

*People's Democratic Republic of Algeria*  
*Ministry of Higher Education and Scientific Research*  
*University of Mohammed Seddik Ben Yahia, Jijel*



**An Analysis of Learners' Errors in Using Simple Present  
Tense**  
**The Case of Third-Year EFL Learners at Mohammed Seddik Ben Yahia  
University, Jijel**

**A Dissertation Submitted in Partial Fulfillment of the Requirement for Master Degree  
in Didactics of English**

**Submitted by:**

Meriem KHELALF

Sarah FRIQUI

**Board of Examiners**

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Chairperson : Ms. BOUKHEDENA Amal

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Examiner : Dr. BOUZENOUN Abdeldjalil

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## **Dedication**

*I dedicate this work to my parents, my sympathetic father and my mother, the symbol of persistence,*

*To my lovely sisters and their husbands,*

*To my wonderful brothers and their wives,*

*A sweet dedication to my nephews and nieces,*

*A special dedication to my dear husband, who has always supported me in this research and to his*

*faithful family,*

*To all my extended family,*

*To my amazing friends; with whom I shared the university experience,*

*My Allah bless you all*

**Meriem**

**Dedication**

*After praising God the Almighty the Greatest,*

*I wish to dedicate this modest work*

*To myself,*

*To the greatest man in my life; my father,*

*To the superwoman; my mother,*

*To my dearest brothers and sisters,*

*To anyone who had a positive impact in my life*

*To everyone who loves me and whom I love*

**Sarah**

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We are especially grateful to 3<sup>rd</sup> year EFL students at Mohamed Seddik Ben Yahia University, who offered us the opportunity to conduct the practical study. It is only through their cooperation and support that this research could be made possible.

Last but not least, we owe endless heartfelt appreciation, that words cannot fairly express, to our wonderful families for increasing our motivation to complete this research work.

## **Abstract**

The current study attempts to investigate Algerian third year EFL learners' errors in using simple present tense at Mohammed Seddik Ben Yahia University. To meet this objective, it is hypothesized that once third year EFL learners at Mohammed Seddik Ben Yahia University misuse the simple present tense, they mostly commit omission errors. It is also hypothesized that learners frequently make errors in using simple present tense because they are influenced by their mother tongue. To this end, a writing task was administered to 41 third year EFL learners at Mohammed Seddik Ben Yahia University. The analysis of the data gathered from the written productions demonstrated that intralingual transfer is the main source of learners' errors in using simple present tense. Moreover, researchers found that learners' most frequent errors are omission errors. Thus, the first assumption was confirmed while the second one was rejected. These gained insights into errors in the present simple tense open the door for future research attempts in the field of error analysis so as to help EFL learners overcome their difficulties in using the present simple tense.

*Keywords: error analysis, simple present tense, types and sources of errors.*

## **List of Abbreviations**

**CA:** Contrastive Analysis

**CAH:** Contrastive Analysis Hypothesis

**CL:** Contrastive Linguistic

**E:** Event

**EA:** Error Analysis

**FL:** Foreign Language

**L1:** First Language

**L2:** Second Language

**MT:** Mother Tongue

**S:** State

**TL:** Target Language



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# **LEARNERS' ERRORS IN SIMPLE PRESENT TENSE**

## **General Introduction**

English language has its peculiar problems of meaning and understanding for the foreign learners. In using English as a foreign language, users may frequently make any error or mistake. Brown (2007) said that: "Second language learning is a process that is clearly not unlike first language learning in its trial and errors nature". It means that learners of English cannot avoid errors in learning and using English as an additional language. Therefore, making errors is an inevitable part of the learning process. Thus, learners face challenges in mastering the key component of the language, namely grammar. The majority of learners find it difficult to form coherent and appropriate pieces of discourse.

Many people would agree that in the English language, some of the most troublesome yet fascinating problems are found in the area of grammar, including tense and tense usage. Simple present tense is no exception of the difficulties which the learners encounter when learning grammar. For instance, learners make errors in using simple present tense due to lack of knowledge about grammatical structures. The use of simple present tense is still confusing for the Algerian third year EFL learners for the complexity of its forms and uses.

The research at hand is devoted to figure out the extent to which the learners are aware of the types of errors they make in using simple present tense. Furthermore, it serves to check out the sources of such errors and the main reasons behind them.

### **1. Background of the Study**

The fact that learners do make errors, and these errors can be analyzed, led to the surge of study of learners' errors which is called error analysis (EA). The study of learners' errors has long been part of language pedagogy. It has received significant interest by many researchers. Following this line of thought, Corder (1967, p. 161) noted that "a learner's errors are significant in that they provide to the researcher evidence of how language is

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learned or acquired, what strategies or procedures the learner is employing in the discovery of the language”.

A preliminary literature review shows that previous studies are primarily focused on the analysis of learners' errors in learning the second language (L2). El-Sayed (1982), Köhlmur (2003), Miliander (2003), Zhengdao Ye (2004), Rosèn (2008), Qiyun Zhang (2010), Pavlenko (2011), and Carriò-Pastor (2012) have investigated the L2 learners' errors in English compositions in various language backgrounds; Arabic, Chinese, English, Finnish, French, Polish, Russian, Spanish, and Swedish in learning an L2 such as: English, Finnish, German, Swedish, and Turkish. The previously mentioned researchers and scholars came to the same results. The results indicated that the transfer of grammatical structures and rules from mother tongue (MT) explained many of the learners' errors ( as cited in Wood, 2017, pp. 5-6).

In the same vein, Mourssi (2013) claimed that Arab learners of English tend to think in their MT first when doing English activities, and the same thing occurs with most of the Arab learners of English even of higher levels (p. 255). The findings obtained from his work showed that Arab students, generally, made such kinds of errors because they were transferring the grammar rules of their MT to the English language.

In contrast, Dulay and Burt (1974), Krashen (1983), Felix (1980), and Zobl (1984) have undertaken this issue and provided evidence that learners' errors did not originate from the influence of L1 but were the result of an imperfect knowledge of L2 ( as cited in Wood, 2017, pp. 6-7).

Taufik (2013) made a systematic EA on the use of simple present tense and simple past tense. The findings of the research indicate that missed-formation errors are the most frequent errors made by the students. The data showed that almost 96 % of the students committed such errors related to the use of the simple present tense. Some factors have been



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identified to contribute to the problem such as: lack of knowledge and competence of the English grammar, influence of the MT and lack of exposure to the English language.

Muhsin (2016) analyzed students' errors in using simple present and found out that missed formation errors was the dominant kind of errors made by the eighth grade students of Makassar Junior High School. The conclusion drawn from the abovementioned researches and works revealed that different factors may cause mistakes in the learning of L2; and more specifically in the learning of simple present tense.

### **2. Statement of the Problem**

Grammar is the core of all languages in any educational system. Subsequently, it is necessary to the teaching and learning process. Correct grammar prevents learners from being misunderstood and gives them the opportunity to express their ideas and thoughts effectively. Undeniably, tenses play a crucial role in both spoken and written English. Thus, teaching grammar needs to be conducted properly with a focus on the mastery of tenses. However, holding a very restricted amount of grammar knowledge hinders learners' oral and written productions and results in a failure in their learning process. Unfortunately, Algerian third year EFL learners still struggle to form the simple present tense and to use it correctly in their writing.

### **3. Aim of the Study**

The present study aims essentially at providing an analysis of Algerian third-year EFL learners' errors in using simple present tense in writing. In doing so, the study aims at identifying the types and sources of those errors.

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## **4. Significance of the Study**

The necessity and expediency of adding another research to the number of researches in the field is of paramount importance. This research work was conducted to raise the learners' awareness about the use of simple present tense. Additionally, this study further broadens the current knowledge of students about the simple present tense. It also urges EFL teachers to fully introduce and effectively teach their students the simple present tense with its format and various uses.

## **5. Research Questions**

This piece of research seeks to answer the following questions:

- 1) What are the most frequent errors made by Algerian third-year EFL learners in using simple present tense?
- 2) What is the primary source of errors that those learners commit?

## **6. Research Assumptions**

In the light of the abovementioned research questions, the current research seeks to examine the following research assumptions:

- 1) If third-year EFL learners, at Mohammed Seddik Ben Yahia University, misuse the simple present tense, they are likely to commit omission errors.
- 2) The learners frequently make errors in using simple present tense because they are influenced by their mother tongue.

## **7. Research Methodology**

The data in the current study were collected by dint of a writing task which was assigned to 41 Algerian third-year EFL learners at Mohammed Seddik Ben Yahia University. Those students were randomly chosen and given enough time to complete the task. In short, the

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respondents were asked to write short paragraphs about either the qualities of a good teacher, the role of internet in modern life, or the ideal partner/ friend they wish to have.

### **8. The Structure of the Study**

The present study is composed of two major chapters. The first chapter, containing two sections, constitutes the theoretical framework of the study. The first section is, therefore, devoted to an overview about error analysis theory. On the other hand, the second section tackles the conceptual framework of the simple present tense teaching and learning. The second chapter deals exclusively with the analysis and the discussion of the data obtained from the analysis of students' written paragraphs.

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## **Chapter One: Error Analysis and the Present Simple Tense**

### **Introduction**

This chapter, divided into two sections, constitutes the theoretical part of the present research work. It presents a review of literature on EA and the simple present tense. In the first section, we developed a detailed description of EA and contrastive analysis (CA) theories. This section aims to demonstrate clearly the types of errors as well as their sources. Additionally, it disputes the procedure of EA and its significance in the learning and teaching processes.

