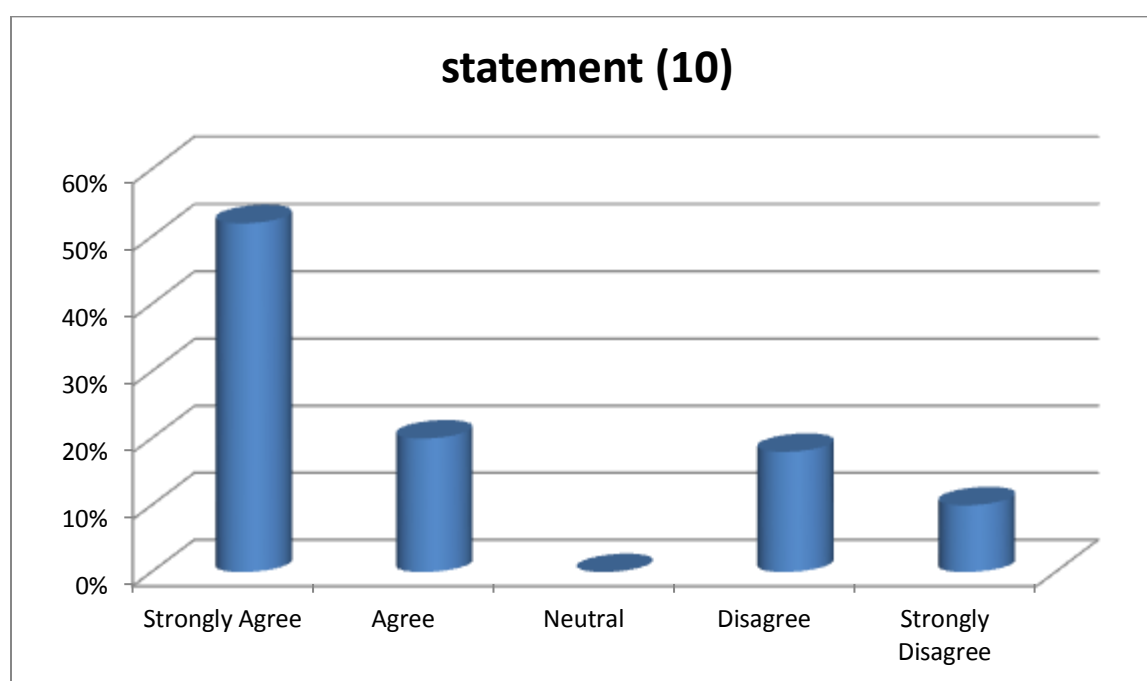
| Value | frequencies | Percent |
|-------------------|-------------|---------|
| Strongly Agree | 0 | 0% |
| Agree | 4 | 8% |
| Neutral | 2 | 4% |
| Disagree | 30 | 60% |
| Strongly Disagree | 14 | 28% |
| Total | 50 | 100% |



From the Table (14) and figure above: (88%) of university professors among the respondents strongly disagree and disagree that students have techniques of pinpointing their mistakes and errors of tenses in essays' writing, only (8%) agree, (4%) are neutral. This shows that instructors should teach their students enough techniques of pinpointing mistakes and errors of tenses is essay's wriying.

Table (15): Statement (10): University undergraduates don't have techniques of correcting mistakes and errors of Tenses and Aspects in essays' writing.

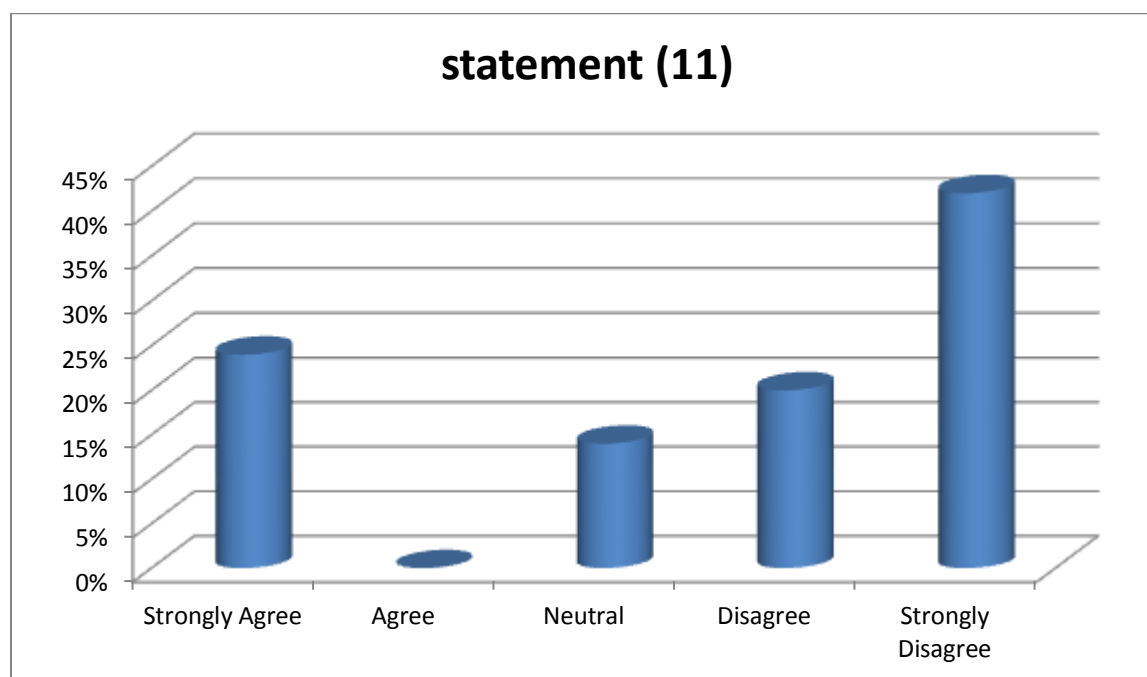
| Value | Frequencies | Percent |
|-------------------|-------------|---------|
| Strongly Agree | 26 | 52% |
| Agree | 10 | 20% |
| Neutral | 0 | 0% |
| Disagree | 9 | 18% |
| Strongly Disagree | 5 | 10% |
| Total | 50 | 100% |



From the Table (15) and figure above: (52%) of the respondents strongly agree that University undergraduates don't have techniques of correcting mistakes and errors of Tenses and Aspects in essays' writing, (20%) agree, (18%) do not agree with that, (10%) strongly disagree.

