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**Investigating the Use of Past Tenses in Students' Narrative Essays:
An Error Analysis Approach**

The case of third year Licence students of English at Kasdi Merbah University

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Dedication

This work is dedicated to:

My beloved parents

All my brothers and sisters

All my instructors

All my friends and colleagues

All my relatives

All those who care about me

All those who make me happy

Fatíha

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*First of all, my thanks go to Allah the Almighty who
gave me the power to complete this work.*

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Abstract

The present study aims at investigating the use of past tenses in the narrative essays of third year licence students of English at KMUO by conducting an error analysis. In this work, we have followed descriptive analytic approach. Both quantitative and qualitative treatment is used 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 at KMUO. The results of the present study shows that misformation error is the most common error type that third year licence students of English at KMUO made with 70.69%, 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 at KMUO take into consideration teaching grammar implicitly in their writing classes.

Key terms: Error, Error Analysis, Past Tense, Narration.

List of Abbreviations

CA: Contrastive Analysis

EA: Error Analysis

EFL: English as a Foreign Language

ESL: English as Second Language

KMUO: Kasdi Merbah University –Ouargla

L1: First Language

L2: Foreign Language

LT: Language Transfer

MT: Mother Tongue

Q: Question

SN: Student's Number

TL: Target Language

WEC: Written Expression and Comprehension

List of Tables

Table 01: The notion of Past Simple Tense

Table 02: The notion of Past Progressive tense

Table 03: Steps of doing error analysis

Table 04: Error types frequency

Table 05: Errors' sources frequency

Table 06: Computing error types frequencies

Table 07: Computing errors' sources frequencies

Table 08: Examples of error reconstruction

List of Figures

Figure 01: Notions of errors in linguistics/ psycholinguistics and ELT

Figure 02: Time-line

Figure 03: English aspect

Figure 04: The concept of past tense (narrated event)

Figure 05: The distinction of the verb 'Be' in past tense form

Figure 06: Error types

Figure 07: Sources of errors

Table of Contents

	Page
Dedication.....	I
Acknowledgement.....	II
Abstract.....	III
List of Abbreviations.....	IV
List of Tables.....	V
List of Figures.....	VI
Table of Content.....	VII

General Introduction

I. Background of the Study.....	01
II. Aim of the Study.....	02
III. Statement of the Problem.....	02
IV. Research Questions.....	02
V. Research Hypotheses.....	02
VI. Research Approaches and Methods.....	03
VII. Structure of Dissertation.....	03
VIII. Significance of the Study.....	03
IX. Definition of the Keys Terms.....	03

Theoretical Part

Chapter One: An overview on Error Analysis

Introduction

1.1	Definition of Error Analysis.....	05
1.2	Distinction between Error and Mistake.....	06
1.3	Procedures in Error Analysis.....	08
1.3.1	Data Collection.....	08
1.3.2	Description.....	08
1.3.2.1	Error Based on Linguistic Category Taxonomy.....	09
1.3.2.2	Error Based on Surface Structure Taxonomy.....	09
1.3.2.2.1	Error of Omission	09
1.3.2.2.2	Error of Addition.....	10
1.3.2.2.3	Error of Misformation	10
1.3.2.2.4	Error of Misordering.....	11
1.3.2.3	Error Based on Comparative Taxonomy.....	11
1.3.2.4	Error Based on Communicative Effect Taxonomy.....	11
1.3.3	Explanation.....	12
1.3.3.1	Sources of Errors.....	12
1.3.3.1.1	Interlingual Transfer.....	12
1.3.3.1.2	Intralingual Errors.....	13
1.3.3.1.3	Context of Learning.....	14
1.3.3.1.4	Communication Strategies.....	15
1.3.4	Evaluation of Errors.....	15
1.4	Significance of Errors.....	15
1.5	The Goal of Error Analysis.....	16

Conclusion

Chapter Two : Past Tenses and Narration

Introduction

- 2.1 Tense, Time and Aspect System.....18
 - 2.1.1 Tense and Time.....18
 - 2.1.1.1 Compound Tenses.....19
 - 2.1.2 Aspect.....20
 - 2.1.2.1 Perfective and Imperfective.....20
 - 2.1.2.1 Progressive and Non-Progressive.....20
- 2.2 The Use of Past Tenses in Narration.....21
 - 2.2.1 Past Tense.....22
 - 2.2.1.1 Simple Pat Tense.....22
 - 2.2.1.2 Past Perfect Tense.....24
 - 2.2.1.3 Past Progressive Tense.....24
 - 2.2.1. Past Perfect Progressive Tense.....26
- 2.3 Narrative Writing.....26
 - 2.3.1 Definition of Narration.....26
 - 2.3.2 Purpose of Narration.....26
 - 2.3.3 Grammatical Features of Narration.....27
 - 2.3.4 Language Features of Narration.....27

Conclusion

Practical Part

Methodology and Results

Introduction

2.1 Methodology.....	28
2.2 Research Design.....	28
2.3 Research Instruments.....	29
2.3.1 Writing Test.....	29
2.3.1.1 The Sample.....	29
2.3.1.2 Description and Administration of the Test.....	29
2.3.1.3 Data Analysis Procedures.....	29
2.3.1.4 Results.....	31
2.3.1.4.1 Description of the Findings.....	31
2.3.1.4.2 Discussion of the Findings.....	34
2.3.1.5 Recapitulation.....	36
2.3.2 Teachers' Interview.....	36
2.3.2.1 The Sample.....	36
2.3.2.2 Description of the Interview.....	37
2.3.2.3 The Analysis of the Interview.....	37
2.3.2.4 Recapitulation.....	42

Conclusion

Pedagogical Implications.....	44
Limitations of the Study.....	45
General Conclusion.....	46

Bibliography.....	47
Appendices.....	51
Appendix 01 Writing Test.....	51
Appendix 02: Samples of Students' texts.....	53
Appendix 03: All Errors in the Corpus.....	58
Appendix 04: Teachers' Interview.....	68

General Introduction

I. Background of the study

Nowadays, many people learn English as a foreign language because it is one of the most important languages throughout the world. As people can express themselves easily in their mother tongue, they may face challenges in learning a foreign language. Learning English grammar is one of these challenges since grammar is considered as a cornerstone in language, both in speaking and writing. For this reason, a lot of researchers are interested in grammar particularly when learning second language writing. In Algerian tertiary education, although students study English for almost about seven years before joining the university, they still have serious problems in many grammatical areas such as in the use of tenses in writing.

Writing in English is not an easy task to do. It is a more complicated process for students whose native language is not English because it contains a vast amount of knowledge of the target language (TL). Richards and Renandya (2002) claim that writing is the hardest skill for L2 learners to master. It is not only a matter of planning and arranging thoughts in a particular order, but also in transforming these ideas and producing a clear piece of writing. Narrative writing is one of the most important types of writing that students have to manipulate well. It differs from the other types in terms of structure, purpose and the appropriate tenses to use and so on. Students have to take into account that past tenses are commonly used in writing narration. Since English language differs from Arabic at many, if not all, levels, students whose native language is Arabic run across uncounted hurdles when they learn English. This may be due to language transfer (LT) in which students' skills and experiences in L1 effects, in one way or another, the acquisition of L2, more precisely productive skills. As to specify the scope, they may produce errors in using past tenses when they write narrative essays. Error analysis comes to study and examine such phenomenon. It plays a vital role in identifying language problems. According to Brown (2007), error analysis is the study of learners' error which is based on the fact that learners do make errors. In this study, error analysis will be highlighted as a main concern in order to identify and analyze errors made by licence students of English at Kasdi Merbah university of Ouargla in the use of past tenses in their narrative writing. This sort of research might assist in overcoming the difficulties that they may face when they use past tenses.

II. Aim of the Study

The present study aims to identify the areas where students commit most errors in the use of past tenses in writing narrative essays by conducting an error analysis trying to figure out the possible sources of errors made by third year Licence students of English at Kasdi Merbah University of Ouargla in the use past tenses in writing narrative essays.

III. Statement of the Problem

Language transfer affects the way of acquiring a second or foreign language whether positively or negatively. Many EFL Students of English are thought to encounter difficulties when they express themselves in English because they refer back to their mother tongue and use it as a reference. In this regard, this study examines the students' use of past tenses in writing narrative essays by selecting error analysis as a framework because it is an appropriate approach to study such phenomenon.

IV. Research Questions

The present study is intended to answer the following questions:

1. What are type of errors that third year Licence students of English made when they use past tenses in narrative essays?
2. What are the sources of errors made by third year Licence students of English in the use of past tenses in narrative essays?

V. Research Hypotheses

Based on the research questions stated above, the following hypotheses are formulated:

1. It is hypothesized that students commit errors of omission, addition, misformation or misordering
2. It is assumed that language interference, the nature of the English language tense system cause such errors

VI. Research Approaches and Methods

This study adopts a descriptive analytical research approach; it is appropriate for such kind of research in order to describe errors made by third year licence students of English at

Kasdi Merbah University of Ouargla by conducting an error analysis. The quantitative method allows us to present the results statistically. It is used to gather statistical data that help us to know how many errors appear in students' writing.

VII. Structure of the Dissertation

This dissertation is basically divided into two main parts: theoretical and practical. The first part is composed of two chapters. The first chapter presents an overview on error analysis which is a technique used to analyze and describe errors. It highlights its importance and its basic procedures. The second chapter tackles the relationship between past tenses and narration. It spots light on the different uses of past tenses in narration. The second part presents the methodology. It shows the research methods and how the study will be conducted. In addition, it contains the results and analysis of the data. This dissertation ends with a general conclusion that includes summary of the major findings, limitations and suggestions for further research.

VIII. Significance of the Study

The findings of the current study are significant for both teachers and students. They show the areas where students make errors in the use of past tenses in narrative essays. They also raise students' awareness to the presence of errors, hence enabling them to remediate language errors. In addition, they are useful for teachers since they provide some beneficial results that show the reasons behind making such errors. Those finding may help teachers to find alternative methods and to look for different ways in teaching tenses in general and past tenses in particular.

IX. Definition of Key Terms

1. Error

Brown (1994) defines errors as “a noticeable deviation from the adult grammar of a native speaker, reflecting the interlanguage competence of the learner” (p.205).

2. Error Analysis

Crystal defines errors analysis as a technique which is used for identifying, analyzing, classifying and systematically interpreting the unacceptable forms produced by someone when s/he learn a foreign language (As cited in Hasyim, 2002).

3. Tense

According to Greenbaun and Quirk (1990), tense is a grammatical category related to the time of a situation. Tense is either present or non-present or past.

4. Narration

A narrative is a piece of text which tells a story, and it inform or entertain the reader or listener (Anderson & Anderson, 2003).

Theoretical Part

Chapter One: An overview on Error Analysis

Introduction

1.1 Definition of Error Analysis

1.2 Distinction between Error and Mistake

1.3 Procedures in Error Analysis

1.3.1 Data Collection

1.3.2 Description

1.3.2.1 Error Based on Linguistic Category Taxonomy

1.3.2.2 Error Based on Surface Structure Taxonomy

1.3.2.2.1 Error of Omission

1.3.2.2.2 Error of Addition

1.3.2.2.3 Error of Misformation

1.3.2.2.4 Error of Misordering

1.3.2.3 Error Based on Comparative Taxonomy

1.3.2.4 Error Based on Communicative effect Taxonomy

1.3.3 Explanation

1.3.3.1 Sources of Errors

1.3.3.1.1 Interlingual Transfer

1.3.3.1.2 Intralingual Errors

1.3.3.1.3 Context of Learning

1.3.3.1.4 Communication Strategies

1.3.4 Evaluation of Errors

1.4 Significance of Errors

1.5 The Goal of Error Analysis

Conclusion

Introduction

The field of second language (L2) learning is broad, and it is an interesting domain for researchers. In the process of learning a target language (TL), errors are inevitable. Though, it is not something undesirable. Errors are not always easy to be identified and analyzed. So, it is highly important to know more about error analysis. Error analysis (EA) emerged in the late 1960s as an alternative to contrastive analysis (CA) to treat learner errors as a feedback opportunity for the researcher to determine learning strategies. This chapter is devoted to shed light on this technique. It presents the definition of error analysis. Add to this, it tackles the distinction between error and mistake, procedures in error analysis, types of such deviations and their sources. Also, it shows the significance of errors and emphasizes the goal of error analysis.

1.1 Definition of Error Analysis

Error analysis is a kind of linguistic analysis that is concerned with errors committed by learners. James (1998) defines it as “the process of determining the incidence, nature, causes and consequences of unsuccessful language”(p.1). Meanwhile, Richards and Schmidt (2002) introduce error analysis as learning and analyzing errors made by second language learners. Error analysis is based on the assumption that errors are something that must be done by learners(Gass & Selinker, 2008). Another concept of error analysis is given by Brown when he defined error analysis as “the process to observe, analyze, and classify the deviations of the rules of the second language and then to reveal the systems operated by learner”(As cited in Hasyim, 2002, p. 43).