The second section of the chapter concerns matters of a different kind. It primarily deals with the simple present tense. It discusses first the definitions provided by different scholars and linguists along with the aspects that describe it. Moreover, it highlights the basic forms of the simple present with enlightening examples for the betterment of clarification. Ultimately, it outlines a couple of various uses of the simple present in different circumstances and contexts. The second section then is closed off by highlighting different areas of simple present of English including the form of simple present and its uses.

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## **1.1. Section One: Error Analysis**

### **Introduction**

This section actually casts light on some important issues. It explores the scope of EA and CA. It also sheds light on the difference between errors and mistakes, the types and sources of errors, and the procedures and the significance of EA.

### **1.1.1 Contrastive Analysis, Errors, and Error Analysis Hypothesis**

#### **1.1.2. Contrastive Analysis Hypothesis**

CA is a discipline within contrastive linguistics which aims mainly at comparing two or more languages as an attempt to determine both differences and similarities between languages (Fiziak, 1981). Moreover, Hyltanstan and Pienemann (1985) argued that “the predictions of contrastive analysis were not always borne out, difference between first language (L1) and second language (L2) did not always cause difficulties, and similarly, where the two languages were alike, the difficulties were not always absent”(p. 5). CA was originally formulated by Lado (1957) in his book “Linguistics Across Cultures”. As a matter of fact, the primary concern of applied linguistics in the middle of the twentieth century was the study of two different languages, and the contrastive data on various pairs of languages was commonly known as the contrastive analysis hypothesis (CAH) (Brown, 2000).

Indeed, the CAH is an extension of the concept of CA which claimed that learning an L2 is often affected by the L1. As a result, a number of difficulties emerge due to the differences between the target language (TL) and the MT. In this regard, Lado (1957) maintained that “ in the comparison between the native and foreign language lies the key to ease or difficulty in foreign language learning... those elements that are similar to the learner’s native language will be simple for him and those elements that are different will be difficult” (pp. 1-2). Henceforth, Tajereh (2015) argued that “contrastive analysis hypothesis is

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an area of comparative linguistics which is concerned with the comparison of two or more languages to determine the differences or similarities between them” (p. 1).

All in all, it can be concluded that CA is an analysis to compare the MT and FL, it aims to find out the differences and similarities in order to predict the difficulties.

### **1.2. Versions of the Contrastive Analysis Hypothesis**

Wardhaugh (1970) pointed out that the CAH has two versions namely: the strong version and the weak version.

#### **1.2.1. The Strong (predictive) Version**

The strong version is based on a prediction of the learners' errors which takes place while using or learning an L2. In this respect, Wardhaugh (1970) claimed that the strong version predicts that the majority of the L2 errors are due to the negative transfer. Moreover, Gon (1992, p. 136) argued that the strong version claims the following:

- ❖ The main obstacle to second language learning is from the interference of the learner's native language system.
- ❖ The greater the difference between native language and target language, the greater the difficulty will be.
- ❖ A systematic and scientific analysis of the two language systems can help predict the difficulties.

In a nutshell, the strong version of CAH is based on a priori description or a comparison between the L1 and L2 before the errors are committed by learners.

#### **1.2.2. The Weak (explanatory) Version**

Brown (2000) argued that “the weak version does not imply the a priori prediction of certain degrees of difficulty. He added that “it recognizes the significance of interference across languages” (p. 211). Importantly, he also acknowledged that the weak version entails a

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post explanation of learners' difficulties. It has an explanatory power to the learners' errors after they have been committed. In short, the weak version of the CAH aims to provide a post description of L2 learners' errors, i.e. the a posteriori approach, which is nowadays commonly called "Cross- Linguistic Influence" (Wardhaugh, 1970).

### **1.3. Criticism of Contrastive Analysis**

CA was criticized by the proponents of EA. They argued that CA focuses mainly on the differences between the TL and MT and neglects the factors that affect the L2 learners' performance. In this regard, Fisiak (1981, p.7) maintained that "the value and importance of contrastive analysis lies in the ability to indicate potential areas of interference and errors. Not all errors are the result of interference. Psychological and pedagogical, as well as other extra linguistic factors contribute to the formation of errors". Moreover, both the strong and the weak versions have been criticized. Wardhaugh (1970) claimed that the strong version depends on a weak linguistic theory. However, the weak version is dissatisfying since linguistic difficulties are explained a posteriori instead of being predicted a prior, to understand the sources of errors by utilizing and intuitively contrasting a general knowledge of L1 and L2.

Other linguists did not really criticize the CAH but they reduced its role. Following this line of thought, Tajareh (2015, p. 112) stated that "a major flaw of CAH was the dubious assumption that one could depend solely upon an analysis of linguistic product to yield meaningful insight into a psycholinguistic process, i.e. second language learning"

# LEARNERS' ERRORS IN SIMPLE PRESENT TENSE

## 1.4. Error Analysis

### 1.4.1. The Origins of Error Analysis Hypothesis

EA is a branch of applied linguistics which was introduced in 1967 by the British applied linguist Pit Corder in his seminal paper “The Significance of the Learners’ Errors”. In fact, EA appeared as a reaction to the shortcomings of CA, then it became a recognized part of applied linguistics and it was extensively used and gained its place as a scientific method in linguistics. This approach was mainly inspired by behaviorism and linked to the school of structuralism. It argued that second language structures are eliminated due to the differences between the structures of the L1 and those of the L2 (Khansir, 2012).

In a similar vein, James (1998) said that “error analysis involves first independently or ‘objectively’ describing the learners’ L1 (that is, their version of the TL) and the TL itself, followed by a comparison of the two, so as to locate mismatches” (p. 5). Meanwhile, Brown (2000) stated that “the fact that learners do make errors, and that these errors can be observed, analyzed, and classified to reveal something operating within the learner led to a surge of study of learners’ errors, called error analysis”(p. 218). Moreover, Hyltenstam and Pienemann (1985) said that “error analysis, one of the empirical approaches was the analysis of second and foreign language learners’ errors” (p. 6). At this juncture, it is important to state that errors are part and parcel of the learning process. In this regard, Corder (1967) noted that “a learner’s error [ ...] are significant in [that] they provide to the researcher evidence of how language is learned or acquired, what strategies or procedures the learner is employing in the discovery of the language” (p. 167).

Taken together, EA is considered a method of describing the linguistic system that has been developed by the learners within their progress, specifically when constructing the FL based on exploring which kind of difficulties learners face.



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### **1.5. Definition of Errors**

Brown (2000) stated that an error is “a noticeable deviation from the adult grammar of native speakers, reflecting the interlanguage competence of the learner” (p. 170). Similarly, Ellis (1997) argued that “errors reflect gaps in learner’s knowledge; they occur because the learner does not know what is correct” (p. 17). Moreover, Yang and XU (2001) stated that “the occurrence of errors is regarded as a sign of either the inadequacy of the teaching techniques on the part of teacher or the inability to correctly apply rules on the part of students” (p. 15).

#### **1.5.1. Definition of Mistakes**

According to Brown (2007), a mistake refers to a performance error that is either a random guess or a slip; that is to say, a mistake occurs due to learners’ inability to use the language system correctly. Native as well as second language speakers make errors. However, native speakers are more likely to know and correct their mistakes. In a similar vein, Corder (1974) said that mistakes generally refer to ‘lapses’. He added that learners make mistakes in their mother language but they can recognize their mistakes easily. Mistakes are made of several sort of changes of plan, slips of the tongue or slips of the pen and confusion. Moreover, Richard and Schmidt (2010, p. 201) stated that “a mistake is made by lack of attention, fatigue, carelessness, or some other aspects of performance”. Similarly, Ellis (1997) claimed that mistakes reflect an accidental slip in performance, they occur because the learner is uncappable to perform what has already been learned.

#### **1.5.2. Difference between Errors and Mistakes**

In order to analyse learners’ language in the learning and teaching system, it is necessary to highlight the distinction between errors and mistakes. It has been argued that an error and a

## **LEARNERS' ERRORS IN SIMPLE PRESENT TENSE**

mistake are not the same. James (1998) defined an error as “being an instance of language that is unintentionally deviant and is not self-correctible; a mistake is either intentionally or unintentionally deviant and self-correctible” (p. 83). Interestingly, Corder (1967) revealed that errors are systematic. i.e, they are likely to regularly happen while mistakes are defined as an inconsistent deviation. Furthermore, Brown (2000) claimed that a mistake refers to a performance error whereas an error reflects the learners' competence. In this regard, Tochie (1986) pointed out that “performance errors are those errors made by learners when they are tired or hurried [.....] competence errors, on the other hand, are more serious than performance errors since competence errors reflect inadequate learning” (p. 76).

In short, errors occur repeatedly; they are caused by the absence of the rule and are related to competence. However, mistakes are occasional and are related to performance because the learners have already mastered the rules.

### **1.5.3.Types of Errors**

Learners' language is characterized by errors, and these errors are of different types. Following this line of thought, Corder (1973) stated that “errors could be classified into four main types namely: omission of some required elements, addition of some unnecessary elements, selection of incorrect elements, and misordering elements” (as cited in Lengo, 1995, p.22).

Another classification of errors was proposed by Dulay et al (1982, p. 152) which was based on *The Surface Strategy Taxonomy*. Such strategy provides a description about the cognitive processes that highlight the learner's construction of the new language or the language being learned. According to *The Surface Strategy Taxonomy*, errors were categorized into omission, addition, misformation, and misordering.

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### **1.5.3.1. Omission Errors**

Dulay et al (1982) defined omission errors as “a type of errors which is characterized by the absence of an item that must appear in a well- formed utterance” (p. 154). Learners of an L2 may delete certain linguistic forms as soon as they find difficulty in producing them. For example, the third person singular morpheme “s” is deleted in “he help” his daughter, and the plural marker “s” as in “she” works three hour per week”. Another example is the past simple tense inflection “ed” which is left out in “he help me yesterday”. Moreover, in syntax, learners may omit certain elements which are compulsory as in “must go there?” instead of “must we go there?” and the definite article “the” as in “I went to movies” (Lengo, 1995, p. 22).