Table (16): Statement (11): It is possible to compose an impressive and understandable essay without avoiding errors in Tenses and Aspects

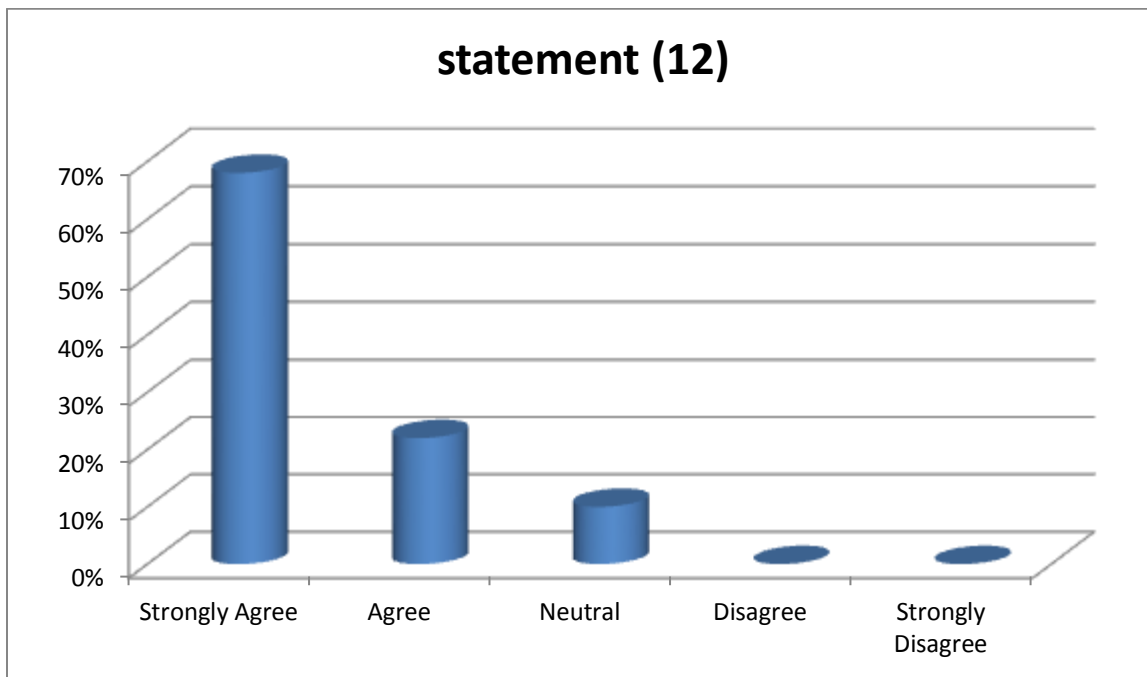
| Value | frequencies | percent |
|-------------------|-------------|---------|
| Strongly Agree | 0 | 0% |
| Agree | 4 | 8% |
| Neutral | 2 | 4% |
| Disagree | 30 | 60% |
| Strongly Disagree | 14 | 28% |
| Total | 50 | 100% |



From the Table (16) and figure above: (88%) of respondents strongly disagree and disagree that it is possible to compose an impressive and understandable essay without avoiding errors in Tenses and Aspects, only(8%) strongly agree and agree, (4%) are neutral. This indicates that students should have ample exercises and drills bout Tenses and Aspects.

Table (17): Statement (12): Analysis of errors of Tenses and Aspects is necessary to help students to practise English writing skill.

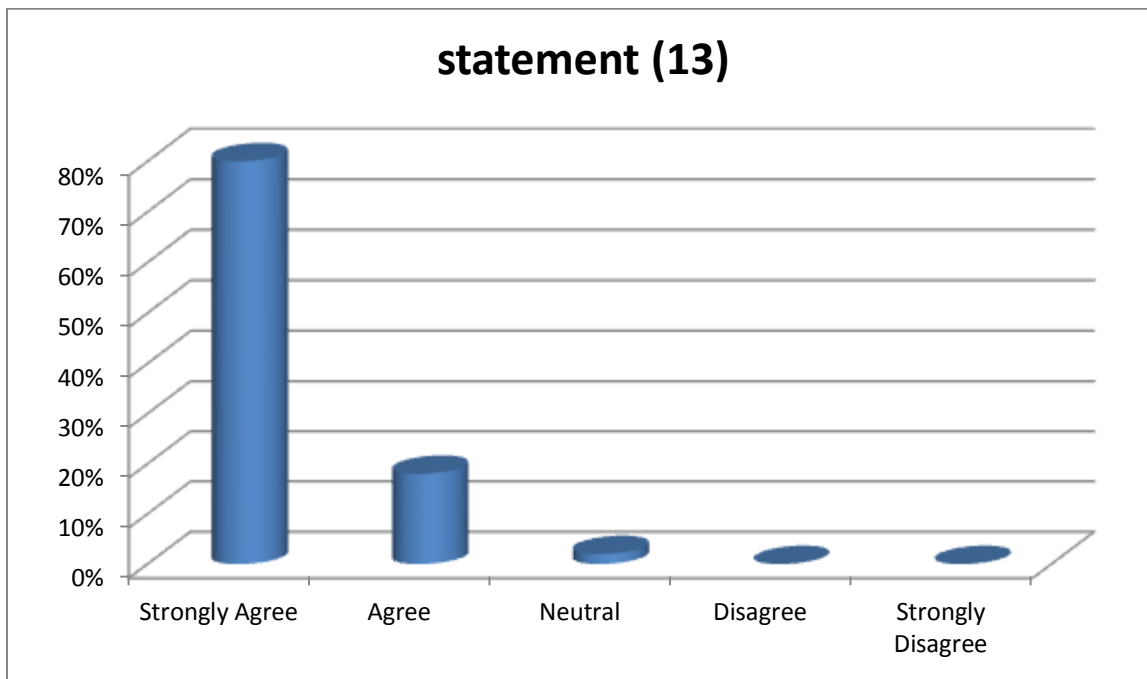
| Value | frequencies | percent |
|-------------------|-------------|---------|
| Strongly Agree | 34 | 68% |
| Agree | 11 | 22% |
| Neutral | 5 | 10% |
| Disagree | 0 | 0% |
| Strongly Disagree | 0 | 0% |
| Total | 50 | 100% |



From the Table (17) and figure above: (68%) of the respondents who are university professors strongly agree that Analysis of errors of Tenses and Aspects is necessary to help students to practice English writing skill, (22%) agree with that, (10%) are neutral.

Table (18): Statement (13): Any teacher needs to provide ample exercises about Tenses and Aspects to help students express themselves.