1.2 Distinction between Error and Mistake

In the study of second and foreign language learning, error is a key concept that contributes to understand the learning process. Norrish (1987) defines an error as “a systematic deviation when a learner has not learnt something and consistently gets it wrong”(p.07). Another definition of error is provided by Cunningsworth (1987). He stated that “errors are systematic deviations from the norms of the language being learned” (p.87). From these two definitions, it is clear that the word error is explained as a “systematic deviation” which means that it happens repeatedly.

Before getting deeper in studying errors, it is highly important to know the distinction between errors and mistakes. Errors and mistakes are two concepts which appear to be the same, but in fact they are not. They are used interchangeably. Corder (1967 & 1981) elucidates the divergence between “error” and “mistake”. According to him, an error is deviation from the grammar rules of the target language which reflects the knowledge of the learner, whereas a mistake indicates an error at the level of performance which is neither random guess nor a slip. It represents a failure in using the target language system correctly. On the other hand, James (1998) has another distinction between error and mistake. As mentioned in his book, error “cannot be self corrected”, whilst mistake “can be self corrected if the deviation is pointed out to the speaker” (p.83).

A further distinction between errors and mistakes has been introduced by Richards and Schmidt (2002). It is stated that mistakes happen when writing or speaking. This may be caused by the lack of attention, fatigue, carelessness or any other aspects of performance. Thus, mistakes can be self-corrected. However, an error is introduced as using a linguistic item in a way that native speaker considers it as faulty or incomplete learning.

Lee (1990) tackles the issue where error and mistake are a central concern. He studied errors from different angles, from psycholinguistics point of view in which he investigates the speech of native speaker, and from applied linguistics beliefs where he focused on the speech of L2 learner. He believes that error is a mistake in the case of native speakers which is manifested by slips of the tongue, and which is caused by fatigue or carelessness. Adversely, he distinguishes error and mistake in English language teaching where reflect competence and performance respectively as mentioned in the following figure:

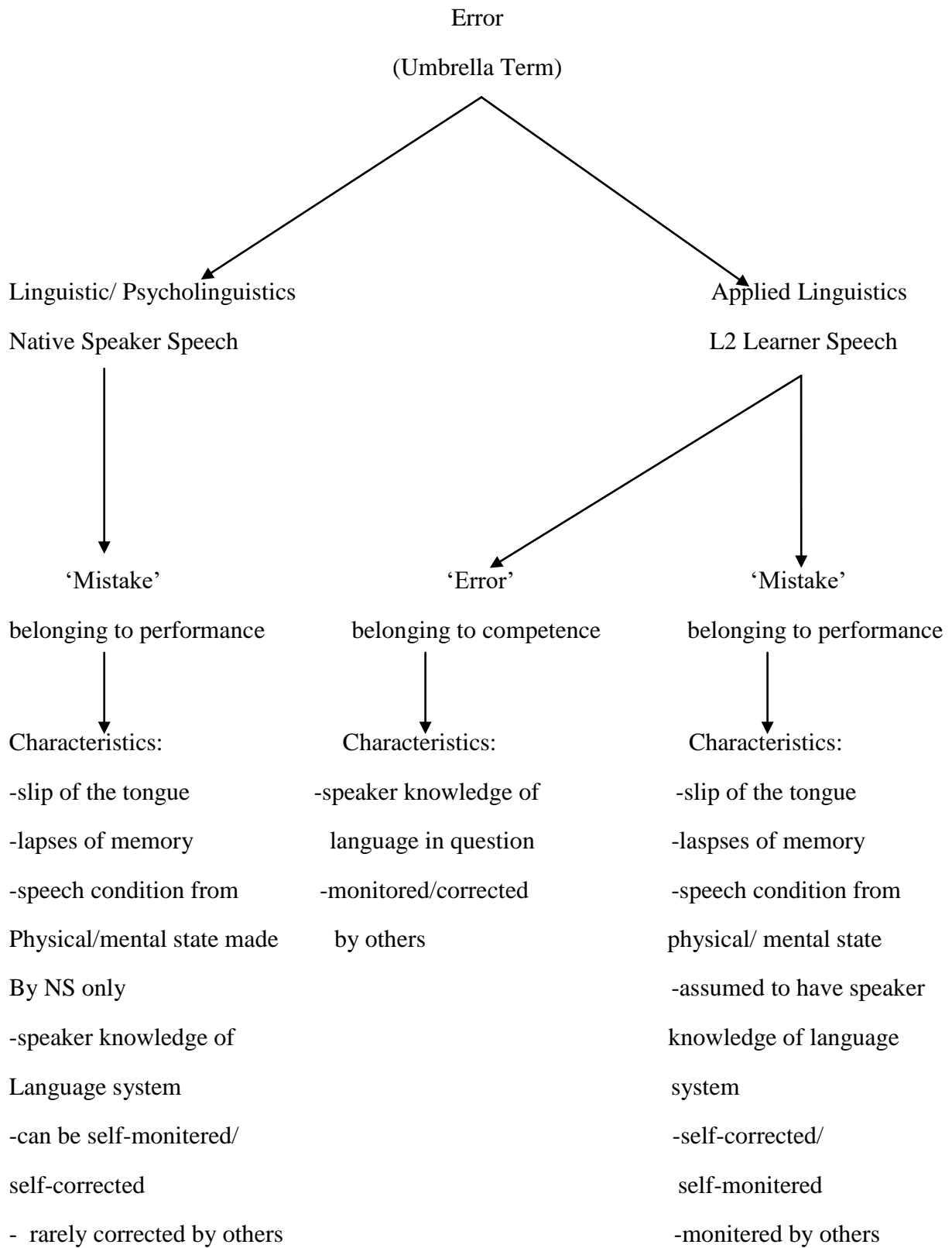


Figure 01: Notions of errors in linguistics/psycholinguistics and ELT.

(Adopted from: Notions of “Error” and appropriate corrective treatment, by N. Lee, 1990, p.57)

Based on what is mentioned above, it can be said that error is related to competence and committed intentionally where the learner does not know that he make it, and it reflects the learner's knowledge. He does not know how to correct it. By contrast, mistake is associated with performance. It is manifested by slips of the tongue, hesitations, confusion of the structure and so on and so forth.

1.3 Procedures in Error Analysis

In analyzing students' errors, there are many kinds of procedures in which particular steps are followed in conducting an error analysis. One of them is proposed by Corder (1967 & 1974). It includes three stages:

1.3.1 Data Collection

When collecting data, the researcher must consider the purpose of his study, and next gathers relevant data which correspond to the aim of the study and research questions that must be answered (Ellis & Barkhuizen, 2005). In this respect, Corder suggests the initial step in doing an error analysis which is the collection of samples. In this step, the researcher must select the number of the participants or the corpus of the study that s/he is going to conduct his analysis on. The data will be gathered through regular examinations. According to Gass and Selinker (2008), collecting data can be done with written data as well as with oral ones. Ellis (1997) suggests a step for identifying error. From the data collected, the researcher identifies the errors in which s/he compares the sentences produced by the learner to the correct ones in the TL. For example, the following sentence "*Helina and Marry goed to the museum*" is produced by a student whose native language is not English. When we compare it to the correct form of the same sentence in English which is: "*Helena and Marry went to the museum*". Detecting errors means that being aware of their presence (e.g. incorrect sequence of tenses, wrong verb form, singular verb form with plural subject).

1.3.2 Description

After identifying errors, the second step of the procedures of error analysis encompasses the linguistic description of errors. Corder (1967) stated that in order to describe errors the researcher has to indicate and specify the areas where the English learners' errors differ from the native speaker's (Ellis & Barkhuizen, 2005). All errors, in this step, are identified and then would be classified into types of errors. There are a number of different categories for the description of errors. These categories are assigned to various linguistic

levels. There are various models proposed by researchers in error description to classify errors according to their types. In this regard, Dulay, Burt and Krashen (1982) suggest the following taxonomies, and we specify surface structure taxonomy to be used in our classifications of errors.

1.3.2.1 Error Based on Linguistic Category Taxonomy

Dulay, Burt and Krashen (1982) pointed that there are different error taxonomies which are based on the linguistic item that is affected by an error. These linguistic category taxonomies classify linguistic deviations according to the language components including phonology (pronunciation), syntax and morphology (grammar), semantics and lexicon (meaning and vocabulary) and discourse (style) with other linguistic constituent that the error affects.

1.3.2.2 Error Based on Surface Strategy Taxonomy

This taxonomy emphasizes the way a surface structure is altered (Dulay *et al*, *ibid*). Learners may omit a necessary items (omission), add an unnecessary ones (addition), misform items (selection) or miss order others (misordering). The surface structure taxonomy helps in analyzing errors related to identifying cognitive processes. This taxonomy perspective guides learners to be aware of their errors, and subsequently be able to construct a correct piece of language. The surface structure taxonomy classifies errors into subtypes as follows:

1.3.2.2.1 Error of Omission

It is the absence of an item that should appear in a normal utterance. Corder (1981) mentions that an error of omission happens “where some element is omitted which should be present” (p.36). This kind of error appears when learners omit necessary items from an utterance. According to Dulay, Burt and Krashen (1982), there are two types of morphemes in error omission. They are: content morphemes and grammatical morphemes. The former are morphemes which act like nouns, verbs, adjectives and adverbs. The latter are words that play a grammatical role in a sentence such as articles, auxiliaries and prepositions. “*John is a pilot*”. In this example, “*John*” and “*pilot*” are content morphemes because they play a major role in the sentence while “*is*” and “*a*” are grammatical morphemes, and they play a minor role as a verb auxiliary and an article respectively. An error of omission happens because learners still have some difficulties in some grammatical areas in the target language (TL).

For instance, in the following example "*I writing*", the auxiliary verb is omitted. In this case, there is an error of omission.

1.3.2.2 Errors of Addition

Corder (ibid) "Error of addition is where some element is present which should not be there" (p.36). In fact, it is the opposite of error of omission. Learners add unnecessary items to the utterance. Obviously, there are three types of addition errors that can be used as indicator to the acquisition of some basic rules. First, double marking error is regarded as using two items which indicate the same feature. For example: "*He did not attended the festival*". In this sentence, there is unnecessary addition appears in adding the "*ed*" at the end of the verb "*attend*" where it should be omitted and written like: "*He did not attend the festival*". It is known that to tell the past event, we have to use the past verb, but in this sentence there are two items which express the same feature of the past tense. Second, regularization appears when adding a typical marker to a linguistic item as a result of spreading a given rule where they should not be applied. Simple addition is the last category of addition errors. It is neither double marking nor regularization. Simple addition is any additional use of an item which should not appear in well-formed utterances.

1.3.2.3 Errors of Misformation

When the learner uses a wrong item in the right place, s/he makes an error of selection. (Corder, 1981). It is characterized by using incorrect words or structures as using a wrong tense instead of another or using a wrong word in a the right place. For instance, the word "*bald*", in "*Sarah has a bald clothes*", is used in the right place to act as an adjective whereas it is wrongly used. Unlike omission errors which happen unconsciously, misformation errors happen intentionally. Misformation errors can be classified into three types which have been frequently presented. Archi-form is one type of misformation errors. It is related to the use of one member of a class forms in a place of others in the same class (Dulay *at al*, 1982). The form selected by a learner is considered an arch-form when s/he uses one member of a class of personal pronoun to function as others in class such as: "*pass me that*" and "*me thirsty*". Also, regularization can be recognized by using a regular marker in the place of irregular one such as: goose for geese. Alternating form is another type of misformation errors. It is tied

with the use of archi-forms which gives the way to the seemingly fairly free alternation of various members of class with each other.

1.3.2.2.4 Errors of Ordering

Errors of ordering are related to sequencing. As Corder(1981)“Error of ordering is where the elements presented are correct but wrongly sequenced” (p.36). It is an inappropriate placement of morpheme or a group of morphemes in a given utterance. As an example, “*Anna bought a car black*”. In this sentence, all the items are correct, but they are not ordered appropriately. This type of error is not limited only for L2 learners, but also L1 learners may face such deviations.

1.3.2.3 Error Based on Comparative Taxonomy

This perspective classifies errors on the basis of comparing the structure of second language errors with other specific types of constructions. According to Dulay, Burt and Krashen (1982), errors can be divided into four types: developmental errors, interlingual errors, ambiguous errors and other errors. First, developmental errors happen when the learner attempts to construct hypotheses about the target language from a limited experience of his/her first language. Second, interlingual errors appear when there is a similarity between the structure of the sentence or utterance produced by the learner and the semantically equivalent ones in L1. Third, ambiguous errors reflect the structure of the learners’ native language, and they can be considered as developmental or interlingual errors. For example, ‘*I no have a pen*’. They are the same as errors made by children acquiring their first language. Last, there are other errors made by learners in which they develop their second language developmental forms.

1.3.2.4 Error based on Communicative Effect Taxonomy

Communicative effect is considered as errors that confuse the audience. It deals with the effects of errors on the reader or the listener. It is said to be categorized into two types: global and local. Global errors create miscomprehension of some aspects of the message which significantly hinder communication. They affect the overall organization of a sentence. Local errors do not cause an obstacle from understanding the meaning of the message. For example: ‘*I thirsty*’. The meaning is apparent even the structure is not correct.