### **1.5.3.2. Addition Errors**

This type of errors is characterized by the presence of an item which must not appear in a well formed utterance (Dulay et al, 1982). For instance, Luba speakers of French often say aradio, eretard instead of radio and retard. They add vowels to make the foreign words fit the first language pattern. In morphology, students often overuse the third person singular morpheme ‘s’ and the plural marker ‘s’. Thus, a learner may say ‘ I thinks’ and ‘ the books is here’. At the syntactic level, learners may use the definite article ‘the’ with a place name as “the London” instead of “London”. At the lexical level, the learner may add an unnecessary word .For instance, “I stayed there during five years ago”, instead of “I stayed there for five years” (Lengo 1995, p. 23).

### **1.5.3.3. Selection (misformation) Errors**

Learners make errors in different aspects of learning such as: pronunciation, morphology, vocabulary and grammar due to the selection of the wrong morpheme, phoneme, structure, or vocabulary item (Lengo, 1995). In phonology, learners often replace a recognized phoneme from the L1 for a target phoneme which is quite different and

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complicated. Some Algerian learners, for example, pronounce /t/ for /ð/ in (third) [tɜ:d] instead of [ðɜ:d]. At the morphological level, learners tend to choose the wrong morpheme, for instance, they may use {e s t} instead of {e r} in comparatives, as in “he is oldest than me”, instead of “he is older than me”. In syntax, learners may pick out a wrong structure, like saying, “I want that he comes there” instead of “I want him to come here”. At the lexical level, learners occasionally select irrelevant words to obtain the intended meanings, for instance, “If the sense of the word is not clear, ask the dictionary”, instead of “If the sense of the word is not clear, consult the dictionary”( Lengo ,1995, pp. 23-24).

### **1.5.3.4. Misordering Errors**

Misordering is “the incorrect placement of a morpheme or a group of morphemes in an utterance” (Dulay et al 1982, p. 162). A speaker may say “fignisicant” instead of “significant”. At the morphological level, misordering of bound morphemes in English is perhaps less constant, but in the example “he’s get upping now”, the learner attaches the inflection ‘ing’ to the particle of the two word verb “get up”. At the syntactic level, misordering is much more common as in the sentence “he’s a dear to me friend”. At the lexical level, the learner may reverse elements of a compound word, for instance, “car key” may become “key car” (Lengo, 1995, p. 24).

### **1.5.4. Sources of Errors**

Most of the studies in the domain of error analysis classify the sources of learners’ errors into categories. This procedure is effective in preparing lessons and materials as an attempt to address these errors. Brown (2000, P. 224) maintains that errors originate from multiple sources

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### **1.5.4.1. Interlingual (interference) Transfer**

Interlingual transfer is considered as the primary source of errors for all learners. These errors result from the interference of the learners' MT. Thus, all these errors attribute to negative interlingual transfer (Brown, 2000). Moreover, Touchie (1986) maintained that “errors due to the influence of the native language are called interlingual errors” (p. 77).

### **1.5.4.2. Intralingual Transfer**

Intralingual errors are produced within the structure of the L2 itself (Brown, 2000). Interestingly, Richards (1970, pp. 7-8) defines intralingual errors as those errors “which reflect the general characteristics of rule learning, such as faulty overgeneralization, incomplete application of rules, and failure to learn the conditions under which rules apply”. In a similar vein, Erdogan (2005) argued that: “intralingual errors result from faulty or partial learning of the target language rather than language transfer” (p. 266). Furthermore, Al-Khresheh (2016) pointed out that “errors made by FL learners are similar regardless of their MT. Such errors are due to intralingual interference or transfer” (p. 50). It is worth noting here that Richards (1970) subdivided this type of errors into four categories:

#### **a) Overgeneralization Errors**

These errors can be found in both the speech and writing aspects because learners are unheeded of their mother tongue. For example, the use of the suffix “-ed” for all verbs of English. Brown (2007) further asserted that “once learners begun to acquire parts of the system, more and more intralingual transfer-generalization within the target language is manifested” (p. 264). In other words, overgeneralization deals with the overuse of the L2 rules and forms. Hence, learners apply the rules that they find easy rather than using ambiguous ones. To put it concisely, overgeneralization deals with the overuse of some L2 rules or forms

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where learners apply the rules that they are sure about rather than using rules that are not sure about or not mastered yet.

### **b) Incomplete Application of the Rules**

This type of intra-lingual interference occurs when a foreign language learner produces some structures, whose deviancy can represent a definite degree of development of the grammatical rules that can be acquired in order to make acceptable utterances. In other words, incomplete application of rules can be also named as failure to achieve complete knowledge of the L1 and the TL. Hence, native learners tend to apply some of the rules and continue to construct deviant forms in order to ease their learning (Richards, 1970). In summation, the learner is unable to deal with the complete and correct structure of the TL

### **C) Ignorance of Rule Restriction**

Keshavarz (2012) claimed that ignorance of rules restriction results from learners' ignorance of the restrictions and the exceptions of the target language rules. That is to say, the learners cannot deal with the restrictions of the TL, then they use the rules in contexts contrary to where expected, as in this sentence "she made me to smile" instead of "she made me smile". In other words, the learner cannot deal with restrictions of the TL.

### **d) False Concept Hypothesized**

It results from the learners misunderstanding of a distinction of the TL. Touchie (1986) stated that "many learners' errors can be attributed to wrong hypotheses formed by these learners about the target language. For example, some learners think that "is" is the marker of the present tense, so they produce: he is talk to the teacher. Similarly, they think that "was" is the past tense marker. Hence they say: it was happened last night". (p. 79).

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### **1.5.4.3. Context of Learning**

According to Brown (2000, p. 226), the term “context” refers to “the classroom with its teachers and its materials in the case of school learning, or social situation in the case of untutored second language learning”. However, in classroom context, the teacher or the textbook may lead learners to make wrong generalizations about the language. Overwhelmingly, teachers do not fully explain the lessons in a meaningful way, which leads learners to commit errors easily. Moreover, second language learners may adopt a wrong presentation of a structure or word in a textbook, or even because of the pattern that was memorized in a drill but improperly contextualized, for example, “point out and point at” later learners get it difficult because of the contiguity of presentation. Also, unskillful teachers provide a misleading definition, word, or grammatical generalization (Brown, 2000).

### **1.5.4.4. Communication Strategies**

Kasper and Kellerman (1997, p. 155) said that: “Communication Strategies are used to tackle and overcome linguistic problems encountered during the interaction involving non-native speakers”. Henceforth, Brown (2000, p. 227) claimed that “learners obviously use production strategies in order to enhance getting their messages across, but at times these techniques can themselves become a source of errors”. That is to say, communication strategies are used by learners to get a message across the listener. They are used to skip an unaware situation about the TL.

## **1.6. Procedures of Error Analysis**

EA has specific procedures which analysts depend on to explain learners' errors. In this regard, Corder (1974) argued that EA has five successive stages which are: the identification, description, explanation, evaluation, and correction of errors.

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### **1.6.1. The Identification of Errors**

The first procedure in EA theory is commonly known as the identification of learners' errors. According to Ellis (1997), the initial stage in the analysis of learners' errors is to acknowledge them because recognition of errors has a salient importance in determining the progress and the level of learners. He also (1997) asserted that error analysts must differentiate between the learner's mistake and the learner's errors as it was previously mentioned.

### **1.6.2. The Description of Errors**

After identifying learner's errors, the succeeding step is to describe them. Description of errors is defined as the delineation of the procedure that causes the errors. It is achieved by the description of the intentional meaning through the reconstruction of the utterance according to the L2 norms (Beghail, 2007, as cited in Saadaoui, 2017, p. 12). Similarly, Ellis (1997) assumed that errors' description is similar to identifying them by comparing the learners' sentences with reconstruction of those sentences in the native language.

### **1.6.3. The Explanation of Errors**

The paramount purpose of EA theory is the explanation of errors. Thus, this stage is the most significant within EA research. Explaining the nature of errors is a fundamental concern in second language acquisition (Al-Khresheh, 2016). In this respect, Ellis and Barkhuizen (2005) pointed out that "explaining errors involves determining their sources in order to account for why they were made" (as cited in Taher, 2011, p. 8). Henceforth, L2 learners' errors attribute to multiple sources that influenced the English language learning process such as the influence of L1 or the effect of the TL itself. These factors are called interlingual and intralingual interference which are considered as the two main linguistic factors that affect the acquisition of L2/ foreign language (Brown, 2000).



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### **1.6.4. The Evaluation of Errors**

According to Ellis (1997), evaluating errors is a significant purpose of EA since it helps learners grasp the L2. Hence, teachers should give more attention to serious errors that can affect communication, and less attention to those which have a slight effect on learning the foreign language because learners may confront with errors which may change the meaning of the utterance.

### **1.6.5. The Correction of Errors**

The last step of error analysis is the correction of learners' errors. It is a form of feedback given to learners on their use of language. According to Erdogan (2005), the mechanism of error correction takes into consideration the reasons behind learners' errors for the sake of providing learners with appropriate solutions. He also asserted that the teacher should give enough time to his learners for self correction.