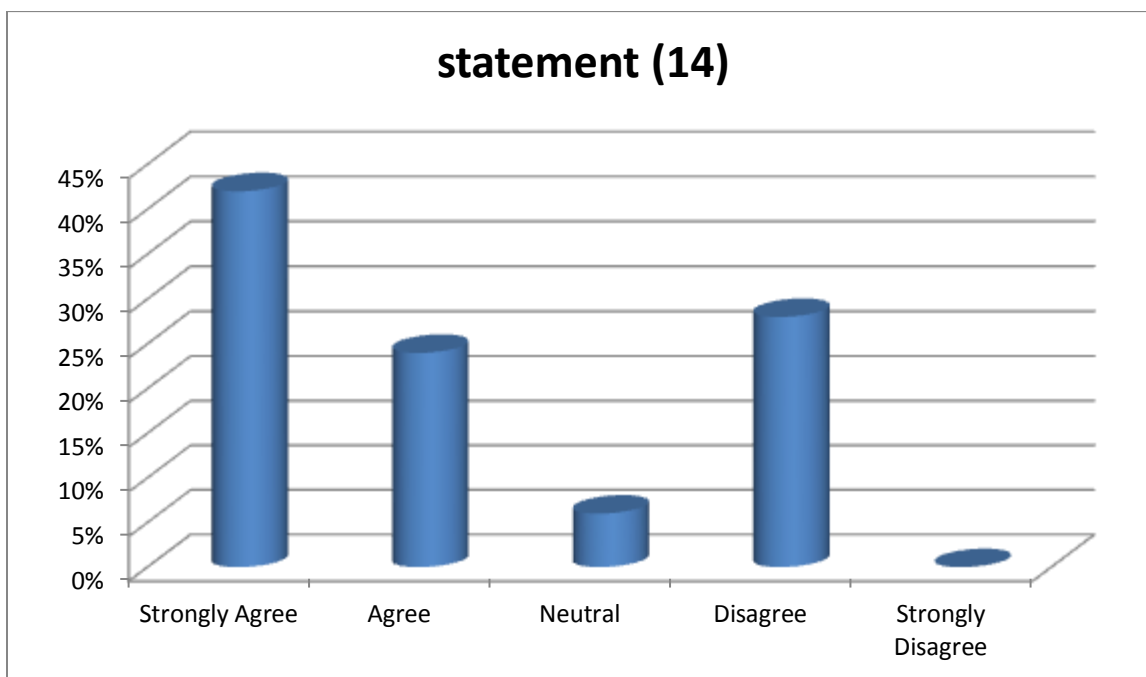
| Value | frequencies | Percent |
|-------------------|-------------|---------|
| Strongly Agree | 40 | 80% |
| Agree | 9 | 18% |
| Neutral | 1 | 2% |
| Disagree | 0 | 0% |
| Strongly Disagree | 0 | 0% |
| Total | 50 | 100% |



From the Table (18) and figure above: (80%) of the respondents strongly agree that Any teacher needs to provide ample exercises about Tenses and Aspects to help students express themselves errors, (18%) agree with that, (2%) are neutral.

Table (19): Statement (14): Teachers have to correct students' tense errors immediately so as not to be in the habit of using English ungrammatically.

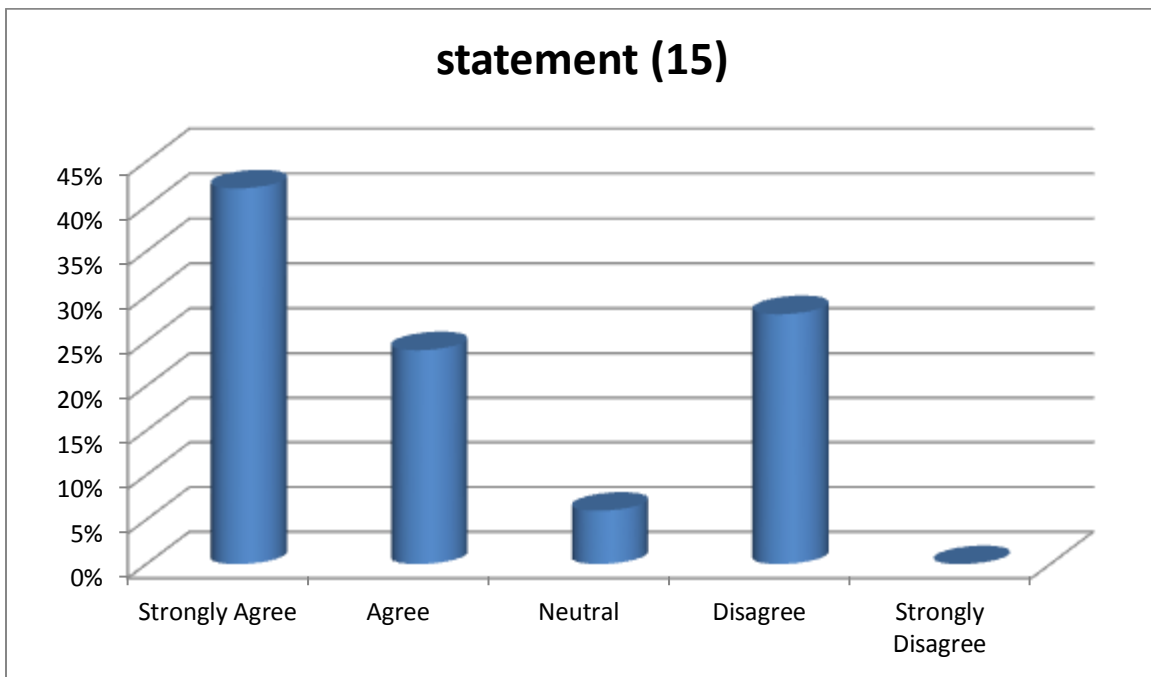
| Value | frequencies | percent |
|-------------------|-------------|---------|
| Strongly Agree | 21 | 42% |
| Agree | 12 | 24% |
| Neutral | 3 | 6% |
| Disagree | 14 | 28% |
| Strongly Disagree | 0 | 0% |
| Total | 50 | 100% |



From the Table (19) and figure above: (42%) strongly agree that Teachers have to correct student's tense errors immediately so as not to be in the habit of using English ungrammatically, (28%) disagree, (24%) agree, (6%) are neutral.

Table (20): Statement (15): A lot of students' errors in writing essays are due to the lack of the knowledge of errors analysis.

| Value | frequencies | Percent |
|-------------------|-------------|---------|
| Strongly Agree | 21 | 42% |
| Agree | 12 | 24% |
| Neutral | 3 | 6% |
| Disagree | 14 | 28% |
| Strongly Disagree | 0 | 0% |
| Total | 50 | 100% |



From the Table (20) and figure above: (66%) of university professors among the respondents strongly agree and agree that a lot of students' errors in writing essays are due to the lack of the knowledge of errors analysis, (28%) disagree, only (6%) are neutral.