Even though these types of errors seem to be clear and easy to distinguish, it is still hard to recognize which type of error has occurred. Sometimes the researcher confused to decide the meaning of a sentence that it can have two different reconstructions and hence two different types of errors. Therefore, error type depends on the researcher' reconstruction of the sentence (Ellis, 1994).

1.3.3 Explanation

The third step in doing an error analysis is explanation of errors. It attributes the errors to their sources. This explanation provides a psychological explanation to error production, and it describes which factors affected the learner to make such errors. This step in error analysis procedure uses different factors to categorize the types of errors such as transfer errors, overgeneralization and so on. It further helps in determining the sources of errors. From the example mentioned above, it is clear that the student over generalizes the rule of the simple past which is known by “*ed*” form and used “*goed*” instead of knowing that the verb “*to go*” is irregular verb.

1.3.3.1 Sources of Error

Knowing the sources of errors is a very useful step in doing error analysis. To analyse students' errors, it is highly important to find out the sources of these errors. Like many scholars, Brown (2000) mentions four main sources of errors. They are: interlingual, intralingual, context of learning and communication strategies (p.223).

1.3.3.1.1 Interlingual Transfer

Before being familiar with the target language, the learners' native language is the only linguistic system that is mastered by the learners. If the teacher is familiar with the learners' native language, it is easy for him to analyze his/her learners' errors because it does not influence the learning of subsequent languages negatively. For instance, “*I take a nap and then I go to my grandmother's home yesterday*”. It is a sentence written by a learner whose native language is not English. Whereas, it is supposed to be like “*I had taken a nap and then I went to my grandmother's home yesterday*”. From the sentence above, it is clear that the learner's native language influences his way of using the target language. This phenomenon is known as “Language Interference”.

Interlingual or transfer errors are errors which result from first language interference and are caused by negative transfer. One can say that language interference (negative transfer) is the negative influence of the mother tongue (MT) on the performance of the learner in the target language (TL). Interlingual errors may occur at different levels such as transfer of phonological, morphological, grammatical and lexical-semantic elements of the native language into the target language.

Since contrastive analysis (CA) and error analysis (EA) tackled language interference and Language transfer, they look at them from different angles. The main goal of CA is to compare the systems of L1 and L2 and try to predict the areas of difficulty in learning L2. On the other hand, EA focuses on the errors made in order to find out their sources.

1.3.3.1.2 Intralingual Errors

Intralingual errors are those that are due to language being learned, independent of the mother tongue. Erdogan (2005) demonstrates that intralingual errors happen when a learner tries to construct a picture about the TL from his restricted knowledge of the TL. Because of this reason, s/he commits errors. Thus, these errors are common in the speech of second language learners and they are often analyzed to see what sorts of strategies are being used by learners. Richards (1974) points that “Intralingual errors are those which reflect the general characteristics of rule learning, such as faulty generalization, incomplete application of rules, and failure to learn conditions under which rules apply.” (p.174). He lists the following intralingual errors on the basis of their characteristics:

- Overgeneralization

It means that “the learner creates a deviant structure based on knowing the rule structure in the target language” (Richards, *ibid*). In this connection, Ellis (1996) states that overgeneralization errors happen when learners produce deviant structures based on other structures in the TL. It leads to overindulgence of using one set of forms or rules, and the underuse of others in the set. For example: *She goed*. The learner knows *she played, she defined and she traveled*. S/he knows that the rule of simple past is (S+Stem+ed). So, s/he overgeneralizes the simple past rule on all verbs. Learners do not consider that there are exceptions to rules which take other forms when conjugating verbs in the simple past such as: *she went, she ate, she wrote* and so on and so forth.

- **Ignorance of Rule Restrictions**

Closely related to the overgeneralization of deviant structures, ignorance of rule restrictions is a failure to observe the application of given rules in relation to contexts where they do not apply (Richards, 1974). For instance, *He made me to write it*. In this case, the learner ignores the restrictions on the use of the verb “*to make*” which is rightly not followed by *to* and a verb. As it is the case in, *He asked me to go*.

- **Incomplete Application of Rules**

It is noted that this type of intralingual error appears in the occurrence of deviant structures. It reflects the degree of developing rules required to produce an acceptable utterance. It represents failure to fully develop a structure. Richards (1980) “Typically they are used, not to find out something, but as a means of eliciting sentences.” (p.177). Therefore, the learner produces an incorrect structure as a response to the teacher’s question. In this sense, the answer would be corrected by the teacher for the purpose of counteracting the effect of his question (Richards, *ibid*). Meanwhile, Richards (1971) stated that this type of intralingual error corresponds to what is often referred to as an error of transitional competence.

- **False Concepts Hypothesized**

Richards (1974) points out that false concepts hypothesized arise when the learner does not fully comprehend a distinction in the target language. For example, the use of *was* in “*one day it was happened*”(Ellis, 1994, p.59) as an indicator of the past tense, and it can be interpreted as a marker of the present tense like in: “*he is speaks French*”. Further, the simple past is not the only tense which denotes narration, but the present continuous indicates narration, too. Elsewhere, confusions can be encountered between *come* and *go*, and between *since* and *for* and so on.

1.3.3.1.3 Context of learning

Context of learning is another source of errors committed by learners when they learn a target language. Teacher, textbook and also the situation in the classroom affect the context of learning in one way or another. According to Brown (1980), context, in the school, is related to the classroom, including teachers and materials and, in the social situation, is the case of untutored second language learning. This means that when learners make errors, these errors

can be the result of the teacher's way of explanation or the faulty structure of the textbook that leads to a faulty presentation of the target language. As a result, erroneous predictions about students' learning based on their L1 and culture have occurred regardless of social factors, such as the contexts and the aim of their writing, age, race, class gender, education and previous experiences (Raimes, 1998).

1.3.3.1.4 Communication Strategies

Learners seek to develop their own strategies of learning a new language. These techniques may cause errors in learning a TL. According to Brown (1980) "A communication strategy is the conscious employment of verbal or nonverbal mechanisms for communicating an idea when precise linguistic forms are for some reason not readily available to the learner at a point in communication." (p.174). This source is related to the learning style of the learners when s/he tries to generate new forms and structures in L2 depending on the newly acquired system.

In summary, there are some sources that may lead learners to commit errors when learning the target language. Interference of native language, lack of competence of the target language, the learning environment and learning strategies are the most known factors that affect the learning process.

1.3.4 Evaluation of Errors

The last step in conducting error analysis is evaluation and remediation of errors. In this step, the researcher draws a conclusion on the basis of the collected data, and he can distinguish between serious errors that should not be committed. Gass and Selinker (2008) add this further step which is pedagogical in nature. This step determines the criteria of errors which will be remediate since errors are distinguished from each others because there are errors that can be considered more serious than others.

1.4 Significance of Errors

Corder (1967) points out that an error is significant in three different ways. It is useful for teachers in the sense that it helps them to know the progress of the learner as well as what is missed in the learning process. Secondly, error gives researchers an opportunity to discover the way language is acquired, to know the learners' thoughts and his way to discover

language. Thirdly, error is something inevitable that must occur in the learning process. (As cited in Richards, 1974, p.25).

Corder (1974) accentuates the importance of studying errors made by learners when they learn a language which is not their mother tongue. He states that:

The study of error is a part of the investigation of the process of language learning. In this respect, it resembles methodologically the study of the acquisition of the mother tongue. It provides us with a picture of the linguistic development of a learner and may give us indications as to the learning process. (p.125)

Kwok (1998) confirms Corder's view and asserts that language errors provide important information about the progress, or language system, of the learner. Carter (1997) notes that the knowledge of using grammar results from knowing how grammar works. Error analysis is conducted not only for the purpose of understanding errors *per se*, but also in order to use what is learned from error analysis and apply it to improve language competence.

Taking these ideas into consideration, the present study attempts to know the types of errors in using past tenses which students make in writing narrative essays for the purpose of helping teachers of English language tackle the problem and to indicate the points of weaknesses in English writing.

1.5 The Goals of Error Analysis

Norrish (1983) claims that error analysis helps to present various types of errors learners encounter. It is more valid and helps in designing a curriculum. It implies that error analysis provides beneficial data used to fix students' problem when learning English as a foreign or a second language. According to Gass and Selinker (2008), the main purpose of error analysis is for pedagogical remediation. It means that the purpose of error analysis is to remove the learning obstacles.

Error analysis results can be exploited by teachers for practical purposes (Corder, 1975). In other words, when teachers are clever enough in extracting their students' errors, students will be aware of their errors. So, it would be easy to fix those errors. In the same line, Lim (1976) stated that one of the main goals of (EA) is to make teachers able to estimate

carefully what remedial work would be necessary for (ESL) students, so as to help them to avoid the most common errors. Error analysis is a very useful for both teachers and students in learning a target language. So, teachers ought to direct students' attention to the errors in order to help them to reduce them. Another benefit of error analysis (EA) for researchers is that EA represents the way of learning a target language so as they discover how the learner processes the rules of the target language. Ellis (1994) argues that (EA) comes to refute the Principle of (CA) which sought to predict learners' errors by making distinctions between L1 and TL.

Last but not least, it can be said that EA is a tool that determines the effectiveness of language strategies and learning techniques which result from the identification of errors committed. EA can also be applied and used as a reference for remedial teaching.

Conclusion

Error analysis plays a significant role in language learning since it makes the learning process more effective, accurate and notably progressive. This approach is such remarkable endeavour in the field of second/foreign language learning. Thus, this chapter, mainly, tackles thoroughly an overview on error analysis. It highlights the procedures of this technique, types of errors and their sources. Hence, we have decided to conduct an error analysis, the most appropriate tool for describing and analyzing errors in order to find out the sources of the sources of errors of using past tenses in narrative essays.

Chapter Two : Past Tenses and Narration

Introduction

2.1 Tense, Time and Aspect System

2.1.1 Tense and Time

2.1.1.1 Compound Tenses

2.1.2 Aspect

2.1.2.1 Perfective and Imperfective

2.1.2.1 Progressive and Non-Progressive

2.2 The Use of Past Tenses in Narration

2.2.1 Past Tenses

2.2.1.1 Simple Past

2.2.1.2 Past Perfect

2.2.1.3 Past Progressive

2.2.1. Past Perfect Progressive

2.3 Narrative Writing

2.3.1 Definition of Narration

2.3.2 Purpose of Narration

2.3.3 Grammatical Features of Narration

2.3.4 Language Features of Narration

Conclusion

Introduction

Knowing grammar is very important to express and interpret what is said or written. Past tenses are often used in writing narrative texts. The students need to understand the structure and how to use them correctly in writing a narrative text. This chapter is devoted to introduce tense, time and aspect, and it discusses past tenses and their use as its main concern. Similarly, narrative writing will be tackled since the focus of this study is on writing narrative essays. This chapter will spot light on the definition of narration, the purpose of narration and most importantly the use of past tenses in narration. In addition, there are grammatical features and language features that differentiate between narration and other types of writing.

2.1 Tense, Time and Aspect System

Murcia and Freeman (1999) demonstrate that English tense-aspect system is crucial for ESL/EFL students in order to help them understand how the system functions and to know the different patterns of tense-aspect combinations. There are three tenses relates to time: present, past and future. Each of these tenses could be in simple, perfect, continuous or perfect continuous aspect. Accordingly, the tense-aspect system combination is one of the reasons that demonstrate the twelve ‘tenses’.

2.1.1 Tense and Time

Tense is one of the grammatical categories in English. It goes hand-in-hand with some other categories such as aspect, time and mood. The term ‘tense’ is derived from the latin translation of the Greek word (*khronos*) for ‘temptus’ meaning time. It has to do with time-relations which are expressed by systematic grammatical contrasts. According to Greenbaun and Quirk (1990), tense is a grammatical category related to the time of a situation. It is said to be just two: present and non-present or past. The present tense describes the situation which happens in relation to the time of speaking. The past tense describes the situation prior to speech time. Dowling and Locks (2006) regard tense, as the grammatical expression, used to describe how words in a particular location of events in time. Wiredu (1998) stated that tense takes the form of the verb in order to show whether the action took place, is taking place or will take a place in the past, the present or the future, respectively. Hornby (1975) argues that “Tense may also indicate whether an action, activity, or a state is, was, or will be complete, or whether it is, was, or will be in progress over a period of time” (p.78). By tense, we can recognize the correspondence the verb form and the time concept in

which the form of the verb indicates the time. Thukur (2006) claims that tense, in any language, refers to a particular classification of verb forms while tense forms vary from one language to another. However, time is the passing of days, weeks, months and years. It is present, past and future. The word time is a familiar concept for all mankind. Huddleston (1984) noted that past time is an inherently relational concept: the past tense inflection point to the time of the situation or the event took place is linked to another one, usually the sentence is said. Since the utterance is related to time and situation, tense can be described as ‘deictic’ (Comrie, 1976). The latter can be expressed through using some words such as: now, later, yesterday and so forth. Additionally, the temporal adverbs and temporal connectives play an important function in the sense that the temporal adverbs are words which are added to present further information to the event in relation to time. Temporal connectives are words used to describe the main clause and the subordinate clauses.