## **1.7. Significance of Error Analysis**

Committing errors is totally undesirable in the learning process. However, there are some convincing factors for studying learners' errors. Therefore, Ostman and Verschucen (2011) said that "EA has been used for two different purposes, pedagogical and psycholinguistic. The pedagogical aim is, as it was for early Contrastive Linguistic (CL), to provide feedback to the teacher about the materials and methods. More important today, however, is the psycholinguistic aim of EA: to illuminate how languages are learnt. He also added that: EA may provide a window for observing what goes in the learner's mind" (p. 150). In addition, Corder (1967) mentioned that EA is carried out for the sake of recognizing the causes of the learners' errors, the difficulties they encounter in learning L2, and the strategies they used.

Similarly, Corder (1981) asserted that EA helps teachers to get an overall feedback about their learners. Thus, errors can tell teachers about how far the learner has progressed.

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Moreover, Gass and Selinker (2001) argued that “Error Analysis provides a broader range of possible explanations than contrastive analysis for researchers/ teachers to use to account for errors” (p. 79).

### **Conclusion**

The main concern of this section is reviewing the related literature by shedding light on some important issues related to CA and EA theories in second language acquisition. It discussed the different definitions that have been given to the notions of errors and mistakes, and highlighting the distinction between them. It brought to light the types as well as the sources of errors that have been set by many researchers. It also touched upon the procedures of EA which researchers take into consideration while conducting their studies. This section ended with the significance of EA in the learning and teaching.

# **LEARNERS' ERRORS IN SIMPLE PRESENT TENSE**

## **1.2. Section Two: Simple Present Tense**

### **Introduction**

Learning a language is seen as the ability to operate its code in terms of knowledge of its basic rules. In learning English, students always face many problems, mostly in mastering the writing skill. It is because writing can be the most complicated skill and there are a lot of rules that should be noticed and considered by the students, particularly, the use of tense which indicates the activities in a certain time. As a matter of fact, one of the tenses that are learned by the students is simple present tense. It is fundamental for English speakers to be familiar with the English verb system, because it is important in both written and oral communication, and also because meaning mainly depends on how verb tenses are used. Therefore, too much attention should be paid to the rules that govern their regular usage to prevent misunderstanding. Along these lines, the present section of this research focuses on the simple present tense as a whole. Everything that is related to the simple present tense has been embodied including its definition, its form and uses.

#### **1.2.1. Definition of Grammar**

Grammar teaches us how to make use of words, and further, it teaches us how to make use of words in a proper manner. Cobbett (1819, p. 33) asserted that:

...and so can anybody, without rules or instructions, put masses of words upon paper: but to be able to choose the words which ought to be employed, and to place them where they ought to be placed, we must be acquainted with certain principles and rules: and these rules and principles constitute what is called Grammar.

Webster (1822) saw grammar as a science which builds a natural connection between ideas and words. It also develops a set of fixed and permanent principles that are founded and established by nature.

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There have been many attempts to define the term grammar either by linguists or non-linguists. In linguistics, grammar is the set of structural rules governing the composition of clauses, phrases, and words in a natural language. Butterfield (2008) claimed that for non-linguists, grammar is, very frequently, an inclusive way of attributing to any phase of English that people object to. According to Purwati et al (2012), grammar is customarily viewed as the study of syntax and morphology of sentences. Similarly, Thornbury (1999) supported this definition and argues that grammar is the study of possible forms or structures within a particular language. He also states that grammar is the illustration of the rules that regulate how sentences of language are drawn up. In other quarters, grammar does not accede to all types of sentences; there are sentences that can be accepted while others cannot.

In fact, most linguists argued that without grammar no language would exist. Thus, they advocated the primary role of grammar, in that grammar is the central pole in the study of language. (Musumeci, 1996).

### **1.2.2. Definition of Tense**

Generally, tense is a category that expresses time relative to the moment of speaking. It is a systematic structure to describe different forms of verbs that show the time of action. As for Joshi (2014), tenses could be defined as any of the structure of a verb that may be used to display the time of an action, an event, or a state revealed by the verb.

Michael (1970) argued that “tense was customarily defined as a "distinction of time", an expression which permitted further confusion between things and words” (p. 403). Tense actually relates to the present, past and future times. The three tenses can be used to associate the time of the situation referred to directly with the temporal zero-point (moment of speech).

Declerck et al. (2006) postulated that tense “denotes the form taken by the verb to locate the situation referred to in time” (p. 22). Declerck (1991) asserted that the tense shows the different relations that land between the situation and the zero-point. He added a slight

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detail arguing that “only finite verb forms can be said to express tense. Nonfinite verb forms (i.e infinitives, gerunds and participles) express a single temporal relation, [...] they relate the situation to some of the time, which may or may not be the temporal zero-point (the time of speaking)”. Besides that, Lyons (1995) saw the tense as being inessential; in that the context of speech shows the exact time of the event or state being referred to, whether it took place in the past, is taking place in the present or will be in the future. He also added that:

All tense-systems in natural languages are three-form systems based on the grammaticalization of past, present and future. Given both the objective and subjective directionality of time, in nature and as it is experienced by human beings, it is of course possible to define past, present and future universally in relation to the temporal zero-point (lectionary or cognitive) of the deictic context.

(Lyons, 1995, p. 314)

Binnick (2009) explained the term *deictic context* in a manner that the tense relates the relationship of the time of an event or state deliberated in a statement to the time of producing that statement.

### 1.2.3. The Difference between Tense and Aspect

Over the years, the important distinction between tense and aspect has become blurred. Apparently, tense and aspect constitute the most difficult parts of the language system for non-native language learners, even if the target language is genetically very close to the native one.

Binnick (2012) declared that for Plato and Aristotle, a verb is beyond all the terms which indicate time, consequently, the different forms of the verb paradigm were called *times* or *tenses*. On the other hand, Aspect has to do with the internal structure of the action occurring at any time. Celce-Murcia asserted that there are four aspects namely: simple

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(sometimes called zero aspect), perfect, progressive (continuous), and their combination, perfect progressive (as cited in Almana, 2016, p. 90).

As Declerck et al. (2006) suggested, generally, the term aspect in linguistics refers to the eventuality of using particular grammatical forms for the purpose to make a clear cut on how the speaker represents the internal temporal structure or situation. Those grammatical forms are in term of suffixes, auxiliaries or the combination of the two. Moreover, Saeed (2009) added that “aspect systems allow speakers to relate situations and time, but instead of fixing situations in time relative to the act of speaking, like tense does, aspect allows speakers to view an event in various ways: as complete or incomplete, as short...”.

Similarly important, Binnick (2012, p. 511) introduced a clear distinction between the terms aspect and tense: "Aspect is concerned with the representation of the time contained in the event, and tense with representation of the time that contains the event. Meanwhile, the lexical meaning of the verb is considered an essential part of aspect". According to Schneider (2009, p.2), tense and aspect are certainly salient. He clarified the difference between tense and aspect saying that:

Tense is both a deictic and a relational category. Therefore, it locates an event on the time line usually with reference to the time of speaking. Aspect by contrast, does not locate an event or situation of the time line nor does it relate the time of one situation to another. It is rather concerned with “the internal temporal constituency of one situation” (p. 2).

Furthermore, the tense indicates when the action happens; in the present, the past or future. Meanwhile, aspect indicates how an action relates to time, how it extends over time. It also tells us whether an action is finished and completed or still continuing, whether it is simple, progressive, perfect or perfect continuous. The simple aspect occurs in the past, present or future. The continuous (progressing or durative) aspect occurs when an action was,

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is, or will be in progress, engaged in a certain action not already completed. While the perfect aspect refers to a completed action the perfect continuous indicates the duration of the action.

### 1.2.4. Types of Tenses

There have been many trials to set up the tense divisions in English language. Yet, a greater number say that there are really only three tenses. Michael (1970, p. 403), mentions that "Saxon says there are three tenses, present, past and future 'which (strictly speaking) are all the Times that a Person or Thing can be said to do or suffer [...]". Michael himself asserted this division and claimed that the "distinction of time" might mean divisions of time of which there could be only three: past, present and future conceived as objective and real or it might mean the different ways in which we refer to time." According to Joshi (2014, p.1), there are three kinds of tenses:

- ❖ **The past tense:** the form of a verb that usually expresses an action that happened in the past [action happened before the present].
- ❖ **The present tense:** the form of a verb that usually expresses an action that happens at this time [action happens in present].
- ❖ **The future tense:** the form of a verb that usually expresses an action that will happen in future [action will happen after present].

### 1.2.5. Simple Present Definition

When talking about present time it can be talked about a span including the present time and extending illimitably into the past and into the future. In this can, present time is conclusively all-inclusive (Leech, 2013, p. 4). "The present tense represents an action or event as passing at the time in which it is mentioned: as, I rule; ...; I think; I fear" (Murray, 1819, p. 68). Lester (2012, p.1) shared his own definition of the present tense as a basic meaning; "a state that has existed in the past, exists now, and will continue to exist into foreseeable

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future". Interestingly, Webster (1822) added that the state or event which takes place in the present time does not restrict the reference of present tense to only present time rather than other times. However, simple present tense can occasionally refer to past or future time exclusive of present time. In other words, simple present tense is used to express general truth, repetitive actions and even something that is planned for the future.

It became crystal clear that the simple present tense does not always make reference to situations in the present time for it is sometimes used to introduce past or future situations as if it merges with present (Declerck, 1991). Some investigators in the field like Langacker and others came to the conclusion that the simple present tense does not mark present time. Nonetheless, Declerck (1991) rejected this theory; debating the fact that simple present tense is a neutral tense which is harmonious with each of the present, past and future time.

All in all, the simple present tense is the tense that has specific characteristics which can be seen from its function and the form. It requires the agreement of the subject and the verb or the predicate. The function of the simple present tense is to show about the daily activities and general truth and to show time table as well.