Table (21): Descriptive Statistics and chi- Square Test of The Terms of the Focus the Study

| | Mea n | Mod e | Std. Deviation | Chi-Square | Sig |
|-----------------|------------------|------------------|---------------------------|-------------------|------------|
| Statement 1 | 3.9 | 5 | 1.432 | 53.4 | 0.00 |
| Statement2 | 4.96 | 5 | 0.198 | 42.32 | 0.00 |
| Statement3 | 3.42 | 4 | 0.95 | 37.96 | 0.00 |
| Statement4 | 1.92 | 2 | 0.804 | 39.28 | 0.00 |
| Statement5 | 3.18 | 4 | 0.873 | 20.88 | 0.00 |
| Statement6 | 4.78 | 5 | 0.465 | 50.92 | 0.00 |
| Statement7 | 3.86 | 5 | 1.34 | 27.2 | 0.00 |
| Statement8 | 4 | 5 | 1.429 | 68 | 0.00 |
| Statement9 | 1.92 | 2 | 0.804 | 39.28 | 0.00 |
| Statement1 0 | 3.86 | 5 | 1.471 | 20.56 | 0.00 |
| Statement1 1 | 1.92 | 2 | 0.804 | 39.28 | 0.00 |
| Statement1 2 | 4.58 | 5 | 0.673 | 28.12 | 0.00 |
| Statement1 3 | 4.78 | 5 | 0.465 | 50.92 | 0.00 |
| Statement1 4 | 3.8 | 5 | 1.262 | 13.2 | 4 |
| Statement1 5 | 3.9 | 5 | 1.432 | 53.4 | 0.00 |

4.3 Discussion of the study

From table (21) above, we note that the arithmetic mean of the first statement (3.9.) means (strongly disagreeing) based on the five-point Likart scale, and by looking at the mode we find it (5), and the standard

deviation (1.432) measures the dispersion of the responses of the sample members, given the value. The Tabularity of the chi-square test is equal to (5) and it is not a function at the level of significance (0.05), and the probability value of the chi-square is equal to (0.00), which is less than (0.05). We conclude from the above that (Students have errors in using tenses and aspects in writing the essay).

We note that the arithmetic mean of the second statement is (4.96) which means (strongly agree) based on the five-way Likart scale, and by looking at the mode we find it (5) which is the value that is symbolized by the option (strongly agree), and as for the standard deviation (0.198), we find it small and close to zero than It shows that the answers of the sample members are homogeneous, and given the tabular value of the chi-square test is equal to (42.32), which is a function of a significant level (0.05), and the probability value of the chi-square is equal to (0.00), which is less than (0.05). We can deduce from the foregoing that (Tenses are the most troublesome areas that can encounter L2 leaners).

The arithmetic mean of the third statement (3.42), which means (approval) based on the five-point Likart scale, and looking at the mode we find (4), which is the value that is symbolized by the option (agree), and the standard deviation (0.93) is a value close to the one true, which indicates that the answers of the sample members are heterogeneous and dispersed, given the tabular value of the chi-square test equal to (37.96), which is a function of a significant level (0.05), and the probability value of the chi-square is equal to (0.00), which is less than (0.05). We conclude from the above that (Slight students' errors in tenses are plausible).

From the fourth statement, we see that the arithmetic mean (1.92) means that (I do not agree) based on the five-fold Likart scale, and by looking

at the mode we find it (2), which is the value that is symbolized by the option (I disagree), and as for the standard deviation (0.804), we find it close to the one correct, which indicates that the answers of the sample members are not homogeneous, and given the tabular value of the chi-square test is equal to (39.28), which is a function at the level of significance (0.05), and the probability value of the chi-square is equal to (0.000), which is less than (0.05). We conclude from the above that (A lot of students' performance in Tenses are due to their carelessness.

We see that the arithmetic mean of the fifth statement (3.18) means that (approval) based on the five-point Likart scale, and by looking at the mode we find it (4), which is the value that is symbolized by the option (agree), and as for the standard deviation (0.873), where its value is close to the one true, which It indicates that the answers of the sample members are not homogeneous, and given the tabular value of the chi-square test is equal to (20.88), which is a function of a significant level (0.05), and the probability value of the chi-square is equal to (0.00), which is less than (0.05). We conclude from the above that (Making mistakes in tenses is natural, but it needs to teachers' observation.

We see that the arithmetic mean of the sixth statement is (4.78) which means (approval) based on the five-point Likart scale, and by looking at the mode we find it (5) which is the value that is symbolized by the option (agree), and as for the standard deviation (0.465) which is a value greater than one correct, then it indicates that the answers of the sample members are homogeneous, and given the tabular value of the chi-square test is equal to (50.95), which is not a function at a significant level (0.05), and the probability value of the chi-square is equal to (0.00), which is less than (0.05). We can deduce from the above that (Students lack strategies to avoid errors in essays' writing).

It becomes clear from the seventh statement that the arithmetic mean (3.86) means (approval) based on the five-year Likart scale, and by looking at the mode we find it (5) which is the value that is symbolized by the option (strongly agree), and as for the standard deviation (1.34), where its value is greater than one correct , Which indicates that the answers of the sample members are not homogeneous, and given the tabular value of the chi-square test equal to (27.2), which is a function of the level of significance (0.05), and the probability value of the chi-square is equal to (0.00), which is less than (0.05). We conclude from the above that (Students have to know that writing essays isn't easy; and it needs practice and strategies of correcting mistakes and errors.)

It is clear from the eighth sentence that the arithmetic mean (4) means (approval) based on the five-fold Likart scale, and by looking at the mode we find it (5) which is the value that is symbolized by the option (strongly agree), and as for the standard deviation (1.429), where its value is greater than one correct , which indicates that the answers of the sample members are not homogeneous, and given the tabular value of the chi-square test is equal to (68), which is a function of a significant level (0.05), and the probability value of the chi-square is equal to (0.00), which is less than (0.05). And we conclude from the above: (Lots of students don't have strategies for correcting their own mistakes.)

We note from the ninth statement that the arithmetic mean (1.92) means (approval) based on the five-year Likart scale, and the mode took the value (2), which is the value that the option symbolized (strongly agree), and as for the standard deviation (0.804), where its value is greater than The one is correct, which indicates that the answers of the sample members are not homogeneous, and given the tabular value of the chi-square test is equal to (39.28), which is not a function at the level of significance (0.05), and the probability value of the chi-square is equal

to (0.00), which is less than (0.05). And we conclude from the above: (Students don't have techniques of pinpointing their mistakes and errors of Tenses in essays' writing).

We note from the tenth statement that the arithmetic mean (3.86) means (approval) based on the five-year Likart scale, and the mode took the value (5), which is the value that the option symbolized for (strongly agree), and as for the standard deviation (1.471), where its value is greater than one correct which indicates that the answers of the sample members are not homogeneous and have a lot of dispersion, and given the tabular value of the chi-square test is equal to (20.56), which is a function at a significant level (0.05), and the probability value of the chi-square is equal to (0.00), which is less than (0.05). We conclude from the above: (Undergraduates do not have techniques for correcting mistakes and errors of Tenses and Aspects in essays' writing).