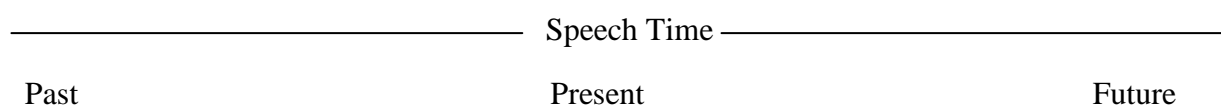


Figure 02: Time-line.

(Adopted from: Willie, 2011, p.43)

Depending on Willie’s study, speech time makes the distinction between past, present and future. We can recognize that the situation took place in the past if it happens before the Speech time. If the action or the activity happens at the speech time, it means that the action or the activity happens in the present. Whereas, if it happens after speech time, we conclude that it will happen in the future.

According to several studies, tense and time are not identical, yet they are associated with each other, and they differ in terms of reality and linguistics. In English, there are only two verb tenses: present simple tense and past simple tense. Concerning future, it is included within the present tense while time is classified into past, present and future (Çakir, 2011). According to Lewis (1986), Tense and time are completely different: time is concerned with humans’ reality, but tense concentrates on the linguistic area.

2.1.1.1 Compound tenses

According to Hornby (1975), compound tense is a combination of verb forms and these combinations are related with time. It is probably seen that there are many compound tenses

in English. Hornby (1975) states that compound tenses indicate activities or situations which relate whether to a period of time, simple, perfect, progressive and perfect progressive. The auxiliary verbs 'to be' and 'to have' are used when forming compound tenses.

2.1.2 Aspect

Aspect is related to "a grammatical category that reflects the way in which the verb actions are regarded or experienced with respect to the time" (Quirk et al, 1985, p.188). That is, the meaning of a verb is concluded from the time of a situation. In English, aspect falls into two categories: perfect and progressive which are regarded to be complex verb phrases, and indicate either present or past tense. Greenbuan and Quirk (1990) stated that the progressive aspect concentrates on the situation as being in progress at a specific moment.

2.1.2.1 Perfective and Imperfective

English aspect includes perfective and imperfective in which they differ from each other. Yap *et al* (2009) distinguish between perfective and imperfective. Perfective aspect is characterized by finished event which contains a finished verb, whilst imperfective is related to unfinished (progressive) event which contains the activity verbs. In the study of Schmiedtová (2003), "the categories of Perf and Imperf are based on a specific meaning such as "degree of completion", which characterizes each category in a unique way" (p.178). Schmiedtová (*ibid*) further states that 'Simplex verbs' and 'verbal prefixes' are two technical terms that must be taken into account. The former are verb forms that are used in imperfective aspect, and the latter are prefixes which are used to set the perfective aspect. Additionally, they differ in terms of time duration where imperfective takes a long time in comparison to perfective aspect.

2.1.2.2 Progressive and non-progressive

Continuous aspect seems the same as progressive aspect. In this regard, progressive aspect "is conceived of having more or less dynamic character, as opposed to being wholly static" (Huddleston, 1984, p.153). The situation is more static regarding the non-progressive aspect.

Aspect is divided into two types: perfective and imperfective. Concerning imperfective, there are habitual and continuous. The latter is divided into two aspects which are: progressive and non-progressive. The following figure shows the tense and its type.

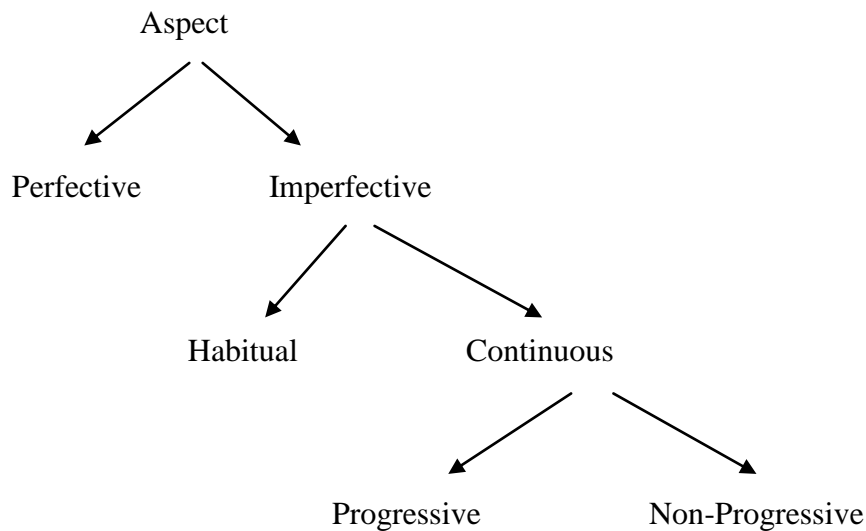


Figure 03: English aspect
(Adopted from: Dürich, 2005, p.26)

This figure elucidates Comrie’s assertion that under imperfective aspect there are two elements: habitual and continuous. The latter also is divided into two subtypes

Regarding what is mentioned above, the use of tense and aspect establish the mood for the conversation of the story being narrated. Verb aspect is usually associated with verb tense. Downing and Locks (2006) define tense and aspect in relation with time expressed by the verb, but from different angles. In other words, aspect is tied with the duration and the finishing point or incompleteness which are expressed by means of a verb which has to do with time relations. Downing and Locks (ibid) further state that tense is concerned with setting events in time, yet tense is used to demonstrate the way of viewing the event in relation to some considerations such as duration and completion when encoded by a verb.

2.2 The Use of Past Tenses in Narration

Narrative tenses are tenses used to talk about the past. We use them to tell or narrate stories, describe past events. Each past tense has a special role and particular use when narrating a story. All mostly, the use of past tenses differs in the way of describing the action whether the action took a long time in the past, started and finished in the past or describing a series of activities.

2.2.1 Past Tense

Past tense is one of the central interests to a huge number of studies on tenses. It is challenging especially to tense theorists because of the wide range of temporal interpretations which it may receive since it includes both simple and complex aspects of verbs. In this section, we will present past tenses one-by-one.

2.2.1.1 Past Simple Tense

Some grammarians define the simple past tense in many ways. Murcia and Freeman (1999) state and explain the sense of past simple tense that is over which is the feeling of “remoteness”. “The can be remote in time” (Murcia & Freeman, *ibid*, p.113). Azar (1992) said that the simple past tense is used to talk about activities or situations that started and finished at a specific period of time in the past. It is used to tell story or to describe a past events.

Example:

- *John visited his uncle yesterday.*

- *Lora played tennis last night.*

The simple Past Tense is used to refer to past actions or activities which took place in the past. It is also used to indicate repeated or habitual actions which finished in the past regardless of its duration.

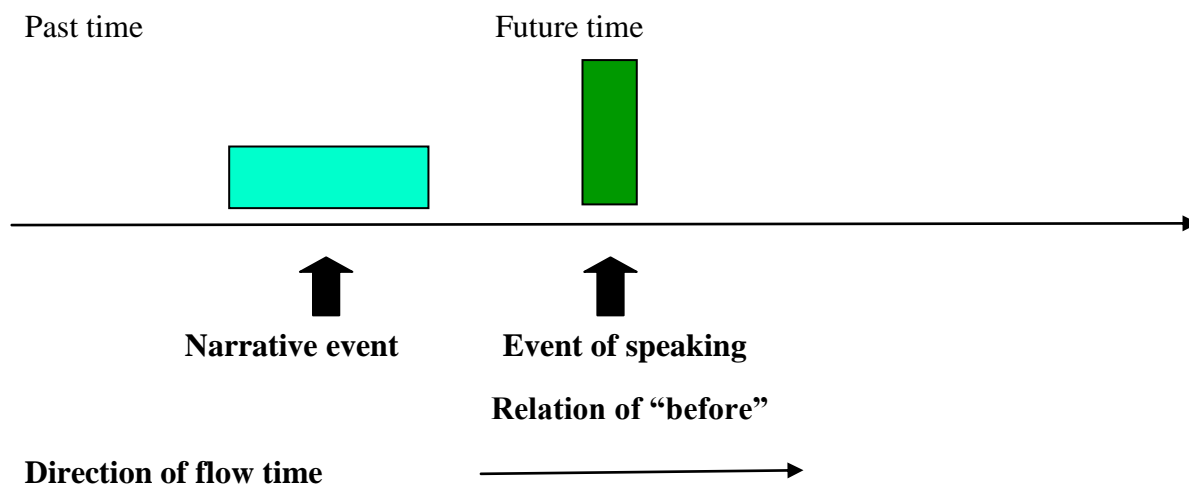


Figure 04: The Concept of Past Tense (narrated event)

(Adopted from: Kaplan, 1995, p.188)

In this figure, the concept of past tense is before ‘event of speaking’. The simple past tense is related to the ‘narrative event’.

The notions of the simple past tense differ according the purpose and its use. The following table presents the notions of the simple past tense with some examples to make it clearer.

Notions	Example
1). Past simple tense will be applied to describe the single finished situation or activity in the past.(Hornby, 1975; Murcia & Freeman, 1999; Yamput, 2011)	-I attended a meeting of that committee last night.
2). Past simple tense will be employed to describe the action or situation that happened routinely in the past. (Murcia & Freeman, 1999; Yamput, 2011) Additionally, Sinclair (1990) proposed that ‘would’ and ‘used to’ can be used to describe a situation which occurred repeatedly in the past but no longer does so.	- It snowed almost every weekend last winter. -A man with a list would come round and say you could go off duty. -I’m not quite as mad as I used to be. Actress used to be very reluctant to wear tight corsets.
3). Past simple tense will be used to talk about the finished situation with duration of time in the past. (Murcia & Freeman, 1999; Yamput, 2011)	-Professor Nelson taught at Yale for 30years.
4). Past simple tense will be used with states in the past. (Murcia & Freeman, 1999; Anderson, 2008)	-He appeared to be a creative genius (Anderson, 2008). -He owed me a lot of money (Anderson, 2008).
5). Past simple tense will be used to describe the imaginative condition in the subordinate clause. (Murcia & Freeman, 1999)	-If he took better care of himself, he wouldn’t be absent so often.
6). Past simple tense will be used for social distancing. Merriam Webster dictionary online provided the definition of social distancing as “the degree of acceptance or rejection of social intercourse between individuals belonging to diverse racial, ethnic, or class groups” (Murcia & Freeman, 1999)	-Did you want to sit down and stay a while?

Table 01: The Notions of Past Simple Tense

(Adopted from: CHATRUETHAI NAMKAEW, 2016, p.30)

Based on the definition above, it shows that the simple past tense is used to express a definite/ completed event in the past. This tense defines the situation in a specific time i.e. the simple past tense is used to shows the situations or activities that began and ended in the past.

2.2.1.2 Past Perfect Tense

Past perfect is used to state an activity which happens before another one in the past. That is to say, it describes a completed activity that happened earlier than another one. It is used when the activity took place and ended in the past. The past perfect can be seen as ‘past-in-the-past’ (Quirk et al, 1985). For example: *After I had taken a nap, I cook a delicious cake.* From this sentence, it is clear that taking a nap happened before cooking a cake. Thus, taking a nap is placed in the past perfect. Past perfect is used to talk about activities or situations that were completed before another action.

2.2.1.3 Past Progressive Tense

Hornby (1975) states that progressive can also be called continuous. According to Schmiedtová (2003), past progressive or, what he named in his research ‘past continuous tense-sequence of events’ is refers to the action or activity that happens before the past time and it extended for a period. Obviously, Past continuous is used to express an activity which started and lasted for a period in the past. Additionally, he called it ‘interrupted past continuous’. In this regard, adverbials of frequency are used. It is also used to demonstrate that the activity was in progress for some time. Past continuous may also be used to show that two activities were in progress at the same time in the past. It shows the action that was in process when this past narrative interrupted it. it is characterized by the use of the auxiliary verb ‘to be’.

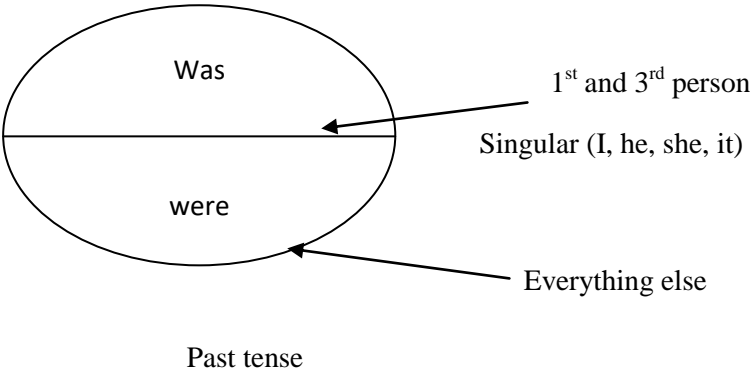


Figure 05: The distinction of the verb ‘Be’ in past tense form

(Adopted from: Murcia & Freeman, 1999, p.54)

The following table presents the different uses of past progressive tense according to some scholars.