### **1.2.6. Simple Present Format**

As Murillo (2006) argued, "English verbs do not change their base form when conjugated in the simple present tense" (p. 16). He added that the exception occurs with the third person singular pronouns *he*, *she* and *it*, which take the morpheme *-s* or *-es*. In other words; the simple present tense is formed by using the simple infinitive form of a verb without 'to' for the first person, and third person plural subject. In the case of the third person singular subject, a suffix *-es* or *-s* is added to the verb.

According to Aggarwal (2017), the simple present tense can be divided into four forms: positive (affirmative), negative, interrogative, and negative-interrogative.



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### 1.2.6.1. Positive (Affirmative) Form

\*With *I, we, you, they* or plural noun, we use the first form of the verb (verb in the infinitive).e. g;

I *read* the magazine.

They *watch* television.

\*With *he, she, it* or singular noun, we use the first form of the verb + *s* or *es* .e. g;

Maria *reads* the magazine.

Ali *watches* television.

### 1.2.6.2. Negative Form

In order to make the negative sentence in the simple present tense, we put *do not* or *does not* after the subject.

\*with *I, we, you, they* or plural noun, we add *do not* .e. g;

They *do not* respect the law.

You *do not* sleep early.

\*with *he, she, it,* or singular noun, we add *does not* .e. g;

He *does not* practice sports.

It *does not* rain heavily.

### 1.2.6.3. Interrogative Form

In order to make the interrogative sentence or yes/no question in the simple present tense, we put *do* or *does* before the subject.

\*with *I, we, you, they* or plural noun, we add *do* before the subject then the first form of the verb. e. g;

*Do* we have enough money?

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*Do they deserve promotion?*

### 1.2.6.4. Negative-Interrogative Form

In order to make the negative interrogative sentence in the simple present tense, we put *do* or *does* before the subject: (Aggarwal, 2017, p.94)

*Do I not belong to this class?*

*Does he not believe in God?*

Notes for the third person singular forms:

The addition and change of the final infinitive depends on the final letter of the infinitive.

\* Verbs ending in consonant +y change the letter y into *i* and an *es* is added. E. g;

Cry                     $\longrightarrow$                     *cries.*

Dry                     $\longrightarrow$                     *dries.*

Deny                    $\longrightarrow$                    *denies.*

\*verbs ending in *s, z, ch, sh, or x, an es* is added to the first form of the verb. e. g;

Fix                     $\longrightarrow$                     *fixes.*

Wash                    $\longrightarrow$                    *washes.*

Freeze                    $\longrightarrow$                    *freezes.*

### 1.2.7. Usage of Simple Present Tense

Nagaraj (2006) claimed that “we use the simple present to talk about ... Things that are true in general: something that happens all the time, repeatedly or something that is true in

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general” (p. 13). Meaning to say, simple present is used to talk about things in general not only when thinking about the present. It is not important whether the action is happening at the time of speaking or around it. This line of reasoning is supported by Roy (2019) who said that “when we talk about permanent situations or about things that happen regularly or all the time (not just around now), we usually use the simple present” (p. 286).

Lester (2012) stated that the present tense is used when referring to a span or period of time that is not bound to the present moment of time; that is, the verb describes an ongoing "timeless" state or condition. Additionally, simple present is used when we want to refer to facts and permanent situations. Moreover, the present tense is consistently used to express future events, when the speaker/writer transports forward to the time while maintaining the present, e.g. When he *has* the opportunity he will travel (Webster, 1991). Simple present is used for future reference after words like *when, before, as soon as, if* and *whether* (Lester, 2012). In case of verbs that express feelings, describe senses, and mental process verbs, the simple present is used instead of present continuous.

Simple present tense also gives a life and effect to represent past events as present and to introduce them to the reader/hearer as existing present events and situations. “Speakers and writers may narrate past events in the present tense, sometimes known as the historical present, to give immediacy to a description” (Saeed, 2009).

Tuncay (2012) explained that “in general, simple present expresses events or situations that exist always, usually, habitually: they exist now, have existed in the past, and probably will exist in the future” (p. 3). It means that simple present tense is used to express general truth, repeated actions and even something that is fixed in the future; present tense does not only reflect the present time.

Roy (2019) stated that simple present tense is used to express a habitual action with adverbs such as usually, always, or often. The adverbs of frequency or adverbial phrases that

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are often used in the simple present tense are *always, often, usually, everyday, generally, sometimes, frequently, never, occasionally, seldom, every week, twice a week, etc.*

Eg: I *usually go* to school by bus.

He *seldom cleans* his teeth.

According to Saeed (2009), English simple present is used as ordinary present tense with stative verbs, eg: He knows the answer. However, with non-stative verbs the simple present has other uses. It is used for habitual actions, eg: She *reads* magazines; for general statements, eg: The earth *is* round, and in some instances for the future, eg: The ship *departs* tomorrow at dawn.

Leech (2013) listed a number of main uses of simple present tense in English. The simple present is appropriate for usage in making reference for 'eternal truths', it is also used in scientific, mathematical and other situations made of all time.

Eg: Water *consists* of hydrogen and oxygen.

Vive minus three *makes* two.

The computers *work* with electric energy.

Proverbs most of the time take the simple present form.

Eg: No news *is* good news.

Time *flies*.

Geographical statements are likewise, for they are not time bounded.

Eg: The Mediterranean Sea *separates* Africa from Europe.

The state use of the simple present occurs with verbs expressing stable state of being. It is sometimes known as "unrestrictive" because time of the state extends into past and future moments with no limitations.

Eg: War *solves* no problems.

I *do not have* a credit card.

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However, the duration of states may be limited by an adverbial expression.

Eg: At *present* I work on my thesis. (Leech, 2013, p. 6)

The state use of simple present occurs with verbs expression events. It stands for an event that is seen as concurrent with the present time of speaking. It typically expresses something which happens over a short time. In the contrary, the event simple present is more appropriate with commentaries in real time and with event sequence.

Although the event presumably does not occur at the moment of speaking simple present is used. (Leech, 2013, p. 7)

The habitual present represents a series of individual events which as a whole make up a state stretching back into the past and forward into the future. It thus combines aspects of the event and state uses.

Eg: I *have* breakfast in the late morning. (Leech, 2013, p. 10)

### **Conclusion**

This section has taken as its main concern the simple present tense. It highlighted a variety of definitions that have been given to the concept of tense. It also introduced the main types of tenses namely past, present, and future. Different definitions have tackled the simple present tense. Additionally, it discussed the formal format of simple present tense with a much focus on its classifications; the positive form, the negative form, the interrogative form, and the negative interrogative form. Lastly, it elaborated a number of rules and principles which provide the different uses of the simple present tense in English and predicted how the simple present can be used in particular environments and contexts.

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## **Chapter Two: Data Analysis and Results**

### **Introduction**

This chapter of this research deals with the field work. It is divided into two main sections: research methodology, and data analysis and results. Initially, the first section casts light upon the description of the research methodology. It, therefore, points out the research assumptions. Then it moves on to discuss the data gathering instrument used in the current research work. Additionally, it mentions the population and the sampling targeted in the present research. Besides, it provides the description and administration of the research tools used for the data collection. Moreover, the second section interprets and analyzes the findings of the data gathered. Then, it discloses the summary as well as the overall analysis of the results obtained, considering the research questions and assumptions. Lastly, the chapter at hand finishes up with claiming the limitations of the research work besides proposing some pedagogical recommendations for future research.

### **2.1. Section One: Research Methodology**

The research methodology section sets forth the methodology wherein the general field work design is pointed out. The research method of the current research work is quantitative in terms of the procedures used to count and quantify the errors, more specifically, to be presented by means of numbers and percentages displayed on tables. It is, therefore, conducted through the collection of data online seeking at to uncover the types of learners' simple present tense errors as well as the sources of those errors.

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### **2.1.1. Research Assumptions**

It seems quite important to restate the assumptions on which the current study counts. Concerning the amount of errors the learners commit in using simple present tense and their various sources, it was hypothesized that:

- ❖ Third year EFL learners at Mohammed Seddik Ben Yahia University mostly commit omission errors in using the simple present tense.
- ❖ The learners' L1 is the main source of their errors in simple present tense.

### **2.1.2. Data Gathering Instrument**

Needless to say, any research work primarily seeks to achieve its predetermined aim. Hence, in order to fulfill this latter, researchers have to go through a formal data collection process. Thus, it is worthwhile to mention that the data gathered should be made clear and accurate. Therefore, the researcher is required to use valid data to be able to make appropriate interpretation and discussion that springs up proper findings. Henceforth, to secure the validity and reliability of the findings, choosing the right research instrument/s for data collection is required.

Indeed, to test the research assumptions, researchers adopted a quantitative approach. Thus, a writing task was administered to 41 third-year EFL learners at Mohammed Seddik Ben Yahia University. Accordingly, they were asked to write short descriptive paragraphs which reveal the extent to which their writing productions are influenced by their L1 in as far as the present simple is concerned.

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### **2.1.3. Population and Sampling**

The chosen population for this study consists of 240 Algerian third-year EFL learners at Mohammed Seddik Ben Yahia University, in the academic year 2019/2020. Undeniably, it is impossible to address the whole population under study. Henceforth, the present research work targeted a random sample of 41 participants from the whole population of third-year EFL learners.

### **2.1.4. Description of the Research Tool**

#### **a) Description of the Learners' Short Paragraphs**

As it has already been mentioned, the data were gathered by dint of short descriptive paragraphs which were written by third-year EFL learners at Mohammed Seddik Ben Yahia University. It is worth noting that learners were asked to produce paragraphs about one of the following topics: the ideal friend/partner they wish to have, the qualities of a good teacher, or the role of the internet in the modern life.