We note from the eleventh statement that the arithmetic mean (1.92) means (approval) based on the five-year Likart scale, and the mode took the value (2), which is the value that an option symbolizes (strongly disagree), and as for the standard deviation (0.804.), where its value is less of the one is correct, which indicates that the answers of the sample members are homogeneous, and given the tabular value of the chi-square test is equal to (39.28), which is a function at the level of significance (0.05), and the probability value of the chi-square is equal to (0.00), which is less than (0.05). We conclude from the above: (It is possible to compose an impressive and understandable essay without avoiding errors in Tenses and Aspects).

We notice from the twelfth statement that the arithmetic mean (4.58) means (strongly agree) based on the five-year Likart scale, and the mode took the value (5), which is the value that the option symbolized

(strongly agree), and the standard deviation (0.673), given the tabular value For a chi-square test, it is equal to (28.12), which is a function at the level of significance (0.05), and the probability value of chi-square is equal to (0.00), which is less than (0.05). We conclude from the above that: (Analysis of errors of Tenses and Aspects is necessary to help students practice the skill of writing in English).

We note from the thirteenth statement that the arithmetic mean (4.78) means (strongly agree) based on the five-year Likart scale, and the mode took the value (5), which is the value that the option symbolized (strongly agree), and as for the standard deviation (0.465), given the tabular value For a chi-square test, it is equal to (50.92), which is a function at a significant level (0.05), and the probability value of chi-square is equal to (0.00), which is less than (0.05). We conclude from the above: (Any teacher needs to provide ample exercises about Tenses and Aspects to help students express their mistakes).

We note from the fourteenth statement that the arithmetic mean (3.8) means (approval) based on the five-year Likart scale, and the mode took the value (5), which is the value that the option symbolized (strongly agree), and the standard deviation (1.262), which is a large value in relation to the deviation The standard, indicating the heterogeneity of the responses of the sample members, given the tabular value of the chi-square test equal to (13.2), which is a function of a significant level (0.05), and the probability value of the chi-square is equal to (0.004), which is less than (0.05). We conclude from the above: (Teachers have to correct students' tense errors immediately so that L2 learners do not use English ungrammatically).

We note from the fifteenth statement that the arithmetic mean (3.9) means (approval) based on the five-year Likart scale, and the mode took

the value (5), which is the value that the option symbolized (strongly agree), and as for the standard deviation (1.432), which indicates the dispersion of the answers ; members of the sample, given the tabular value of the chi-square test equal to (53.4), which is a function of a significant level (0.05), and the probability value of chi-square is equal to (0.00), which is less than (0.05). We conclude from the above: (A lot of students' errors in writing essays are due to the lack of knowledge in analyzing knowledge).

From the Table and figure (5) and based on the above results, we see that (strongly agree) for all axis, the highest percentage was taken, reaching (37.7%), followed by (disagree) (23.5), and (agree) (19.9%) And then (strongly disagree) taking the percentage (11.5%), and the lowest percentage of the option's share (neutral) (7.5%).

4.4The Responses to the Test

The responses to the test of the 56 students were tabulated and computed the following is an analytical interpretation discussion.

This indicates the evidence that the teachers have favor to understand the problematic areas of students' reading comprehension passage obstacles. Findings regarding different points related to the objectives and hypotheses of the study.

Each question in the test is analyzed statistically and discussed. The following **table (4.1)** will support the discussion.

| Value | Mean | Std.Deviation | T | df | Sig.(2-tailed) | Scale |
|-------|-------|---------------|--------|----|----------------|-------------|
| Pre | 23.18 | 8.656 | -9.982 | 56 | 0.00 | Significant |
| Post | 36.64 | 7.150 | | | | |

From the table above that the value of (t) test its (-9.982) by significantly value (0.000) which is less than the probability value (0.05) this means that the statistically significant differences between the pre-test and post-test for the benefit post-test.

**Pre-test-Control group
Table (4.2)**

| Section | Percent | | |
|----------------|-----------------------|-------------------------|--------------|
| | Correct answer | Incorrect answer | Total |
| 1. | 28.1% | 71.9% | 100% |
| 2. | 1.7% | 98.2% | 100% |
| 3. | 29.8% | 70.2% | 100% |
| 4. | 45.6% | 54.4% | 100% |
| 5. | 24.67% | 75.4% | 100% |

Question (1)

According to the table above which has shown the highest percentage (71.9) which represents the incorrect answers, whereas the correct answers which is represented in (28.1%); accordingly, this justifies that students need to be trained to use verbs to correctly and knowing Tense's rules.

Question (2)

According to the table above which has shown the highest percentage (70.2%) which represents the incorrect answers, whereas the correct answers which is represented in (1.7%); accordingly, this justifies that

students need to be trained and developed to put the verbs between brackets in their correct forms according to their aspect.

Question (3)

According to the table above which has shown the highest percentage (70.2%) which represents the incorrect answers, whereas the correct answers which is represented in (29.8%); accordingly, this justifies that students need to be trained and developed to use types of English sentence correctly.

Question (4)

he table above which hAccording to tas shown the highest percentage (%54.6) which represents the incorrect answers, whereas the correct answers which is represented in (45.4%); accordingly, this justifies that students need to be trained and developed to use punctuation in their correct positions.

Question (5)

According to the table above which has shown the highest percentage (75.4%) which represents the incorrect answers, whereas the correct answers which is represented in (24.6%); accordingly, this justifies that students need to be trained and developed to write academic essays.

**Pre-test
Control group
Table (4.2)**

| Section | percent | | |
|----------------|-----------------------|-------------------------|--------------|
| | Correct answer | Incorrect answer | Total |
| 1. | 92.9% | 7.1% | 100% |
| 2. | 78.6% | 21.4% | 100% |
| 3. | 60.7% | 39.3% | 100% |
| 4. | 60.7% | 39.3% | 100% |
| 5. | 83.9% | 16.1% | 100% |

Question (1)

According to the table above which has shown the highest percentage (92.9%) which represents the correct answers, whereas the incorrect answers which is represented in (7.1%); accordingly, this justifies that students need to be trained and developed in using Tenses linked with their time reference.

Question (2)

According to the table above which has shown the highest percentage (78.6%) which represents the correct answers, whereas the incorrect answers which is represented in (21.4%); accordingly, this justifies that students need to be trained and developed to put the verbs between brackets in their correct forms according to their aspects.

Question (3)

According to the table above which has shown the highest percentage (60.7%) which represents the correct answers, whereas the incorrect answers which is represented in (39.3%); accordingly, this justifies that students need to be trained and developed in using types of English sentence.