Notions	Example
1).Past progressive tense is used for demonstrating an activity which was continuing at a definite time in the past (Sinclair, 1990; Nandy, 1993; Yamput, 2011).	-He was Catching fish when it began to rain. -Noi was washing her car yesterday.
2).Past progressive tense refers to the repetition of the process or utterance (Sinclair, 1990; Kaplan, 1995).	-Coach Monska was always yelling at Hook Jackson.
3).Past progressive refers to arranged or planned future events. It is also called 'futate'. It is noted that the progressive (be...-ing) futurate can happen with the past tense (Kaplan, 1995).	-I was leaving tomorrow, but my plans changed.
4).When two situations happened in the past, past progressive tense and past simple tense will be used together. The first situation (the situation that happened before) will be described by past progressive tense, and the second situation (the situation that happened after) will be described by past simple tense (Sinclair, 1990).	-I was waiting angrily on Monday morning when I saw Mrs.Miller.
5). Past progressive tense will be used to point out the ongoing situation which happened during another situation (Yamput, 2011).	-I dropped my watch while I was winding it.
6). Past progressive tense will be used to state the two or more situations that were happening continuously simultaneously (Yamput, 2011).	-Sit was cutting grass and Dej was painting the roof.

Table 02: The notions of Past Progressive Tense

(Adopted from: CHATRUETHAI NAMKAEW, 2016, p.30)

2.2.1.4 Past Perfect Progressive Tense

The past perfect progressive could also be used to express an action started in the past continued up until another time in the past, but overlaps with actions that began later. It is constructed using 'had been' with the present participle of the verb. There are some words, which we may notice, that are used alongside the past perfect continuous. The latter is a verb tense which indicates something that began in the past, continued in the past and finished at a definite point in the past. Past perfect continuous describes a past action that was interrupted by another one or that causes a later action.

2.3 Narrative Writing

Narration, also called storytelling, is to write about events which happen respectively. Most of the time, it seeks to follow chronological order; the order in which the writer narrates what actually occurred or could have been occurred one event after the other. But, it is not necessary for the writer to tell the events chronologically. He can give a flash back.

2.3.1 Definition of Narration

Narration is the act of telling a story, usually in kind of chronological order. Hogins (1978) stated "narration tells story, the story of a sequence of events. Sometimes happens over period of time"(p.66). It generally means any kind of explaining or telling of something. From what is told above, it can be said that narrative writing is a writing which tells about the story of events in a period of time.

In narration, there are important elements that play a big role in narrative writing; "every narrative has six elements – the who, where, when, what, why and how of the events" (Dietsch, 2003, p.124). It means that in writing narration those elements are important and help the writer in the sense that they guide him/her in narrative writing.

2.3.2 Purpose of Narration

Narration, as any type of writing, has a purpose which appears through the writer's words. "Obviously, a narration can entertain because a good story can amuse readers and help them forget about themselves for a time."(Clouse, 2003, p.160). This was supported by Anderson and Anderson (1977), they stated that narration has a particular purpose in which it presents something about the world that amuses or informs the reader or listener. Actually, the

purpose of narration is to amuse and entertain the readers. It makes them feel themselves included in the story while they are reading. Narration also used as an important strategy to inform and persuade the readers about the story.

2.3.3 Grammatical Features of Narration

Narrative writing is characterized by using specific words and structures. Grammatical features of narration can be noticed through using specific nouns such as person names, places and things. Adjectives are also used to form noun phrases in order to add more description to narration. Using time connectives and conjunctions as next, before, that, soon and so on tie the events in a chronological order. Moreover, narration is differentiated from the other types of writing in the sense that it makes use of particular adverbs, adverbial phrases, and action verbs.

2.3.4 Language Features of Narration

According to Anderson (1997), language features of narration are divided into four. First, proper nouns are usually used for identifying who/what is involved in the story or the text. Second, descriptive words are one of the tools that differentiate narrative texts from the other types of texts. Giving answers to who, what, when, where and how add a significant details to the story or the text. Third, past tense is the most appropriate tense to tell or retell an event or a story. Fourth, chronological order is needed in narration, so the writer must use words that show the sequence and the order of the events.

Conclusion

This chapter, mainly, tackled thoroughly past tense as one of the difficult tenses to master since it has several forms of verbs. it gives a wholistic image about past tenses. Meanwhile, from what has been mentioned so far, attempt was made to explain the different usages of past tenses in narration because the use of each tense goes besides its rules. Mastering tenses is something crucial for EFL and ESL students because the misuse of tenses may affect the meaning of the message being conveyed, so there would be miscommunication. What proceeded presents the theoretical base for this study. And in the following chapter, we will present the practical base of this study.

Practical Part

Methodology and Results

Introduction

2.1 Methodology

2.2 Research Design

2.3 Research Instruments

2.3.1 Writing Test

2.3.1.1 The Sample

2.3.1.2 Description and Administration of the Test

2.3.1.3 Data Analysis Procedures

2.3.1.4 Results

2.3.1.4.1 Description of the results

2.3.1.4.2 Discussion of the Findings

2.3.1.5 Recapitulation

2.3.2 Teachers' Interview

2.3.2.1 The Sample

2.3.2.2 Description of the Interview

2.3.2.3 The Analysis of the Interview

2.3.2.4 Recapitulation

Conclusion

Introduction

The present study aims at investigating the use of past tenses in writing narrative essays. We have presented, in the previous chapters, the review of literature of our research. We have reported what researchers claim about our major concerns. In this chapter, we are going to collect data and analyze them by conducting an error analysis approach in order to identify students' errors on the use of past tenses and to find out the sources of these errors. This chapter presents the methodology used in conducting this investigation, research design and research instruments. It deals then with the description of research instruments and the participants of each instrument (students and teachers). Through this chapter, we introduce data analysis procedures with discussion and interpretation of the finding. Finally, it ends with research implication in which some suggestions and recommendations were proposed, and we mention some limitations that we have faced during our investigation. Then, it is concluded with the general conclusion.

2.1 Methodology

In this study, we adopted a descriptive analytical approach. A descriptive analytic approach is used to describe students' errors on the use of past tenses when they write narrative essays. Kothari (2004) states that descriptive approach is used for the purpose of describing state of affairs as it happen in the real world. The analytical approach is used in order to analyze and determine teachers' attitudes towards the way of analyzing their students' errors.

2.2 Research Design

To achieve the aim of this study, we used the descriptive Quantitative method. Biggam (2008) stated that quantitative method refers to "research that is concerned with quantitative measurements"(p.86). That is, it helps in presenting the data statistically. On the other hand, a qualitative research is "an approach to social science research that emphasizes collecting descriptive data in natural setting, uses inductive thinking, and emphasizes understanding the subjects point of view" (Bogdan & Sari, 2006, p.274). This study will be carried out in two stages. Quantitative data were gathered from the test to quantify errors of the students who were asked to write narrative essays. Qualitative data were gathered from the essays in order to describe, classify and analyze them later and from the interviews in order to elicit teachers' attitudes towards error analysis and the use of past tenses.

2.3 Research Instruments

In this study, we used writing test to third year licence students of English and a teachers' interview including teachers of written expression and Comprehension. Students' test is chosen to explore the types and frequencies of errors and to discover the factors that led students to commit errors, whereas teachers' interview is chosen to elicit teachers' views and attitudes towards errors.

2.3.1 Writing Test

2.3.1.1 The Sample

The sample of the present study includes 31 third year licence students of English at Kasdi Merbah university of Ouargla in the academic year 2017/2018. They are both genders: male/female. Factors such as sex and age were not controlled in this investigation. They have studied English for 07 years in pre-university education, and in addition to 02 years at university studying grammar as a module. In this study, we have used a convenience sampling as the most appropriate sampling because of the familiarity and the proximity of the participants to the topic of the research. Cohen, Manion and Morrison (2007) claim that convenience sampling involves those who can serve as participants that help in gaining the needed sample size or those who can be considered to be ready to contribute in the study.

2.3.1.2 Description and the Administration of the Test

We distributed the writing test in a face-to-face meeting when the lecturer gave us his session. Then, the participants were requested to write narrative essays. The essays were ranged from one to one and a half single spaced pages in order to compose at least 200-250 words essay within 1 hour and 30 minutes. This test consists solely of one topic (see Appendix 01). The topic of the essay was so clear to answer, and we did that intentionally because if it was an ambiguous topic they would never feel at ease to write about it. By doing so, we believe that we can succeed to a great extent to reach reliability. After that, we collected the papers in order to analyze them.

2.3.1.4 Data Analysis Procedures

Following Corder's model (1967) of doing an error analysis, there are certain steps we have to follow. They are: data collection, description and explanation.

Our data analysis starts by collecting the essays from all the participants. Identification of errors is the second step in conducting an error analysis. Through reading, we have underlined students' errors concerning the use of past tenses. We have drawn a table in which one cell included all errors committed by students on the use of past tenses. Another cell was drawn for the appropriate reconstruction of these errors. Also, there was another cell concerning the error type, and there would be another one for the sources of errors (see the appendix 03).

SN	Error	Reconstruction of Error	Description of Error (type)	Cause/Source of Error
S1	/	/	/	/
S2	/	/	/	/
S3	/	/	/	/

Table 03: Steps of doing an error analysis

In the third step, we described errors made on the basis of Dulay's theory. All errors are selected in order to classify them according to subcategories of surface structure taxonomy. In this taxonomy, errors are divided into four types: omission errors, addition errors, misformation errors and misordering errors. The detected errors were classified under the previous error types. Then, we counted the frequency of each error type. Then, we processed the calculation of the results of the written test directing the error types by using percentage. After that, we made a graphic on the basis of the previous calculation in order to show what the common types of errors are.

Types of Errors	Frequency of Errors	Percentage (%)
1- Omission Errors	/	/
2- Addion Errors	/	/
3- Misformation Errors	/	/
4- Misordering Errors	/	/
Total	/	100%

Table 04: Computing Error Types Frequency

For getting the quantitative data, we will quantify error types and will be described in the table of frequency and percentage as follows:

$$P = F \times \frac{100\%}{N}$$

P : Percentage

F : Frequency

N : Number of cases (total of frequency)

After identifying errors and classifying them into types, the next step is explanation in which we mentioned the source of each error according to Brown (2000). They were classified into four (04) sources or errors: interlingual errors, intralingual errors, context of learning errors and communication strategies errors. We computed types of errors according to their sources by using percentages as indicated in Table 05. After that, we made a graphic on the basis of this calculation

Errors' Sources	Frequency	Percentage (%)
1- Interlingual	/	/
2- Intralingual	/	/
3- Context of Learning	/	/
4- Communication Strategies	/	/
Total	/	100%

Table 05: Errors' Sources Frequency

Those particular procedures were expected to provide us with significant information concerning students' errors, their types and their sources. They also help us to be aware of how to reconstruct errors.

2.3.1.4 Results

2.3.1.4.1 Description of the results

After gathering data, we have counted how much error made in the writing test of third year licence students of English at KMUO. The detected errors were huge and some how complicated. Those errors differ in their types and sources. In order to clarify errors and distinguish between them, we drew a table that helps us in analyzing students' errors (see appendix 03). The total number of error is 116 errors. They differ in types. Errors of omission,

errors of addition and errors of misformation have been identified, and no misformation errors have been found in their writing as follows:

Types of Errors	Frequency of Errors	Percentage (%)
1- Omission Errors	31	26.72
2- Addion Errors	03	2.59
3- Misformation Errors	82	70.69
4- Misordering Errors	00	00
Total	116	100%

Table 06: Computing Error Types Frequencies

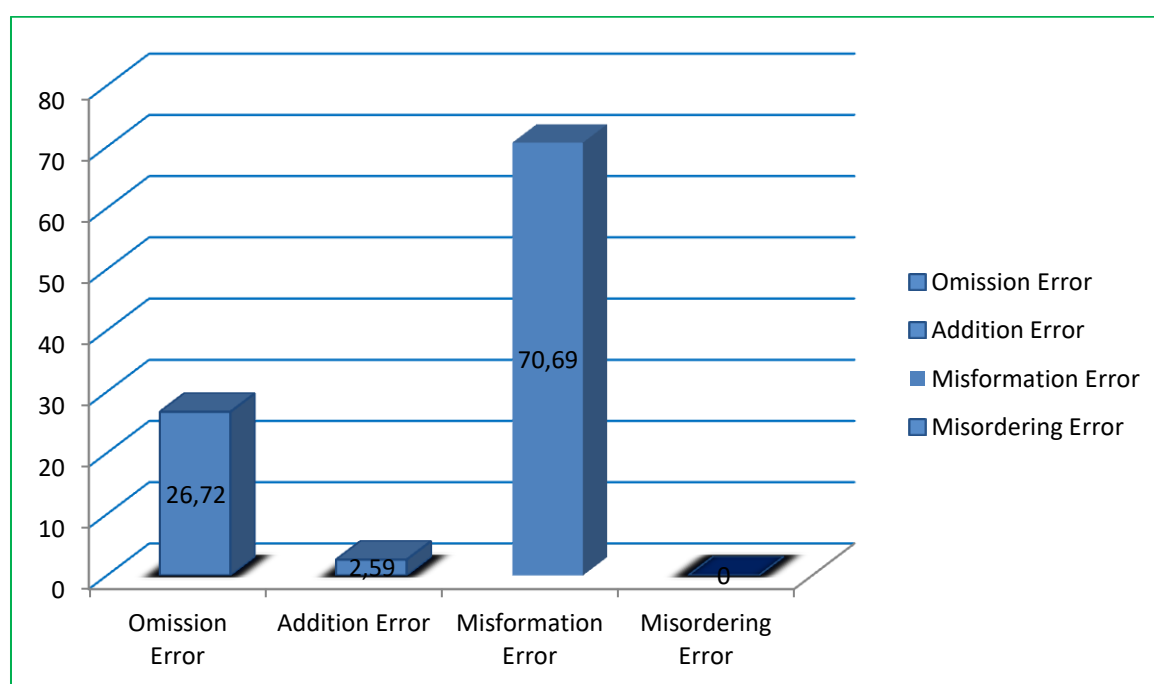


Figure 06: Error Types

Table 06 and Figure 06 above shows how many errors occurred in students' narrative essays. In addition, it shows the percentage of each error type. The most frequent error made by third year licence students of English at Kasdi Merbah University is Misformation error with 82 errors of the total 116 errors or 70.69%. Because students are not able to decide which form or which verb should be used, they find difficulty in choosing the correct verb and the correct form. Then, omission error occurred 31 times with 26.72%. Next, addition error appears 3 times of the total number of errors. We have noticed that misordering error does figure at all.