Importantly, the test was posted online in a group for third-year students at Mohammed Seddik Ben Yahia University with enough time given. The rationale behind choosing the writing task as a test is to gather more reliable data from the learners' written productions. Researchers targeted directly the types and sources of errors learners commit in using simple present tense.

### **2.1.5. Administration of Learners' Short Paragraphs**

It is necessary to mention that a writing task was submitted to 41 third-year EFL learners at Mohammed Seddik Ben Yahia University, Jijel. Therefore, the task was planned as an intention to disclose the learners' types and sources of errors in simple present. The test schedule was time unrestricted as for learners to have enough time to deliver their answers. It



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is also worth mentioning that the accomplishment of the learners' tasks was achieved through the supervision of the researchers. Indeed, the participants were asked to write short paragraphs under specific preventions:

- The learners were not informed about the topic of the study.
- The learners were informed that the task was just an assessment of their progress in English writing skills.
- The learners were requested to work individually.
- The learners were not aware about the aim of the study as well.
- The learners also were requested to mention their full names to ensure they belong to the department of Mohammed Seddik Ben Yahia; consequently, the researchers secure the reliability of the data collected.

It should be borne in mind that the participants' anonymity is taken into consideration.

All the learners' written productions are encoded with numbers instead of their names.

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### **2.2. Section Two: Data Analysis and Results**

Shedding some light on the analysis of the results, the researchers followed “*The Surface Strategy Taxonomy*” which was developed for analyzing learners’ types of errors. It goes without saying that the data gathered went through the five-stage process of EA, which was put forward by Corder (1974).

Accordingly, the five successive procedures of EA are as follows: identification of errors, description of errors, explanation of errors, evaluation of errors, and correction of errors. As a paramount reminder, 41 participants were asked to write down short paragraphs wherein the researchers are supposed to do an EA of their productions. The analysis of the data collected is fairly discussed in this section. Moreover, the results are illustrated in details and carefully presented in tables.

#### **2.2.1. Analysis of Learners’ Short Paragraphs**

From the analysis of the data at the researchers’ disposal, it has been concluded that almost all the learners commit errors in using simple present tense in writing. At this juncture, it should be noted that the researchers adopted “*The Surface Strategy Taxonomy*”, which was proposed by Dulay et al. (1982), to categorize and explain the various types of learners’ errors. Therefore, the errors are classified into four categories: errors of omission, errors of addition, errors of misformation, and errors of misordering.

In the light of the aforementioned taxonomy, the researchers analyzed the learners’ simple present errors to find out the types of those errors. To begin with, the researchers identified the number of simple present errors which occurred in those paragraphs. Next, the researchers described the errors and provided the discussion related to those errors. Additionally, they accurately explained the errors and set out a classification of their multiple kinds. Finally, the researchers pointed out an evaluation accompanied with a formal correction of those errors.

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More elaborately, after gathering the data, the researchers carried out the analysis of the learners' errors. After the identification of the errors, they were recorded in tables in order for researchers to determine the type and source of each error. The findings of the analysis are then explained and presented in tables.

### 2.2.2. Types of Third-Year Learners' Errors

The application of "*The Surface Strategy Taxonomy*", however, revealed that the errors committed by third-year EFL learners can be classified into errors of omission, errors of addition, and errors of misformation. Importantly, the data showed that there are 81 errors found in 41 written productions of third year EFL participants.

Seemingly, the types of errors which were committed by third year EFL learners at Mohammed Seddik Ben Yahia University are explicitly categorized in Table 2.1

**Table 2.1**

*The Frequencies and Percentages of Errors*

Category of Errors	Frequency	Percentage%
Errors of Omission	40	49.39%
Errors of Misformation	36	44.44%
Errors of Addition	05	6.17%
Errors of Misordering	00	00%
Total	81	100%

As the abovementioned table indicates, only three types of errors were manifested by the respondents, namely; errors of omission, errors of misformation, and errors of addition. As already pointed out, the majority of errors overall have to do with the omission errors with 40

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errors. Misformation errors are in the second rank with 36 errors. Notably, addition errors come in the third rank with 05 errors (approx 6% of all errors). Lastly, misordering errors show no occurrence among the types of errors with an absolute 00 frequency out of 81 errors.

### 2.2.2.1. Omission Errors

Based on the data analysis, a large number of learners, unconsciously, omit certain essential items or morphemes from their sentences while using simple present forms. Thus, researchers figured out a number of grammatically incorrect utterances related to the conjugation of simple present. Accordingly, omission errors represent 49.39% from the overall errors. This latter, illustrates the learners' carelessness and unawareness while using the simple present in their writing.

*N. B. ( this research work focuses only on the analysis of errors in simple present tense, meanwhile other types of errors are neglected all over the dissertation ).*

The omission errors obtained from the analysis are divided into:

#### 1. The Omission of the Auxiliary Verb "to be"

##### *Examples:*

1. It \_very necessary in everything our life become almost impossible without it.  
✓ It **is** very necessary in everything our life becomes almost impossible without it.
2. Finally, it\_ too hard to be a teacher and to have these qualities as well.  
✓ Finally, it **is** too hard to be a teacher and to have these qualities as well.
3. Also I find that a good friend is when you \_together you feel strong and honesty.  
✓ Also I find that a good friend is when you **are** together you feel strong and honesty.

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### 2. The Omission of the Marker "s "

#### *Examples:*

1. The good partner is that man who **give** and **wait** for nothing to be given, **love** deeply, **trust** honestly and **appreciate** the one he loves.  
✓ The good partner is that man who **gives** and **waits** for nothing to be given, **loves** deeply, **trusts** honestly and **appreciates** the one he loves.
2. A good teacher should be an organizer, a supervisor in the classroom. He **make** plans and **prepare** lectures and activities and a performer to his students and **motivate** them.  
✓ A good teacher should be an organizer, a supervisor in the classroom. He **makes** plans and **prepares** lectures and activities and a performer to his students and **motivates** them.
3. An ideal friend is not necessarily someone who...and **try** to join, **interact** with you and **make** you enjoy it.  
✓ An ideal friend is not necessarily someone who...and **tries** to join, **interacts** with you and **makes** you enjoy it.

#### 2.2.2.2. Misformation Errors

Most of the participants struggled to decide on the right tense to be used with the most appropriate circumstances and contexts. Therefore, they misuse the appropriate verb form where the simple present should occur. Consequently, the participants sometimes use the suffix "ed" or "ing" with present contexts. Other times, they tend to use the auxiliary "have" instead of the auxiliary "has" with the singular form. This kind of errors constitutes 44.44% from the total results.

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### 1. The Misformation of “ed” or “ing”

#### *Examples:*

1. When you **are telling** them your deepest darkest secrets without feeling, you will get prejudged.  
✓ When you **tell** them your deepest darkest secrets without feeling, you will get prejudged.
2. First, I wish my friends always **carrying** to me, taking interest in my problems.  
✓ First, I wish my friends always **care** to me, take interest in my problems.
3. Every year, university **arrived** to...  
✓ Every year, university **arrives** to...

### 2. The Misformation of the Auxiliary “to have”

#### *Examples:*

1. Because if he **had** a grown up mind it will be...  
✓ Because if he **has** a grown up mind it will be...
2. Besides, the good teacher must **has** sufficient knowledge...  
✓ Besides, the good teacher must **have** sufficient knowledge...
3. Moreover, the qualified teacher must **has** his/her own unique method of teaching rather than just reading out of the text book.  
✓ Moreover, the qualified teacher must **have** his/her own unique method of teaching rather than just reading out of the text book.

#### 2.2.2.3. Addition Errors

It is obviously noticed that learners tend to add unnecessary items in the simple present forms where it is not necessary. Thus, some third year EFL learners put the auxiliary “to be” or the marker “s” where they are not necessary. Thereby, the learners still confuse the

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assertion of the simple present indicators. Conceivably, this type of errors represents only 6.17% from the total errors.

### *Examples:*

1. Despite the fact **that's** it means nothing to them.  
✓ Despite the fact **that it** means nothing to them.
2. Finally teachers **needs** to be well prepared to take such important and difficult position.  
✓ Finally teachers **need** to be well prepared to take such important and difficult position.
3. As I have said to be qualify is very important so teachers **gives...**  
✓ As I have said to be qualify is very important so teachers **give...**
4. So a good teacher will help him rather than **shouts** on him.  
✓ So a good teacher will help him rather than **shout** on him.
5. Provides you with pieces of advice that **makes** you a better person than before.  
✓ Provides you with pieces of advice that **make** you a better person than before.

### 2.2.2.4. Misordering Errors

Inevitably, sometimes EFL learners are unconscious about the correct order of simple present format. Henceforth, they fail to place a morpheme or a set of morphemes in the correct way in their L2. For instance, one may place the auxiliary “to be” just before the subject in the sentence, which is grammatically incorrect. Surprisingly, the results of the study show that the participants did not commit such type of errors. In the contrary, the participants potentially know the correct and logical order of utterances in each usage of simple present in their written paragraphs.

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### 2.2.3. Sources of Third-Year Learners' Errors

At this stage, the researchers focused on the frequency and percentage of each source, taking into consideration the prospective reason behind each error. Thus, they seek to determine the main sources of those errors. From the results of the analysis of learners' short paragraphs, the researchers concluded that errors apparently result either from interlingual transfer, or intralingual transfer. The results, therefore, have shown only two sub sources known as overgeneralization and ignorance of rule restriction.

**Table 2.2**

*The Sources of Third-Year Learners' Errors*

Source of Errors	Frequency of Source	Percentage of Source
<b>Intralingual Transfer</b>	58	71.60%
<b>Interlingual Transfer</b>	23	28.40%
<b>Total</b>	81	100%

According to the results recorded in Table 2.2, the highest number of errors 58 is the result of intralingual transfer. Seemingly, the second important proportion consists of 23 errors committed by learners due to interlingual transfer.