Question (4)

According to the table above which has shown the highest percentage (60.7%) which represents the correct answers, whereas the incorrect answers which is represented in (39.3%); accordingly, this justifies that students need to be trained and developed to use punctuation in their correct positions.

Question (5)

According to the table above which has shown the highest percentage (83.9%) which represents the correct answers, whereas the incorrect answers which is represented in (16.1%); accordingly, this justifies that students need to be trained and developed to write academic essays.

**Pre-test
Control group
Table (4.3)**

| Section | No | Mean | Std.Deviation |
|----------------|-----------|-------------|----------------------|
| 1. | 56 | 6.1 | 2.23 |
| 2. | 56 | 0.7 | 1.63 |
| 3. | 56 | 3.6 | 2.97 |
| 4. | 56 | 5.2 | 3.48 |
| 5. | 56 | 7.0 | 3.00 |

Post-test (experimental group)
Table (4.4)

| Section | No | Mean | Std.Deviation |
|----------------|-----------|-------------|----------------------|
| 1. | 56 | 7.7 | 1.62 |
| 2. | 56 | 6.1 | 3.03 |
| 3. | 56 | 5.4 | 2.50 |
| 4. | 56 | 5.8 | 3.05 |
| 5. | 56 | 7.2 | 2.77 |

Question(1)

It showed that average of students scored in the second question in the pre-test is (6.1%) and std. Deviation (2.23%) whereas the average of students 'scores in the first question of the post-test is (7.7%).

Question (2)

It showed that the average of students scored in the second question in the pre-test is (0.7%) and std. Deviation(1.63%) whereas the average of students' scores in the second question of the post-test is (6.1%).

Question(3)

It showed that the average of students scored in the third question in the pretest is (3.6%) and std. Deviation (2.97%) whereas the average of students' scores in the third question of the post-test is (5.4%).

Question (4)

It showed that the average of students scored in the fourth question in the pretest is (5.2%) and std. Deviation(3.48%) whereas the average of students' scores in the fourth question of the post-test is (5.8%).

Question (5)

It showed that the average of students scored in the first question in the pretest is (7.0%) and std. Deviation(3.00%) whereas the average of students scored in the first question of the post-test is (7.2%).

Results

Referring to the test, the tables above displayed a comparison between the pre-test and post-test of the experimental group. According to the results, the experimental group achieved better results in the post –test.

The purpose of making these tables is to show the different results between correct questions and incorrect questions of the pre-test and post-test. The responses showed that the total average of learners' correct answer of the pre-test was (71.9%) while (28.1%) f incorrect answers. Also, the responses showed that the total average of learners' correct answers of the post test was (92%) while (7.1) for incorrect answers of the same group light difference was recoded between the results of the two tests.

**Pre-test
Control group
Table (A)**

| Section | No | Mean | Std.Deviation |
|----------------|-----------|-------------|----------------------|
| 1. | 56 | 6.1 | 2.23 |
| 2. | 56 | 0.7 | 1.63 |
| 3. | 56 | 3.6 | 2.97 |
| 4. | 56 | 5.2 | 3.48 |
| 5. | 56 | 7.0 | 3.00 |

**Pre-test
Experimental group
Table (B)**

| Section | No | Mean | Std.Deviation |
|----------------|-----------|-------------|----------------------|
| 1. | 56 | 7.7 | 1.62 |
| 2. | 56 | 6.1 | 3.03 |
| 3. | 56 | 5.4 | 2.50 |
| 4. | 56 | 5.8 | 3.05 |
| 5. | 56 | 7.2 | 2.77 |

The Figures (A) and (B) showed the difference between the pre and post-test in the performance of the post-test. Also, it showed clearly the big difference between performance of the experimental group, that (92%) for the correct answers and (7.1%) for the incorrect answers.

Discussion

The results of the previous tables displayed the fact that, in all cases the experimental group achieved progress in using tenses and aspect correctly. Learned tenses and aspects in practising essays faced less writing difficulties and was able to write more fluently and accurately than the control group.

These were shown by the results provided by activities as well as the improvement in their performance.

The difference between the pre and post- test in the experimental group in terms of using Different grammatical activities and techniques in learning English Tense and aspect in **practising** assays in particular was clearly reflected in the degree of accuracy and fluency in writing. That means, the experimental group, was able to benefit of the circumstances provided by **practising** assays **through motivation**, group discussion, role-play, pair work, social interaction and above all correction techniques and strategies. All these factors made a close connection between learners and improving their performance in using Tenses and aspects perfectly.

4.5 Verification of Hypotheses against the Results

From Table (21), we see that the probability value (sig) for all statements is less than (0.05) which means that all the three following hypotheses are accepted and approval:

Hypothesis (1)

The university undergraduates have errors of tenses and aspects in essay's writing.

Hypothesis(2)

There are possible techniques for correcting and minimizing the undergraduates' errors of tenses and aspects in essays.

Hypothesis (3)

There are specific factors that make L2 learners commit tenses and aspects in essays.

Whether accepted or rejected most of research hypotheses were proved that conducting the student test and drawing results in one side, and recording the teacher's attitudes towards the questionnaire parts. Hypotheses 1-2-3) were proved by making a comparison between the pre and post-test of the experimental group.

Summary

To sum up, the findings of this chapter revealed that all sections justify the need for writing skills was highly rated by the fourth level students. We can say there was a consensus of opinions in favor of the using speaking and listening skills giving feedback and understanding contextual meaning. The neutral responses, however, show irregularity and unexpected and unexplainable instability of the respondents' uncertainty in the all hypotheses.

The responses to all statements in terms of Tense and aspect in enhancing academic essays are positively in these sections were either strongly agreed or only agreed.

When the students' responses were compared, no significant statistical differences were perceivable which stated that the students have no opportunity for improving writing skills. However, the teachers have confirmed that writing skills should be one of the main medium of improving students' competence, they were in favor of the use of

speaking skills in teaching the target language so as to reach the maximum efficiency in promoting writing strategies.

The percentage of the negative responses was less significant for the students, but it's higher for the teachers. All teachers , agreed to the all statements of the sections "using a lot of exercises and drills enable students **mastering** Tenses and aspect. The neutral responses however, showed little differences.

The majority of the respondents were in need of training in using tenses in essays' writing.

A vast majority of the respondents agreed on:

1. Teachers should pay attention to the knowledge of error analysis.
2. Students should be well trained in using tenses in essays' writing.
3. Teachers have difficulties in dealing with learners' errors in essays.
4. Errors correction as a teaching technique can help in enhancing students' essays competence.
5. The purpose of teaching Tense and Aspect in assays is to help learners write fluently and accurately.
6. Lots of students benefit from using Tenses in assays for developing fluency in written work.
7. Presenting Tenses Aspect in meaningful context helps students write essays.
8. Students at some universities aren't encouraged to write more essays and this may cause some difficulties to the students such as (reducing the students' fluency and probability of mother tongue interference which will increase students' thinking of translating and keeping tenses forms in their mind and at the same time they could not use them in a meaningful sentences and ideas from Arabic to English.