After describing errors according to their types, we have classified them with reference to their sources. If we just have a look at the table below, we find that the source of the most frequent errors is intralingual with 91 errors from the total 116 errors or 78.45 % whereas, some detected errors are associated with language transfer from L1 to L2 with 21.55% or 25 interlingual error. Intralingual errors were frequently mentioned, and this is related to the complexity of English tense system. Unlike interlingual and intralingual sources, we find that no one of the participants make errors which can be related either to the context of learning or communication strategies.

Errors' Sources	Frequency	Percentage (%)
1- Interlingual	25	21.55
2- Intralingual	91	78.45
3- Context of Learning	00	00
4- Communication Strategies	00	00
Total	116	100%

Table 07: Computing Errors' Sources Frequency

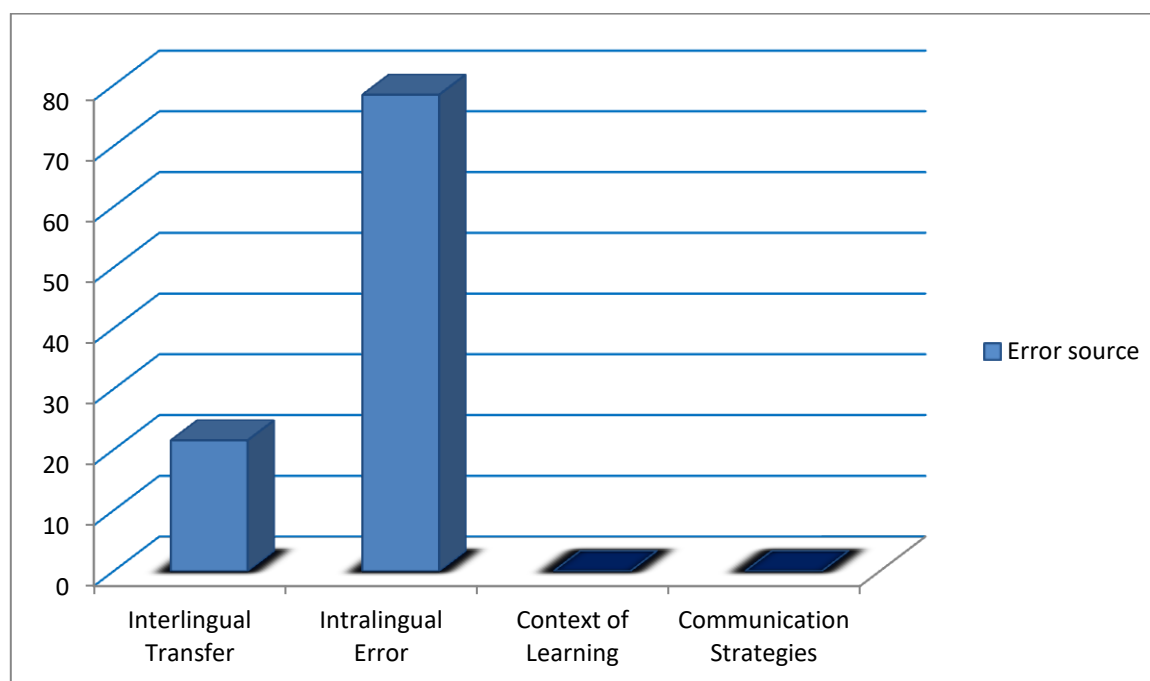


Figure 07: Sources of Errors

2.3.1.4.2 Discussion of the Findings

A writing test is a very important instrument that helps us in conducting our investigation. It also plays a significant role in providing us with some illustrations concerning errors in general and past tenses in particular. In fact, it does provide us with answers to our main questions in our research paper which ask about the common types of errors that third year licence students of English at KMUO made in the use of past tenses in narrative essays and the other question concerning the sources of such errors. Hence, our analysis represents errors in each narrative essay.

From error identification, we have extracted all errors committed by third year licence students of English at KMUO in the use of past tenses. Then, we have reconstructed them by giving the most appropriate correction for each error on the basis on the meaning. Here are examples of reconstruction:

Errors	Reconstruction of errors
1- It is happen to me (student 07)	1- It happened to me
2- I was not listen to her (student 13)	2- I did not listen to her

Table 08: Example of Error Reconstruction

Figure 05 shows the percentages of error types in which all errors were classified into types. Misformation error is the most common error used in students' narrative essays, where the majority of students, if not all, commit such kind of error. For example, students 01 made a misformation error when he wrote '*Life was changed*' instead of writing '*Life has changed*'. Misformation error is manifested by wrong selection and, in this case, using a verb instead of another, so the message will be broken down. The same student made another misformation error when he conjugated the verb '*to come*' in present where should be formed in the past. He used '*She come*' instead of '*She came*'. Another verb construction which is classified as misformation error appears in the essay of student 17. He wrote '*No one trie to help*', but rather it should be like '*No one tried to help me*'.

Meanwhile, another type of errors found in students' essays is omission error. It is characterized by missing one letter or more or deleting a part of compound verbs such as in the sentence '*She die*' produced by student 18 in which he omitted the latter '*d*' that should appear at the end of the verb to indicate past event. Student 31 made the same error type in forming the past simple of the verb '*to write*' as the following example: '*I wrot many short*

stories' where he is supposed to add the same indicator for regular simple past 'd' to be like: *'I wrote many short stories'*. Another error construction was made by student 04 is considered omission error, and this is due to missing the auxiliary verb *'to be'* to express past continuous as in the sentence *'I studying at middle shchool'*. It should be *'I was studying at middle school'*. Also, when student 18 deleted the suffix *'ing'* to the verb in order to construct past continuous, he wrote *'She was cry'* instead of writing *'She was crying'*.

Addition error was not frequent in students' writing. They are rarely committed. Student 02 put unnecessary addition in the sentence *'I starte to prepare myself'* instead of using the verb *'to prepare'* solely. It should be as follow: *'I prepared myself'*. Another construction made by student 19 is considered as addition error. His sentence *'He is deid'* is recognized by adding unnecessary auxiliary before the verb. It is supposed to be written like: *'He died'*. Unlike misformation, omission and addition, misordering error did not appear in students' narrative essays.

From the calculation of the data concerning the sources of errors, it seems that intralingual error is the major sources for students' errors with 78.45%. It is caused by the students attempt to follow the rules of the English tense system, and s/he may deviate from it in one way or another. This may lead to overgeneralization, ignorance of rule restrictions, incomplete application of the rule or false concept hypothesized. For instance, student 25 wrote the sentence *'I losed my father'* which reflects overgeneralization of the rule in wrong concept of the simple past tense where it should be written as *'I lost my father'*. Students think that *'ed'* suffix is the only indicator for the simple past tense, and they do not take into consideration the irregular forms of irregular verbs. Another intralingual error made by student 15 which reflects ignorance of rule restriction in *'I tell to her'*. In this case, students 15 ignored the restrictions on the use of the verb *'to tell'* which should not follow by *'to'* but rather should be corrected to be: *'I told her'*. In addition, there are a lot of intralingual errors in students' essays that reflect incomplete application of the rule like in the sentence *'I was study'* written by student 12. It is supposed to be *'I was studying'*. The last type of intralingual errors was made by a number of students which is false concept hypothesized. it is manifested by various forms such as using double indicators for the same feature as in the sentence *'Did not saw him'* produced by students 03. S/he supposed to write *'Did not see him'*.

Interlingual transfer happens because of the rule of the mother tongue or L1. In this study, Arabic is the L1 of the participants. Students tried to build a structure that does not

reflect the rules of the English tense system. Student 12 imitates the habitual utterance that is used in Arabic and wrote *'My family stand with me'* where he supposed to write *'My family stood by my side'*. Another student made such error when s/he used the verb *'to sleep'* with the word *'leg'*. S/he wrote *'His leg slipped'*, and s/he means *'His feet were numb'*. In this sentence, the influence of his/her mother tongue is very clear.

2.3.1.5 Recapitulation

Based on the data analysis of the findings of the writing test, it can be said that misformation error is the most common error type that third year licence students of English at KMUO made in the use of past tenses in their narrative essays with 70.69%. Students do not pay attention to the different aspects of past tenses when they produce a piece of writing. The second error type that is commonly made in students' writing is omission error because they omit apart of the correct construction of the verb. They omit the suffix *'ed'* in some cases where the verb should be conjugated in the simple past. In this study, participants rarely made addition errors where there is unnecessary addition, and they never commit misordering error.

Overall, it can be seen that intralingual errors are considered to be the first source for students' errors since they are the most frequent source with 78.45%. That is, the nature of the English tense system is the first cause for such errors. It is also seen that interlingual transfer can be considered as the second source of errors in the use of past tenses with 25%. Students might influenced by their mother tongue in the sense that they bring structures from their L1 and use it in L2 or they create their own structure whether to a verb or a sentence which is related to language interference.

2.3.2 Teachers' Interviews

2.3.2.1 The Sample

This study uses an interview as another research instrument in order to collect more significant data. The number of the participants in the current study is six teachers of written expression and comprehension of the total 10. All of them teach courses of written expression and comprehension at the English department at Kasdi Merbah University of Ouargla, and among them teachers who have more than 7 years experience in teaching in general and written expression and comprehension in particular. In this study, we have used a purposive sampling as the most useful sampling for such a kind of interviews. Ritchie and Lewis (2003) stated that "The sample units are chosen because they have particular features or

characteristics which will enable detailed exploration and understanding of the central themes and puzzles which the researcher wishes to study” (p.78)

2.3.2.2 Description of the Interview

We used a semi-structured interview as another instrument adopted in this study to gather to obtain qualitative data that may contribute in achieving the research validity. An interview, as any other tool for collecting research data, helps to make the phenomenon being studied clearer. It is a kind of questions addressed to a given individuals who have an experience in the field of the study. According to Khothari (2004), an interview is kind of an oral-verbal stimuli presentation that requires an oral-verbal response. Twelve Questions were addressed to the participants in order to get some views about teaching past tenses in narrative essays during written expression and comprehension courses (WRC). The first and second questions are asked to know if there is a particular method or approach teachers of written expression and comprehension adopt in teaching narration. Then, other questions were proposed in order to see the way teachers of WEC follow to identify students’ errors (see Q3, Q4 and Q5) and how they correct them (see Q8 and Q9). In addition, particular questions were asked in order to be aware of what kind of activities teacher of WEC do in class to show students how to use past tenses appropriately and their role in a sentence (see Q6 and Q10). For the purpose of knowing to what extent teachers of WEC train students how to use past tenses, we have formulated Q7. Concerning their attitudes towards students’ errors and the probable sources which may contribute in increasing errors in tense, we have written Q11. Finally, we have concluded the interview with a Q12 in which they will give us some suggestions to the teachers of WEC.

2.3.2.3The Analysis of the Interview

In this section, we will analyze teachers’ answers to the questions being proposed as follows:

Q1: As a teacher of written expression and comprehension, is there any method or approach you follow in teaching narration as a type of writing?

All participants agreed upon the idea that they do not follow a strict method or approach in teaching narration as a type of writing. Hence, every one chooses his/her own way of teaching.

For the first participant, s/he claims that the method which s/he follows in teaching narration in general and narrative essays in particular is to make students aware of how to construct beautiful structures. Concerning narrative essays, his/her aim is to teach students the organization of narrative essay in which s/he starts with *“the introduction that has the thesis statement and the hook which attracts the attention of the reader and which rests him in reading the essay”* Then, s/he highlighted the importance of the topic statement in each paragraph of the body. According to him/her everything would be in the past simple, past continuous, past perfect and rarely past perfect continuous with the use of present simple only to show a historical present.

For the second participant, s/he says that there is no specific method for her to follow in teaching narration. Though, s/he did not provide us enough explanation to clarify his/her way of teaching narration.

For the third and the fourth participants, they argued that they follow their personal methods. On the basis of some theoretical and abstract methods, they see that exposing students to narrative texts is very helpful. They give their students narrative essays as a model with some questions concerning what the students got. Then, they have to write narrative essays on another theme but following the same structure as the essay model. On the basis of such essays, teachers derive together with students what is special for narrative essays.