#### 2.2.3.1. Intralingual Transfer

It is clearly shown from the results introduced in Table 2.2 that the main source of learners' errors is intralingual transfer with a percentage of 71.60%. Importantly, intralingual errors are generally generated from the structure of L2 itself.



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### *Examples:*

1. He/she **tend** to be regular and **know** how...

✓ He/she **tends** to be regular and **knows** how...

❖ Concerning the proceeding example, the learner who committed such error is unaware that the simple present singular format takes the infinitive of *verb + s* or *es*, but rather he/she used only the infinitive of the verbs instead. Thus, the first sentence embodies an ignorance of rule restriction because the learners were aware of the rule of the simple present format but they ignore to apply it in this sentence.

2. The real friend should **stands** next to his friend... and **wishes** for him all the best.

✓ The real friend should **stand** next to his friend... and **wish** for him all the best.

3. Moreover, the qualified teacher must **has...adopts** the traditional method and **makes** the class so boring, thus the teacher should be creative and **has** motivating attitude.

✓ Moreover, the qualified teacher must **have...adopt** the traditional method and **make** the class so boring, thus the teacher should be creative and **have** motivating attitude.

4. These are the qualities that a good teacher should **has**.

✓ These are the qualities that a good teacher should **have**.

❖ The above examples (2, 3 & 4) clearly indicate the learners' failure to over generalize the simple present singular format. The learners' intended to conjugate the verbs "*to stand, to wish, to have, to adopt, and to make*" after the modal verbs "*must and should*" by adding the markers "s" and "es" to form the simple present. Whereas, the rule claims that verbs after modal verbs always take the infinitive form.

### **2.2.3.2. Interlingual Transfer**

The overall results indicate that the interlingual transfer has a huge effect on the learners' L2 learning. Henceforth, such errors are caused by the interference of the learners'

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L1. These types of errors reflect the learners' L1 structure regardless of their awareness. In this case, third year EFL learners' L1 negatively interfere their knowledge of the L2. Thus, this source of errors is known as negative interference or mother-tongue interference and it constitutes 28.40% of third-year EFL learners' errors.

### *Examples:*

1. They are some certain people that we as independents **have chosen** to make of them our partners.
  - ✓ They are some certain people that we as independents choose to make of them our partners.
2. The friend who gives me advices and **sharing** his experiences with me...and **inspiring** me to develop and enhance my life.
  - ✓ The friend who gives me advices and **shares** his experiences with me...and **inspires** me to develop and enhance my life.
  - ❖ The previous examples clearly show that the learners ignored the fact that descriptive writing requires the use of simple present rather than the use of present perfect or the gerund “*verb + ing*”. This indicates that the learners initially tend to think in their L1 first than transmit their thoughts into the L2 although the majority of the two languages structures vary.
3. It is just like that the heart and what it **want**.
  - ✓ It is just like that the heart and what it **wants**.
  - ❖ In the case of the above example, the learners' translation from his/her MT is crystal clear. As if not being familiar with English system, the learner failed to observe the restrictions of the existing structures of the L2.

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### **2.2.4. Discussion of Learners' Short Paragraphs**

As a reminder, the above data have been gathered by means of analyzing learners' writing tasks. The latter were administered to a randomly selected sample of 41 third-year EFL learners. Based on the findings, the researchers may draw an obvious conclusion about their participants whether they use the present simple correctly, or they still misuse it. In this regard, these conclusions will be presented below for the sake of clarifying the research questions as they have already been previously mentioned.

To begin with, the most striking point is that learners tend to omit the auxiliary "to be" as well as they delete the marker "s" from their utterances. As proven in Table 2.1, researchers deduced that the learners' primary errors in using simple present tense are the omission of 'to be' and the marker "s" with 40 errors. Thus, these errors might be due to the inability to recognize and to apply the appropriate rule of the simple present tense. It may also be also possible to assume that the learners know the rule but they tend ignore it because of laziness and carelessness.

Accordingly, the data obtained revealed that the participants also made another type of errors commonly known as the misformation errors. As Table 2.1 might suggest, the learners made 36 misformation errors. Thus, they sometimes confuse the suffix "ed" and "ing". Other times, they used the auxiliary "has" instead of the auxiliary "have". Subsequently, from what has been stated so far, the researchers can speculate that such type of errors is due to their poor understanding of "ed" or "ing" and "have" or "has" rules of usage.

From the Analysis, researchers also noticed that addition errors are less problematic in comparison to the previous types of errors with 05 addition errors. Hence, they add the morpheme "s" to verbs where it is unnecessary. This kind of errors was produced just for the same reason as the case of omission and misformation errors since learners did not pay

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attention when they should use the “s” marker correctly. Moreover, in analyzing learners’ writing productions, researchers referred that all of the learners did not commit errors in misformation. Hence, it could be inferred that the respondents likely know the correct order of the utterance.

From another angle, the researchers figured out that the predominant source of all learners’ errors is due to intralingual transfer with a percentage of 71.60%. This indicated that learners still struggled with the structure of L2 and most of them find difficulties in understanding the simple present tense in English. Also, the general findings clarified that interlingual errors are another source of errors the learners made with a percentage of 28.40%. Thus, this source is resulted from the interference of the learners’ mother tongue.

To sum up, the findings of the current research work revealed that intralingual transfer is the main source of learners’ errors i.e, the inability to understand the structure of L2 itself helps in committing such source of errors and not due to the interference of MT . Thus, the findings of the current research are relevant with the findings of Dulay and Burt (1974), Krashen (1983), Felix (1980), and Zobl (1984) (as mentioned in Wood 2017) that learners’ errors do not originate from the influence of L1 but were the result of imperfect knowledge of L2. However, the present results contradict with Mourssi’s (2013) findings in that learners’ errors occur because they were transferring the grammar rules of their mother tongue to English language. Moreover, Taufik (2013), and Muhsin’s (2016) findings claimed that misformation errors are the most frequent errors made by their students. In contrast, the researchers’ results from the students’ productions indicated that errors of omission are the most repeated errors all over their research work.

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### 2.2.5. Overall Analysis of the Results

The overall analysis of this research work primarily concerns with the study of errors the learners make in using simple present tense. Interestingly, the learners were given a writing task by which the researchers could accomplish the aim behind the study. Inevitably, the answers of the research questions introduced at the very beginning are as follows:

**The Research Question 01:** *What are the most frequent errors made by the Algerian third-year EFL learners in using the simple present tense?*

With regard to the results introduced in Table 2.1, generally, third year EFL learners at Mohammed Seddik Ben Yahia learners tended to omit the auxiliary “to be” and the marker “s” from their writing productions. Thus, the most reoccurring errors the Algerian third-year EFL learners commit in using the simple present tense is the omission errors.

**The Research Question 02:** *What is the primary source of the learners' errors in simple present tense?*

In the light of the data in Table 2.2, researchers can provide an answer for the above question that the main source of the Algerian third-year EFL learners' errors in simple present tense is the intralingual transfer.

In a nutshell, the analysis of the data obtained significantly divulged that the first research assumption (once third-year EFL learners, at Mohammed Seddik Ben Yahia University, misuse the simple present tense, they mostly commit omission errors) was supported because the most repeated type of errors in learners' writing tasks is the omission errors. However, the second assumption (the learners frequently make errors in using simple present tense because they are influenced by their mother tongue) was rejected since the

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predominant source of third-year EFL learners in simple present tense is intralingual transfer and not due to interlingual transfer.

### **2.2.6. Pedagogical Recommendations and Suggestions**

On the issue of raising the learners' awareness about reducing simple present errors, a set of insights have emerged from this study which may have beneficial reflections for EFL learners:

- The institution must replicate the study with a larger sample.
- The learners should be more motivated to participate in the research work.
- Teachers should give detailed explanations about the form and usage of simple present tense.
- Teachers would encourage their students to pay attention to the exceptional contexts and circumstances where simple present should take place.
- Grammar needs to be given much time and more sessions, especially for beginners.
- Train teachers on how to teach grammar rules excessively.
- Teachers should focus more on simple present usage.
- Make the learners aware of the importance of tenses for successful foreign language learning and real life use.
- It is suggested that the findings of this research may call for new pedagogical materials for teaching tenses.

### **2.2.7. Limitations of the Study**

The most obvious limitations of this study are related to the duration and the conditions in which the study was conducted. Researchers could not have a face to face

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interaction with the participants due to the outbreak of COVID-19. Thus, the sample of the study was also limited.

### **Conclusion**

The current empirical part aimed to discuss the findings that arose from the data analysis. Primarily, the data were collected through a writing task administered to third-year EFL learners at Mohammed Seddik Ben Yahia University. Later, an error analysis took place to determine, classify and explain the types of the participants' errors. Lastly, it concluded up and explained the sources of those errors. Yet, illustrative examples from the learners' samples were provided to be evaluated and formally corrected.

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### **General Conclusion**

Grammar is an important subject in the learning process and has to gain much care on the part of students as well as teachers. However; in learning, all subjects depend on grammar because a good mastery of grammar is based on a good mastery of grammar rules. As a matter of fact, the correct use of simple present tense shows the usefulness of grammar. The present study discusses three key words; analysis, errors and simple present tense. Accordingly, it aims at analyzing learners' errors in using simple present tense.