On the other hand, the purpose of teaching Tenses and Aspects is to assess learners to write fluently and accurately ; so this is a very great way to improve the knowledge of students about writing academic essays.

From the above results, it could be concluded that practising tense and aspect in essays especially by (correction techniques, group discussion, pair work and problem solving) are of great help to the learners to write the essays.

When the students' responses were compared, no significant statistical differences were perceivable which stated that the students have no chances for improving writing skills. However, the teachers have confirmed that essays' writing should be one of the best language skills especially in universities; they were in favour of the use of other language skills in teaching the target language so as to reach the maximum efficiency in promoting all techniques and strategies of the English language skills.

Chapter Five

**Main Findings, Conclusions,
Recommendations, and Suggestions
for Further Studies**

Chapter Five

Main Findings, Conclusion, Recommendations And Suggestions for Further Studies

5.0 Introduction

This study has investigated “The Effect of Errors of Tense and Aspect on the Academic Essay- writing”. Nevertheless, this chapter will display the main findings of the study accompanied by some considerable conclusion, recommendations and suggestions of potential area for further coming studies.

5.1 Main Findings

According to the description and analytical methods, quantitative and qualitative approaches as well as the questionnaire and the test as tools of the study, the researcher has had the following findings:

1. University undergraduates are unable to use tenses and aspects in essays’ writing.
2. University undergraduates are unaware of techniques of pinpointing and correcting their mistakes and errors of tenses and aspects in essays’ writing.
3. The knowledge of errors analysis plays a fundamental role in removing or minimizing the errors of tenses and aspects in essay-writing.
4. Tenses and aspects are the most troublesome areas of English language that can encounter L2 learners.
5. Students lack techniques in order to avoid errors of tenses in essays’ writing.

6. It isn't possible to compose an impressive and understandable essay without avoiding errors in tenses and aspects.
7. The majority of students' errors in writing essays are due to the lack of the knowledge of error analysis.
8. It is clear that the students of 4th year in SUST, college of languages have shortages of exercises and drills in tenses and aspects.
9. It is obvious that some teachers of English language don't pay attention to provide their students ample practice in tenses and aspects.
10. Students don't enough practice in writing essays.

5.2 Conclusions

The researcher conducted his investigation according to the objectives of the study, hypotheses and the methodology of the study under the following categories:

1. The role of tense and aspect in writing skills are so essential.
2. The effectiveness of teaching techniques and strategies in enhancing essays' writing is one of the most important items of effective teaching.
3. The benefits of teaching tense and aspect are integrated with academic essays.
4. Tables in chapter (4) displayed the fact that in all cases the experimental group has progress in learning. The experimental group that learned techniques and strategies of correcting mistakes and errors faced fewer difficulties in committing mistakes and errors in their essays. These were shown by the results provided by subjects as well as the improvement in their performance.
5. The study observed that essays cannot be learned without teaching tenses with adequate practice. Thus the researcher comes to

conclude that there is a strong link between tenses and academic essays and learners cannot write a good essay without correcting tenses' errors.

5.3 Recommendations of the Study

Recommendations of this study are based on the findings. Therefore, the researcher has recommended the following:

1. Teachers and students should have adequate methods and techniques for dealing with errors of tenses and aspects in essay-writing.
2. Teachers should pay attention to the role of tenses and aspects in enhancing L2 learners' essays.
3. Students should have sufficient drills and exercises about tenses and aspects as well as some model of essays; these activities can improve their written work.
4. Both teachers and learners ought to pay attention about importance of error correction techniques in developing writing skill. Some of these techniques are self-correction, peer correction, group correction, teacher correction etc...
5. Teachers should be aware that making of errors are regarded as a device the learner uses so as to learn and a record of common errors should be put into consideration during concentrating on one error in each lecture.
6. The language teacher should help learners to gain self-confidence and overcome their weaknesses by different ways such as self-correction techniques. Therefore, it is necessary to observe that at the moment of error correction teachers should bear in mind not only what sort of mistakes was made but also how to provide a gentle correction to avoid discouraging students in their attempts to use the target language. Thus the effective impact of error

correction depends on learners' proficiency level, i.e. for good hard-working students can have a positive effect.

5.4 Suggestions for further Studies

The researcher has come to suggest the following topics to be researching, they might serve as completion parts or at least their results might be equal to this study:

1. Investigating the role of teaching punctuations in enhancing academic essays.
2. Investigating the role of teaching grammar through communicative method.
3. Investigating the role of teaching word formation on ELF learners' written work

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Glossary

Aspect: the grammatical category expressed in verb form that refers to a way of looking of the time of a situation. English has two aspects: progressive and perfect.

Academic writing: is essentially the writing the students have to do for university courses.

Article: written to inform the readers about some concepts. Articles are objective.

Drill: instrument by means of repeated exercises. So, drill is a task set to practise or tests a skill.

Essay: a piece of academic writing that methodically analyses and evaluates a topic or an issue.

Error: is explained by Rod as unintended deviation from the immanent rules of a language variety made by second language learner. It is a result of learners' lack of proper grammatical knowledge and it cannot be self-corrected.

Error analysis: deals with the differences between the way people learning a language speak and the way adult's native speakers of the language use the language.

EFL: English as a foreign language is learning English in a non-English –speaking country.

ESL: English as second language is learning English in a country where English is the official language.

Mistake: is a failure to utilize a known language system correctly and it is can be self-corrected. It is done because of slips of the tongue or the pen.

Paragraph: a group of related sentences that develops one main idea. Its structure consists of a topic sentence, supporting sentence as well as a concluding sentence.

Tense: a grammatical term. It is defined by Jacobs as the grammatical marking on verbs that usually indicates time reference.

Appendices

Questionnaire on Investigating “the Errors of Tense and Aspect in Context of Academic Essay-writing”

As part of my PhD. thesis at Sudan University of Science & Technology, I am conducting a research that investigates the Effect of Errors of Tense and Aspect on the Academic Essay-writing “; its case study of 4th Sudanese Undergraduates .

Dear Respondent;

I will appreciate if you could complete the following questionnaire. Any information obtained in the link with this study can be identified with remain confidential.