For the fifth and the sixth participants, narrative essays need a special attention from both teachers and students. They follow their own way of teaching that goes with needs and interests of the students. They divide students into teams, and each team writes a part of the same essay. The first team writes the introduction, and the second team writes the first paragraph of the body of the essay. The third team writes the second paragraph of the body and so on. Then, they exchange their drafts and correct each other's mistakes.

Q2: Is there a readymade method for teaching narrative essays specified in the syllabus?

All participants answered the question by ‘No’. Teachers are not given a specified method regarding teaching writing either at the level of the curriculum, at the level of the syllabi-designed or at the level of the English department. Teachers have to read and have to know about the different methods they can use in the class of writing.

Q3: Do students have difficulties in writing narrative essays? What type of difficulties?

All participants answered the question by 'Yes'. Students do have difficulties in writing in this special kind. All of them see that the majority of students do face difficulty in using the appropriate tense such as using the present simple instead of using the simple past, and they may fail in describing ideas and in organizing events in a chronological order. The first participant claims that students do not know how to indicate transitions from one sentence to another. S/he also mentions "*the difficulty in having a message across clearly*". The third participant adds that differentiating between description and narration is another obstacle that students may face. S/he further says that students fail in producing the language of narration itself. The fifth participant considers writing a good thesis statement and a good conclusion may cause a problem for the students. The fifth participant divides the difficulty into two points. Linguistic difficulties are related sentence structure, organization and tenses, and cultural difficulties appear when confusing the L1 with L2 regarding the way of thinking.

Q4: Concerning past tenses, do students use/ misuse past tenses when they write narrative essays?

All participants claimed that the majority of students do misuse past tenses when they write narrative essays. And this is related to the level of proficiency of students. Although, there are excellent students who rarely make such errors in using past tenses, others confuse in differentiating the various use of past aspects. One of the participants says that 99% of students rely on one aspect of past tense which is the simple past, and they rarely use past perfect, past continuous and past perfect continuous.

Q5: What are the common types of past tenses errors that students make when they write narrative essays?

Each one of the participants answers the question according to his/ her experience in teaching narrative essays. The first participant considers the mixture of using past tenses is so common in which students are not aware enough with the different use of past aspects. The second participants did not answer the question. Participant three and four summarize the common types of errors in using past tenses as follows:

-Students do not conjugate verbs.

-Students are confused to express pastness, and they use wrong forms which are created by them.

-Students use the auxiliary 'to be' before the verb instead of adding the 'ed' to a verb because they think that it is a mark of pastness.

-Students fail in writing the irregular verbs correctly.

The fifth participant sees that students do not know which tense should be the first and which tense comes the second, and they use the same tense like in the case of using past perfect first in the first clause and past simple in the second clause. They use, in both clauses, the past perfect. According to the sixth participant, the majority of students do confuse the past simple and the present perfect. They do not know exactly when to use the past simple tense and when to use the perfect/ continuous aspects.

Q6: When teaching narrative essays, do you draw students' attention to the use of past tenses since they are commonly used in narration?

All participants argue that they do draw students' attention to the use of past tenses from the very beginning of the session that they are going to narrative or talk about an event that happened in the past, and then they direct students' attention to the tenses that they can use in narration and tell them the way to use them. One of the participants adds that s/he gives students activities to explain to them how to use past tenses.

Q7: Do you train students how to use past tenses in narrative writing? How?

Four participants emphasize teaching past tenses explicitly by exposing students to different activities which are related to grammar, the use and the misuse of past tenses and the most appropriate use. Those participants highlight the role of teaching of grammar in written expression and comprehension courses. According to them, they specify some sessions to teach past tenses through explicit instructions in order to simplify to students the use of past tenses. Two participants claimed that they do not specify courses to teach past tenses or grammar. They only remind students of the lessons of grammar since they have tackled all tenses, so they do not take much time in writing session to tell students about grammar. Therefore, they teach past tenses implicitly during written expression and comprehension classes. One participant drew his/her focus on past tenses by giving students narrative essay

sample in which verbs are put between brackets and in the infinitive form, and students are asked to conjugate verbs in the most appropriate tense.

Q8: Do you tend to correct all tense errors in this type of writing, or you focus on serious errors only?

Different answers have been proposed. Five participants mentioned that they cannot correct every single error since they are dealing with large and mixed ability classes, so they focus on the commonality of errors between students in order to direct students' attention to such deviations so not to repeat them again in the coming essays. One participant further said that she does not devote students' attention to all errors because at this level (third year licence) students should be left to find a way to correct their errors by themselves.

Q9: How do you correct them?

The ways of correcting error differ from one teacher to another. Participant one claim that he always devotes their attention to the indicators of the past tense, and if there is no indicator, he tells them to see the context which determine which tense should be used. The second participant sees that writing the common errors on the board is useful to correct such errors. Another participants supply students with the correct form and explain for them why this form and not another. Another participant follows scaffolding as way to correct past tenses errors. Although each participant has his/her own way of correction, they agreed that peer correction is an effective technique to avoid errors or at least reduce their numbers.

Q10: Do you attempt to show students how serious errors in tenses may affect their writing message?

All participants tend to clarify for students how serious errors might change the meaning of the message. So, it is highly important to show them how the selection of tense influences the meaning. One of the participants has a special way in addressing students' attention to the influence of using a given tense on the message across. S/he gives them sentences and changes the aspects of the tense, and after that s/he let students guess if the meaning still the same. They would have understood that the tense has a given meaning. If the aspect has changed, the meaning will change, too. Some participants did not provide us with a clear example to show how they show students that serious errors affect the meaning of the whole message.

Q11 : According to you, what are the probable sources for such errors?

The majority of the participants are of the same opinion that mastering fully the L2 tense system can be the first source of such errors. Another reason was suggested by the third and the fourth participants in which she relates such errors to teaching grammar in context. They think that students are not really taught the tenses the correct way or they are not given the opportunity to see how tenses are used in the English system. Another participant supports the idea that students think that grammar module is separated from written expression and comprehension, and what they have got in grammar do not applied in the writing class. The fourth participant claimed that *“the way teachers teach the tenses affects the way students receive the tense in English”*. One of the participants did not answer the question.

Q12: How can you as a teacher giving lectures in written expression and comprehension deal with such difficulties?

The answers of this question were a kind of suggestion and recommendations for teachers of written expression and comprehension. The first participant suggested that teachers should make students *“trigger their imagination to think about events even if it does not happen to them”* This will make them able to use manipulate structure in particular and narrative language in general. Participant two claim that teachers of written expression and comprehension and teachers of grammar must work in parallel, and there should be a serious collaboration between them. She further said providing lectures of grammar implicitly within written expression class can play an important role in absorbing students to the different uses of past tenses. Participant three advises teacher to expose their students to more than one model text, and we quote: *“The more we expose them to real texts, the more we explicitly show them that tenses work in such a way. The better performance will be”* The other participants believe that using some quotes such as short stories, novels, narrative essay samples written by others and so on will make students aware of the uses of past tenses. They also suggest another strategy which is to have listening activities in the class of writing like audio, movies and videos which focus on the use of past tenses.

2.3.2.4 Recapitulation

The main purpose for choosing this instrument ‘interview’ in this research is to discover teachers’ opinions about the use of past tenses in narrative essays, to know the ways and the methods they follow to teach narration and past tenses and to recognize the various ways of

correcting such errors. Also, this interview seeks to see to what extent teachers of written expression and comprehension at KMUO apply teaching grammar through written expression and comprehension. What we have concluded from the interview is that the majority of students use one aspect of the past tense which is the simple past. Second, most of teachers believe that the sources of errors can be related to either intralingual transfer or the complexity of the English tense system. Finally, we noticed that written expression and comprehension teachers at KMUO take into consideration teaching grammar implicitly during their writing classes although there are some of them do not specify some sessions to teach grammar explicitly and in details, and they believe that teaching grammar is limited to grammar teachers.

Conclusion

We have discussed, in this chapter, the methodology adopted in this research. The first part was devoted to present the research instruments. The first instrument was written test. Through this test, we have attempted to find answers to the research questions and to achieve the highlighted objectives for this study which were explained through adopting both quantitative and qualitative research methods. The next part was concerned with teachers' interviews which is the second instrument used in this research. These interviews were carried out for the purpose of recognizing teachers' attitudes towards errors made by their students. The chapter also presents the data collection methods and data analysis procedures. It ends with discussing the results. Through these procedures, we have concluded that errors are of different types and various sources, and that's what should be taken into consideration during written expression and comprehension university courses at KMUO.

Pedagogical Implications

Having established an image of the use of past tenses in narrative essays written by third year licence students of English at KMUO and pointing out the significance of learners' errors which provide an evidence of how language is learned and what strategies learners employ in the learning of L2, we have made some suggestions and recommendations for further researches on the basis of the findings of the present study.

For the institute:

1- There should be a specific method or approach that guides teachers to teach narrative essays the correct way

2-Add some extra sessions for the module of written expression and comprehension in order to train students how to write attractively because written language reflects one's level.

For the English teachers:

1-They should provide more practice and give students activities with more examples that touch directly the use of past tenses in narration.

2-They should follow effective methods by using effective teaching strategies in teaching grammar through written expression and comprehension.

For the students:

1-Students have to pay more attention to the different aspects that may confuse them. After they become familiar with the aspects, they will be aware of how to use them appropriately.

2-They should practice writing outside the classroom because the more they practice, the more the committed errors will be avoided.

Limitations of the Study

Although this study is very important, it does have some limitations. Firstly, not all students were interested to participate in the written test because they thought that contribution in such a work is useless or may be due to their weak level in writing essays. Since this study is conducted on just 31 third year licence students of English, the sample selected cannot represent a broader population, so its results cannot be generalized. In addition, we have focused only on past tenses though there are other tenses can be a subject for study, and this is due to time constraints. At the same time, the questions were not answered as honestly as one could have expected. Some participants answer in a form of a paragraph where they should have answered in the form of an essay. Concerning teachers' interviews, we have decided to interview 08 teachers of written expression and comprehension, but unfortunately we have missed two of the participants for the reason that they were so busy.

General Conclusion

General Conclusion

The current descriptive analytic study aims at exploring the error made by third year licence students of English at KMUO. This is based on answering the main questions of this study which are: “What are the common errors that third year licence students of English have when they use past tenses when they write narrative essays?” and “What are the sources of these errors?”. We have used two different research instruments. First, writing test was done in order to discover the common error in students’ writing, and second teachers’ interviews was used to know teachers’ attitudes towards students’ errors. The finding of the present study yielded significant insights. The results of the writing test show that the common error that appeared in students’ essays are, from the highest percentage to the lowest, misformation errors, omission errors, addition errors with no existence of misordering errors. Teachers’ interviews also provide some important results. It has clarified their attitudes towards errors and their ways to deal with such language deviations. On the basis of these findings certain implications have been drawn.

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Appendices

Appendix 01 Writing Test



Kasdi Merbah University – Ouargla
Faculty of Letters and Languages
English Department

Answer in a form of an essay

Tell a story about the following topic:

*An experience/accident that happened to you and changed your life.

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Appendix 02: Samples of Students' Texts



Student 02

Kasdi Merbah University – Ouargla

Faculty of Letters and Languages

English Department

Answer in a form of an essay

Tell a story about the following topic :

*An experience/accident that happened to you and changed your life.

Life is full of lessons and every day
Learn us a lesson that may change our life
completely or partially according to the lesson.
I remember my last day at university
when I was about to miss the exam. The story
began the day before the exam when I was studying
and revising my lessons to pass the exam. I stay
till a late time in the night revising very
hard all the lessons to get a good mark in the exam.
I slept too late at about 12:30 pm and for sure
I wake up too late. I started to prepare myself
very quickly to not be late for the exam. I prepared
I wear my clothes very quickly and my scarf also
when I finished wearing my clothes I went out
from home running to get the bus to the university.
I didn't find any bus outside and I started
to walk and cry because the time was about 8:
9:00 o'clock morning. Finally, came the bus and
I thank Allah that I sit on it. I arrived to university
and I went running too fast to the room of the exam
and Alhamdulillah I passed the exam and I succeeded
in it with a good mark.
To conclude, I learned that I will never
ever stay too late revising my lessons to
not be late again.

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Student 12

Answer in a form of an essay

Tell a story about the following topic :

*An experience/accident that happened to you and changed your life.

My life is a train that has stations in every station stop and I take a rest sometimes long and sometimes short and I am still in my trip, but one day something happened to me change my life.

I was ^{was studying} studying on third year secondary school and it was my life perfect. I was a girl like my girl at secondary school try to be people interest try to be succeed, and so that until one day when I feel a pain in my shoulder and the pain is always ^{felt} getting bigger and I stilling more it until I couldn't move my arm after that went the hospital and they say to me is going to change to cancer if you don't get an operation to get it away so I was so scared ^{got} but my family stand ^{stand} with me and the operation is succeed after it relaxed that health is the bigger gift to us before what happen to me I was not worried about my health but now I am so getting my health important of my health and getting care of my self.



Student 14

Kasdi Merbah University – Ouargla
Faculty of Letters and Languages
English Department

Answer in a form of an essay

Tell a story about the following topic :

*An experience/accident that happened to you and changed your life.