Throughout the current study, the researchers use only one accurate instrument in order to collect a reliable data, an error analysis theory is the adequate data collection method which based on the correction of the learners' writing productions. A task was administered to a randomly selected sample of 41 third-year EFL learners at Mohammed Seddik Ben Yahia University. In this research, two research questions were raised; the first question is: what are the dominant errors made by Algerian third-year EFL learners in using present simple? The second one is: what are the possible sources of errors the learners commit? To answer these questions, two assumptions were put forward; once third-year EFL learners at Mohammed Seddik Ben Yahia misuse the simple present tense, they mostly make omission errors. Secondly, it has been assumed that third-year EFL learners at Mohammed Seddik Ben Yahia make errors due to the influence of the mother tongue.

Basically, the present study is divided into two main chapters. The first chapter constitutes the descriptive part, which is related to the literature review, while the second chapter is devoted to the practical part. The first chapter contains two sections; the first section provides some theoretical issues related to error analysis and contrastive analysis. The Second section, on the other hand, starts by giving definitions of simple present tense



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provided by different linguists. Furthermore, the researchers clearly dispute the main forms and uses of simple present tense with enlightening examples and clarifications.

The second chapter is devoted to the practical part, it is the analysis and interpretation of the data gathered from third-year EFL learners' writing tasks. The first assumption was supported by the present findings because the main type of errors committed by third-year EFL learners is omission errors. However, the results rejected the second research assumption in that third-year EFL learners' errors are due to intralingual transfer and not to the interference of their mother tongue. To conclude, the results of the present study prove that students commit errors in their writing productions due to a lack of accuracy and misunderstanding of grammar rules.

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## **Appendix 01**

## • The role of the Internet in modern Life.

Today, the internet is among the most powerful equipment throughout the world. I do believe using internet has more advantages like obtaining information, E-mail based and conversation. Getting Data is probably the biggest advantage is offering by internet. Also for example if you wish to know the weather of any place of the world just check the internet. It's easier for you to visit instead of you search towards the books in the library. Another feature of the internet is using E-mail because it is an essential communication tool in operation; you may send and receive immediately electronic deep messages. Finally, I do think Internet offers so many edge and I have accepted the invention of internet to get an exceptional learning.



Nowadays, internet became one of the life essentials, it is one of the most powerful tools throughout the world, everywhere you take, it is a major part of every one's life, whether it is school, business, or entertainment, it has influenced us immensely. First getting information is probably the biggest advantage is offering by internet there is a huge amount of information available on internet about any subject. Second advantage of internet is using Email, the last is now essential communication tool in business working, studying also with it you can send and receive instantly electronic messages.

To conclude internet has countless advantages personally I can't imagine a life without it, and I hope that people can take advantage of it and use it in a right way.

A good teacher is one who can connect with his or her students. The teacher should be able to feel the pulse of the classroom he should be effective as well as efficient when it comes to communicating with his or her student. All the good teachers are people who teach simply because they love doing so. It isn't about the money or the prestige, or about earning the respect of their students, or anything else. It is all about the loving of teaching. ~~It is about~~ It has always been that way, and it always will.

Many people will walk in and out of your life, but only true friends will leave footprints in your heart. The relation between friends is the most beautiful and pure relationship ever. To begin with, having a good friend in your life is a gift that keeps on giving even when they are thousands of miles away, although the lack of meeting but when you meet them you feel that nothing has changed. The same appreciation and feelings. Moreover, a true friend is the friend whom you can express yourself, thoughts without being afraid of misunderstanding. Besides, a good friend is the one who gives you advice in tough situations, when you are sad you find them by your side. They try their hardest to make you feel happy, in addition to that, honest friends support you, give help to achieve and reach your goals. Simply you feel that you are developing and become a better person. To conclude it is not about how much of friends you have in your life but it is how real and sincere they are.



- Teachers are the most important thing that students need in their educational system, but those teachers should have good qualities to make student learn more participate, and memorize knowledge. First, they are many good qualities that make teachers good ones like being serious, creative, using many ways of teaching to make the lesson clear and make student equal. Second, a good teacher should be an organizer, a supervisor in the classroom, make plans and prepare lectures and activities and also be a model in addition to being an adviser and a performer to his student and motivate them by giving them rewards when they succeed. So finally, I advice teachers to use this qualities in teaching to make themselves good ones and make students successful.

## Appendix 02

### Types and Sources of Students' Errors

Type of Errors	Erroneous Sentences	Sources of Errors
<b>Omission Errors</b>	<ul style="list-style-type: none"> <li>• Nowadays in our modern life the internet become something that people can't live without it.</li> <li>• It very necessary in everything our life become almost impossible without it.</li> <li>• Nowadays, internet become one of the life essentials.</li> <li>• It still an amazing thing that make our life easier.</li> <li>• The good friend should be truthful always say the truth, never lie on me whatever happen he spoke, speak and will speak the truth.</li> <li>• Someone who stick by your side in times of need,</li> <li>• The real friend should stand next to his friend... and wish for him all the best.</li> <li>• The good teacher... and encourage them even psychologically to reach the top in their future life.</li> <li>• A good teacher is who build a strong relationship with his students,</li> </ul>	<p>Intralingual</p> <p>Intralingual</p> <p>Intralingual</p> <p>Intralingual</p> <p>Intralingual</p> <p>Intralingual</p> <p>Intralingual</p> <p>Intralingual</p>
<b>Misformation Errors</b>	<ul style="list-style-type: none"> <li>• Many workers can do their jobs easily and also appeared the internet trade process.</li> <li>• Thus opened job opportunities for many people.</li> </ul>	<p>Interlingual</p> <p>Interlingual</p>

	<ul style="list-style-type: none"> <li>• Finally we can say that internet is more useful and important if...</li> <li>• I didn't consider it a friend at all...</li> <li>• And will ask you to work harder while a dishonest friend will see it with a blind eye.</li> <li>• You will always feel a kinship with them,</li> <li>• A friends' honesty will enable you to trust his/her opinion.</li> <li>• For example, an honest friend will remand you...</li> <li>• The friend who gives me advices and sharing his experiences with me and inspiring me to develop and enhance my life.</li> </ul>	<p>Intralingual</p> <p>Interlingual</p> <p>Intralingual</p> <p>Intralingual</p> <p>Interlingual</p> <p>Interlingual</p> <p>Interlingual</p>
<p><b>Addition Errors</b></p>	<ul style="list-style-type: none"> <li>• Despite the fact <b>that's</b> it means nothing to them.</li> <li>• Finally teachers <b>needs</b> to be well prepared to take such important and difficult position.</li> <li>• As I have said to be qualify is very important so teachers <b>gives</b>...</li> <li>• So a good teacher will help him rather than <b>shouts</b> on him.</li> <li>• Provides you with pieces of advice, that <b>makes</b> you a better person than before.</li> </ul>	<p>Intralingual</p> <p>Intralingual</p> <p>Intralingual</p> <p>Intralingual</p> <p>Intralingual</p>

## **Résumé**

L'étude actuelle tente d'enquêter sur les erreurs des apprenants algériens de troisième année EFL dans l'utilisation de présent simple à l'Université Mohammed Seddik Ben Yahia. Pour atteindre cet objectif, il est émis l'hypothèse qu'une fois les apprenants de troisième année d'EFL à l'Université Mohammed Seddik Ben Yahia abusent du présent simple, ils commettent principalement des erreurs d'omission. Il est également émis l'hypothèse que les apprenants commettent souvent des erreurs en utilisant le présent simple parce qu'ils sont influencés par leur langue maternelle. À cette fin, une tâche d'écriture a été administrée à 41 EFL de troisième année apprenants à l'Université Mohammed Seddik Ben Yahia. L'analyse des données collectées les productions écrites ont démontré que le transfert intralingue est la principale source d'apprenant erreurs dans l'utilisation du présent simple. De plus, les chercheurs ont constaté que les apprenants les plus fréquents les erreurs sont des erreurs d'omission. Ainsi, la première hypothèse a été confirmée tandis que la seconde était rejetée. Ces connaissances acquises sur les erreurs au présent simple ouvrent la porte à l'avenir des tentatives de recherche dans le domaine de l'analyse des erreurs afin d'aider les apprenants EFL à surmonter leurs difficultés à utiliser le présent simple.

## ملخص

تسعى الدراسة الحالية للتحقيق في أخطاء متعلمي السنة الثالثة الجزائريين في اللغة الإنجليزية كلغة أجنبية في استخدام المضارع البسيط في جامعة محمد الصديق بن يحيى. لتحقيق هذا الهدف ، يُفترض أن متعلمي اللغة الإنجليزية كلغة أجنبية في السنة الثالثة بجامعة محمد الصديق بن يحيى يسيئون استخدام المضارع البسيط ، فهم يرتكبون في الغالب أخطاء الحذف. يُفترض أيضًا أن المتعلمون كثيرًا ما يرتكبون أخطاء في استخدام المضارع البسيط لأنهم يتأثرون بلغتهم الأم . ولهذه الغاية، تم تنفيذ مهمة كتابة لـ 41 من متعلمي اللغة الإنجليزية كلغة أجنبية في السنة الثالثة بجامعة محمد الصديق بن يحيى. البيانات التي تم جمعها وتحليلها من المنتجات المكتوبة بينت أن النقل بين اللغات هو المصدر الرئيسي لأخطاء المتعلمين في استخدام المضارع البسيط. علاوة على ذلك، وجد الباحثان أن أخطاء المتعلمين الأكثر شيوعًا هي أخطاء الحذف. وهكذا تم تأكيد الافتراض الأول وتقنيده الافتراض الثاني. إن الأفكار المكتسبة حول الأخطاء في المضارع البسيط تفتح الباب لمحاولات بحثية مستقبلية في مجال تحليل الأخطاء لمساعدة متعلمي اللغة الإنجليزية كلغة أجنبية على التغلب على الصعوبات في استخدام المضارع البسيط.