Name:.....Age :{.....}

Gender: Male / Female

Academic Degree:

Mobile phone No:

E-mail address:

Yours Sincerely,

NASR ELDEEN HAMMAD AHMED NASRELDEEN

| Statement | Strongly Agree | Agree | Neutral | Disagree | Strongly Disagree |
|---|----------------|-------|---------|----------|-------------------|
| 1. Students don't have any errors of using Tenses and Aspects in essay-writing. | | | | | |
| 2. Tenses are the most troublesome areas that can encounter L2 learners. | | | | | |
| 3. Slight students' errors in Tenses are plausible. | | | | | |
| 4. A lot of mistakes of students' performance in Tenses are due to their carelessness. | | | | | |
| 5. Making errors in Tenses is natural, but it needs teachers' observation. | | | | | |
| 6. Students lack strategies to avoid errors of Tenses in essays' writing. | | | | | |
| 7. Students have to know that writing essays isn't easy ; it needs practice and strategies of correcting mistakes and errors. | | | | | |
| 8. Lots of students don't have strategies of correcting their own mistakes. | | | | | |
| 9. Students have techniques of pinpointing their mistakes and errors of tenses in essays' writing. | | | | | |
| 10. University undergraduates don't have techniques of correcting mistakes and errors of Tenses and Aspects in essays' writing. | | | | | |

| | | | | | |
|--|--|--|--|--|--|
| 11. It is possible to compose an impressive and understandable essay without avoiding errors in Tenses and Aspects. | | | | | |
| 12. Analysis of errors of Tenses and Aspects is necessary to help students to practice English writing skills. | | | | | |
| 13. Any teacher needs to provide ample exercises about Tenses and Aspects to help students express themselves. | | | | | |
| 14. Teachers have to correct students' tense errors immediately so as not to be in the habit of using English ungrammatically. | | | | | |
| 15. A lot of students' errors in writing essays are due to the lack of the knowledge of errors analysis. | | | | | |

Name :Time :1 ½ hours

Sudan University of Science &Technology

Faculty of Languages

English Language Department/4th Year

Students' Pre- Test

A test designed for” Investigating the Impact of Errors of Tense and Aspect on the Academic Essay-writing “.

The following questions are designed for the students to get the nature of the problems which hinder students to master tense and aspect in their essays' writing.

Question One : Tense linked with its time reference (20 marks)

Put the verbs between brackets in their correct forms :

- 1.Your plane.....at 10:00 tomorrow morning.(leave)
- 2.It never.....in Sudan.(snow)
- 3.Helately.(die)
- 4.Yesterday while the children ,it began to rain.(play)
- 5.I'm covered in mud because it(rain)
- 6.At this time they.....glad.(not be)
- 7.He.....much money just now.(not have)

- 8.They.....for the book for a long time when Ali found it.(look)
- 9.Amna.....the goat again.(never milk)
- 10.If I.....the answer now, I would tell you(know)

Question Two:

Aspect (20 marks)

Put the verbs between brackets in their correct forms:

- 1.I him before.(see)
2. He.....to me about it at this time next afternoon.(talk)
3. There's some left. Who.....my tea?(drink)
- 4.Ias a waiter until I go to university.(still work)
5. Before she left home , sheher finger.(just cut)
- 6.I.....my work by the end of the day.(finish)
- 7.Great news! He.....to have a new job soon!(go)
- 8.She was weeping bitterly because her father.....(just/die)
- 9.Mazin.....always.....questions in class and this annoys the teacher.(ask)
- 10.Now she.....you.(understand)

Question Three:

Types of English Sentence (20 marks)

Draw a circle round the letter of the most correct answer a, b, c, or d.

1.If at first don't succeed, destroy all evidence that you tried.

- a. simple sentence.
- b. compound sentence.
- c. complex sentence.
- d. compound complex sentence.

2.One wrong thought may cause a lifelong regret.

- a. simple sentence.
- b. compound sentence.
- c. complex sentence.
- d. compound complex sentence.

3.Asma loves her parents , and they also love her because they look after her so much.

- a. simple sentence.
- b. compound sentence.
- c. complex sentence.
- d. compound complex sentence.

4.This house is too expensive , and that one is too small.

- a. simple sentence.
- b. compound sentence.

- c. complex sentence.
- d. compound complex sentence.

5. The child is so sad.

- a. simple sentence.
- b. compound sentence.
- c. complex sentence.
- d. compound complex sentence.

6. The country is full of resources .However, there is much poverty.

- a. simple sentence.
- b. compound sentence.
- c. complex sentence.
- d. compound complex sentence.

7. All living things need food and water in order to survive.

- a. simple sentence.
- b. compound sentence.
- c. complex sentence.
- D. compound complex sentence.

8. This person doesn't do any job nor does he help his parents.

- a. simple sentence.
- b. compound sentence.

- c. complex sentence.
- d. compound complex sentence.

9. Although I like go hunting , I haven't had the time to go lately , and I haven't found anyone to go with.

- a. simple sentence.
- b. compound sentence.
- c. complex sentence.
- d. compound complex.

10. That student is so clever that he has high scores.

- a. simple sentence.
- b. compound sentence.
- c. complex sentence.
- d. compound complex sentence.

Question Four on Punctuations:20 marks

Draw a circle round the letter of the most correct alternative a , b , c or d.

1. The most correct sentence is.....

- a. You dont know me well do you ?
- b. You don't know me well, do you.
- c. You don't know me well , do you?
- d. You don't know me well do you?

2.The most correct sentence is.....

- a. I know, what you want.
- b. I know what you want.
- c. I know what you want?
- d. I know what you want!

3. The most correct sentence is.....

- a. Do you really recall my name my address my job my passion?
- b. Do you really recall my name my address my job my passion.
- c. Do you really recall my name my address my job and my passion!
- d. Do you really recall my name ? My address? My job? My passion?

4.The most correct sentence.....

- a. What , I can't believe you did this to him?
- b. What? I can't believe you did this to him.
- c. What I can't believe you did this to him.
- d. What! I can't believe you did this to him!

5. The most correct sentence is.....

- a. I knew what would happen if we went there , but we had to go anyway.
- b. I knew what would happen if we went there but we had to go anyway?
- c. I knew what would happen , if we went there but we had to go anyway.
- d. I knew what would happen if we went there but we had to go anyway!

6. The most correct sentence is.....

- a. Do you remember what we used to do, when we played together as childhood friends?
- b. Do you remember what we used to do when we played together as childhood friends!
- c. Do you remember what we used to do when we played together as childhood friends?
- d. Do you remember what we used to do when we played together as childhood friends.

7. The most correct sentence is.....

- a. We had pizza beef steak onion rings and diet coke at the dinner.
- b. We had pizza; beef steak ;onion rings ; and diet coke at the dinner?
- c. We had pizza ,beef steak ,onion rings and diet coke at the dinner.
- d. We had pizza , beef steak, onion rings , and diet coke at the dinner!

8. The most correct sentence is.....

- a. They asked me how old I was?
- b. They asked me: How old I was?
- c. They asked me : how old I was?
- d. They asked me how old I was.

9. The most correct sentence is.....

- a. Stop you can't go any further!

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