Life is full of accident good ones and other
bas, both of them may change our interesting
thought our decision in life.

I was always in university look and make
comment on a girl ~~she~~ ^{was dressing} dress like a boy and she
act like them you could say ^{was acting} totally a boy. one
day I was with my friend walking and I ^{saw} saw
her and start judging her. then my friend ^{stopped} stopped
we she told me that the girl lost her parents in
a car accident and left her with her young
brother only so she start going out with him
and ^{sat} wait ^{sat} with his friend always hanging
out with him. so she ~~become~~ ^{was behaving} behaving like

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like boy. I ~~stop~~^{stopped} for a moment and regret all
I ~~learned~~^{have learned} from this experience that we don't have the
right to judge other by the way they look. We should
judge them by how they treat us and try to treat
people like we would want to be treated.



Student 15

Kasdi Merbah University – Ouargla
Faculty of Letters and Languages
English Department

Answer in a form of an essay

Tell a story about the following topic :

*An experience/accident that happened to you and changed your life.

Life is a like an exam... but everyone live his own experiences and events also it's good. Everyone in the have problems and experiences. When I was getting my bac exam 2015 first time I was fear for the university life, but by the time I started to make relation with my friend. One day I was communicate with girl and by the time was my best friend I was confident to her and tell all my events and stories, she is my second sister, in this year I checked from her, because in the beginning of this I try to take room with her in the campus but I ^{decided} I tell to her that the administration refuse our request after few minutes ^{sent} send me message tell to me that I'm not good people and so on. ^{told} early this message made me checked and I say for a long time I even I think to stop my studies. ^{checked} Finally, I get sure that the life by time give us experiences and the real friends is with you all the time and this every change my life.

Appendix 03: All Errors in the Corpus

SN	Error	Reconstruction of Error	Description of Error (type)	Cause/Source of Error
S1	-I receive	-I received	-Omission error	-Intralingual Error
	-Life was changed	-Life has changed	-Misformation error	-Intralingual Error
	-The first who succeed	-The first who succeeded	-Omission error	-Intralingual Error
	-I waited	-I was waiting	-Misformation error	-Intralingual Error
	-I hear	-I heard	-Omission error	-Interlingual Transfer
	-I am anxiety	-I was anxious	-Misformation error	-Intralingual Error
	-She come	-She came	-Misformation error	-Intralingual Error
	-and ask	-And asked	-Omission error	-Intralingual Error
S2	-The story begins	-The story began	-Misformation error	-Intralingual Error
	-I starte to prepared myself	-I prepared	-Addition error	-Interlingual Transfer
	-I wear	-I wore	-Misformation error	-Intralingual Error
	-I went running	-I ran	-Misformation error	-Interlingual transfer
S3	-My father get out to the mosque	-My father went out to the mosque	-Misformation error	-Intralingual Error
	-Be late to return	-Was late to return	-Misformation error	-Intralingual Error

	- Did not saw him again	-Did not see him again	-Misformation error	-Intralingual Error
	-My father enter	-My father entered	-Omission error	-Intralingual Error
S4	-There is an experience	-There was an experience	-Misformation error	-Intralingual Error
	-I Studying at middle	-I was studying at middle	-Omission error	-Intralingual Error
	-The life also changed	-The life also has changed	-Omission error	-Intralingual Error
	-Many lessons help me	-Many lessons taught me	-Misformation error	-Intralingual Error
S5	-I met new people	-I have met new people	-Omission error	-Intralingual Error
	-That is funny	-That was funny	-Misformation	-Intralingual Error
S6	-I was having	-I had	-Misformation error	-Interlingual Transfer
	-His leg slipped	His fessst were numb	-Misformation	-Interlingual Transfer
	-Other vehicle come right	-Other vehicle came right	-Misformation error	-Intralingual Error
S7	-We passing a hard moment	- we passed a hard moment	-Misformation error	-Intralingual Error

	-The thing that happen to me	-The thing that happened to me	-Omission error	-Intralingual Error
	-He face	-He faced	-Misformation error	-Intralingual Error
	-It was happen to me	-It happened to me	-Misformation error	-Intralingual Error
	-I take my Bacalorate exam	-I succeeded in my Baccalaureate exam	-Misformation error	-Interlingual Transfer
S8	-When I get it	-When I got it	-Misformation error	-Intralingual Error
	-I started thinking about the speciality	-I was thinking about the speciality	-Misformation error	-Interlingual Transfer
	-I start studying English in the middle school	-I was studying English in the middle school	-Misformation error	-Interlingual Transfer
	-I try to improve my abilities	-I had tried to improve my abilities	-Misformation error	-Intralingual Error
	-First time, that I come to the university	-The first time I came to the university	-Misformation error	-Intralingual Error
	-We suffer there	-We were suffering there	-Misformation error	-Intralingual Error
S9	-I was fight to reach my dreams	-I was fighting to reach my dreams	-Omission error	-Intralingual Error

	-I suffered and meet a failure persons	-I suffered and met a failure persons	-Misformation error	-Intralingual Error
S10	/	/	/	/
S11	-I Had failing experiences	-I failed in many experiences	-Misformation error	-Intralingual Error
	-I pass my BAC	-I passed my BAC	-Omission error	-Intralingual Error
S12	-I was study	-I was Studying	-Omission error	-Intralingual Error
	-Until one day when I feel a pain	-Untill one day when I felt in pain	-Misformation error	-Intralingual Error
	-I went the hospital and they say	-I went to the hospital and they said	-Misformation error	-Intralingual Error
	-If you don't get operation	-If you didn't do an operation	-Misformation error	-Interlingual Transfer
	-My family stand with me	-My family stood by my side	-Misformation error	-Interlingual Transfer
S13	-I know that after	-I knew that after	-Misformation error	-Intralingual Error
	-After what happed to me	-After what happened to me	-Omission error	- Intralingual Error
	-She advise me	-She advised me	-Omission error	-Intralingual Error

	-I was not listen to her	-I did not listen to her	-Misformation error	-Interlingual Transfer
	-Now I am regret about what I was doing	-Now I regret about I had done	-Misformation error	-Intralingual Error
	-I tell her everything and I told my little sister	-I told her and my little sister everything	-Misformation error	-Intralingual Error
S14	-A girl she dress like a boy	-A girl was dressing like a boy	-Omission error	-Intralingual Error
	-I sow her	-I saw her	-Misformation error	-Intralingual Error
	-My friend stoped me	-My friend stopped me	-Omission error	-Intralingual Error
	-And she sit with his friends	-And she sat with his friends	-Misformation error	-Intralingual Error
	-She behaving like boys	-She was behaving like boys	-Omission error	-Intralingual Error
	-I stop her for a moment	-I stopped her for a moment	-Omission error	-Intralingual Error
	-I learned from this experience	-I have learned from this experience	-Omission error	-Intralingual Error
	-She act like them	-She was acting like them	-Omission error	-Intralingual Error

S15	-When I was getting my bacaleareat exam	-When I got my Baccalaureaute exam	-Misformation error	-Intralingual Error
	-One day I was communicate with girl	-One day, I had talked to a girl	-Misformation error	-Interlingual Transfer
	-I tell her my events	-I told her my stories	-Misformation error	-Interlingual Transfer
	-I try to take room with her	-I decided to be with her in the same room	-Misformation error	-Interlingual Transfer
	-I tell to her	-I told her	-Misformation error	-Interlingual Transfer
	-Send me message	-She sent me a message	-Misformation error	-Intralingual Error
	-Tell to me	-Told me	-Misformation error	-Interlingual Transfer
	-This message made me chocked	-This message chocked me	-Misformation error	-Interlingual Transfer
	I cry for a long time	-I had cried for a long time	-Misformation error	-Intralingual Error
S16	-They say	-They said	-Misformation error	-Intralingual Error
	-At early age I think	-At early age, I thought	-Misformation error	-Intralingual Error
	-I have frozen my life until I met someone	/	-Misformation error	-Interlingual Transfer

	-She were more like the light	-She was more like the light	-Misformation error	-Intralingual Error
	-We are supposed to	-We were supposed to	-Misformation error	-Intralingual Error
S17	-It is something difficult	-It was something difficult	-Misformation error	-Intralingual Error
	-No one trie to help	-No one tried to help	-Misformation error	-Intralingual Error
S18	-That day is the end of a person	-That day was the last day in the life a person	-Misformation error	-Interlingual Transfer
	-She die	-She died	-Omission error	-Intralingual Error
	-I miss her a lot	-I missed her a lot	-Omission error	-Intralingual Error
	-I get the news	-I had got the news	-Misformation error	-Intralingual Error
	-When my mother receive a call	-When my mother received a call	-Omission error	-Intralingual Error
	-She was cry	-She was crying	-Omission error	-Intralingual Error

	-I asked her what happen	-I asked her what happened.	-Omission error	-Intralingual Error
	-My sister arrive to home	-My sister arrived home	-Omission error	-Interlingual Transfer
	-I tell her	-I told her	-Misformation error	-Intralingual Error
	-What happen	-What happened	-Omission error	-Intralingual Error
	-She pass away	-She passed away	-Omission error	-Intralingual Error
	-I cry for hours	-I had cried for hours	-Misformation error	-Intralingual Error
S19	-The worst day I have in my life	-The worst day I had experienced in my life	-Misformation error	-Intralingual Error
	-I get up in the morning	-I got up in the morning	-Misformation error	-Intralingual Error
	-Then we comeback to the compus	-Then, we cameback to the compus	-Misformation error	-Intralingual Error
	-My college which live in the same compus with me	-My collegues who was living in the same compus as me	-Misformation error	-Interlingual Transfer

	-My father make an accident	-My father had an accident	-Misformation error	-Interlingual Transfer
	-They come and took me	-They came and took me	-Misformation error	- Intralingual Error
	-He is died	-He died	-Addition error	-Interlingual Transfer
	-I wait for him to comeback for me	-I was waiting for him to comeback for me	-Misformation error	-Intralingual Error
S20	-Earlier at age 6. It is a period	-Earlier at the age of six, it was a period	-Misformation error	-Intralingual Error
S21	-I get running	-I run	-Misformation error	-Intralingual Error
S22	-I had a terrific accident that have changed all my life	-I had a terrific accident that had changed all my life	-Misformation error	-Intralingual Error
S23	-One day, in the morning, I get up early	-One day morning, I got up early	-Misformation error	-Intralingual Error
	-I stay there two hours	-I stayed there for two hours	-Omission error	-Intralingual Error
S24	-I tell him everything I feel	-I told him everything I feel	-Misformation error	-Intralingual Error
	-The way I see him	-The way I saw him	-Misformation error	-Intralingual Error
	-He brock my weakness	-He made me strong	-Misformation error	-Interlingual transfer
S25	-I losed my father	-I lost my father	-Misformation error	-Intralingual Error

	-I loose my father	-I lost my father	-Misformation error	-Intralingual Error
S26	-Every person teache me a lesson	-Every person taught me a lesson	-Misformation error	-Intralingual Error
S27	-she teache me	-She taught me	-Misformation error	-Intralingual Error
S28	-This enter me in a sad period	-This was a sad period	-Misformation error	-Interlingual Transfer
	-I find that I win new people in my life	-I found that I have won new people in my life	-Misformation error	-Intralingual Error
S29	-Story that really makes me	-Story that really made me	-Misformation error	-Intralingual Error
	-I do relationship between my best friend	-I was in a friendship with my best friend	-Misformation error	-Interlingual Error
	-She studied with me	-She was studying with me	-Misformation error	-Intralingual Error
	-She sad	-She said	-Omission error	-Intralingual Error
S30	-It happens that I saw	-It happened that I saw	-Misformation error	-Intralingual Error
S31	-No one heped me	-No one Helped me	-Omission error	-Intralingual Error
	-I wrot many short stories	-I wrote many short stories	-Omission error	-Intralingual Error

Appendix 04: Teachers' Interview

This interview is set to explore the teaching context by focusing on instruction of narrative essays to 3rd year students. The overall aim of this research paper is to identify the common errors in the use of past tenses in students' narrative essays and to figure out the sources of such errors so that it will be easy to remediate them. For that reason, you are kindly asked to answer the following questions to achieve the highlighted objectives of this research for master degree in Linguistics, and we will appreciate your contribution.

- 1). As a teacher of written expression and comprehension, is there any method or approach you follow in teaching narration as a type of writing?
- 2). Is there a readymade method for teaching narrative essays specified in the syllabus?
- 3). Do students have difficulties in writing narrative essays? What type of difficulties?
- 4). Concerning past tenses, do students use/ misuse past tenses when they write narrative essays?
- 5). What are the common types of past tenses errors that students make when they write narrative essays?
- 6). When teaching narrative essays, do you draw students' attention to the use of past tenses since they are commonly used in narration?
- 7). Do you train students how to use past tenses in narrative writing? How?
- 8). Do you tend to correct all tense errors in this type of writing, or you focus on serious errors only?
- 9). How do you correct them?
- 10). Do you attempt to show students how serious errors in tenses may affect their writing message?
- 11). According to you, what are the probable sources for such errors?
- 12). How can you as a teacher giving lectures in written expression and comprehension deal with such difficulties?