Mohamed Kheider University of Biskra
Faculty of Letters and Languages
Department of Foreign Languages

MASTER DISSERTAION

Letters and Foreign Languages
English Language
Sciences of the language

Submitted and Defended by:

FARAH Halima

Investigating EFL learners Difficulties in Using Tenses in Academic Writing

The Case of Master One Students of Mohamed Khaider University Biskra

---

A Dissertation Submitted to the Department of Foreign Languages in Partial

Fulfillment of the Requirements for the Master's Degree in Sciences of the Language

Board of Examiners:

Dr. MEHIRI Ramdane	University Of Biskra	**President**
Mrs. MANSOURI Amina	University Of Biskra	**Supervisor**
Mrs. BENIDIR Samira	University Of Biskra	**Examiner**

Academic Year: 2020/2021

Declaration

I, FARAH Halima, do hereby solemnly declare that the work I am going to present is my own and has not been submitted before for any university for a degree.

This work was conducted and completed at Mohamed Kheider University of Biskra, Algeria.

Dedication

I dedicate this work to:

My dear father, my hero, who has always been present at my disposal whenever I need him.

My lovely mother, who has always support me when I despair to finish my university career, and without them my life is worthless.

To all my family

To my beloved sisters: Samra, Fedda, Amal and Amina; and their children: Imane, Mohammed, Safaa, Khalil, Ali, Haroun, Alaa and Houcine.

To the pillars of the house, my brothers: Abdelmajid and Diga, his wife Amina and their little prince Amir.

To my grandmother Hadda may Allah prolongs her life.

To all my lovely friends whom I really love especially my soul mate Angar Ikram, Haddadi Amal, Ksouri Afaf , Khoudir Ikram, Khane Haifa ,Bouderhem Imane, Sadoune Yousra and Barkat Sara.

To our partners at the library: Saber and Mohammed.

Thank you for making this year memorable.

Acknowledgements

At first, praise and profound gratitude to Allah the Almighty who granted me Strength and Patience to accomplish the work.

I would to thank my supervisor **Mrs. MANSOURI Amina** for my supervisory acceptance and her support, guidance, and especially for her patience.

I am grateful to the members of the jury**: Dr. MEHIRI Ramdane, Dr. BENIDIR Samira** for taking the time to evaluate my work.

I would to thank **Mrs.BENCHAREF Sakina** for making Grammar module easier.

Special thanks to all Master one students who contributed to the accomplishment of this research.

Thank you

Abstract

The present study attempts to investigate English learners difficulties encountered by Master One students in using tenses while writing academically.As well as determining the causes behind these difficulties**.** The sample consisted of 6 Master one students at Mohamed Kheider University of Biskra. For this, we use descriptive analytic research and the approach was utilized is qualitative. To gather data, we use two data collection methods. Also, we designed a students' questionnaire and sample of students' written production**s.** The main findings indicate that students face different challenges in academic writing, mainly at the level of using tenses they commit certain errors. The frequent error was addition. Finally, a number of recommendations were handed for the teachers and the students that may help them to improve their writing skill and train grammar rule.

Key words: writing skill, grammar, errors, difficulties, tenses, academic writing.

List of Acronyms and Abbreviations

AD: Addition

EFL: English Foreign Language.

FL: First language.

MF: miss-formation.

MOR: miss-order.

MT: mother tongue.

M1: Master one.

OM: Omission.

SL: Second language.

TL: Target language.

List of tables

List of figures

Table of Contents

General Introduction

Chapter One: Tenses Overview and Students Difficulties

Chapter Two: Academic writing and Errors

Section One: Academic Writing

Chapter Three: Field Work and Data Analysis

Appendices

Appendix (a) Students' Questionnaire

Appendix (b) Students' Test

الملخص

General Introduction

1. Background to the Study

Writing skills are the skills that give us the ability to produce effectively and conveying information in the target language. While learning the second language learners may affect by some complexity that prohibits their acquisition and production of English.

The learners found difficulties in expressing their idea in communication activities and learning the language, both in written and spoken language, without properly mastering grammar. For this reason, grammar is one of the most significant factors in language learning. It has some topics that must be learnt by students. One of these topics is tense; it is one of the most complicated learning concepts found in Grammar. Bauer defines tenses as "Tense is usually defined as relating to the time of an action, event or state", (1983, p.157).The time of action is typically conveyed through the verb, it is necessary for the formation of a sentence. Although tenses were learned from high school, students fail to make sufficient use of tenses in writing essays.

We are interested in conducting this research at the University of Mohammed Kheider Biskra at faculty of letters and foreign language English division Master one class specialty science of the language.

2. Statement of the Problem

Due to the lack of writing extensively and the misunderstanding of tenses rules,

the difficulties in using the correct tense in writing arise amongst M1 Learners of Biskra University.

These difficulties affected their level of English. We found that the use of tenses in academic writing by EFL learners is interesting topic to concentrate on and what are the causes and the factors that affected their writing style.

3. Significance of the Study

We expect this research can increase the knowledge about grammar especially in the use of simple tenses.In addition, the outcome of this study requires motivating students to learn more about grammar and inspire their teachers to improve their learning system. The outcome of this analysis would be a guideline for the next observers who would like to discuss their study in improving teaching difficulties in using tenses.

4. Research Questions

Our study aims to answer the following questions:

- What errors are produced by students in using tenses?
- What difficulties are faced by Master One students in using tenses at the University of Biskra?
- What are the causes of the writing problems in using tenses among Master one students?

5. Research Hypotheses

Based on the above research questions, we propose the following research hypotheses:

- The students often produce main errors in writing essays which are omission, overgeneralization, addition and misordering.

- The students often face the objective and subjective difficulty in the acquisition of grammatical features.

- The writing problems causes by the role of language and the interference of mother tongue that interfere their second language.

6. Research Aims

- To identify the students' errors in using tenses such as simple present tense, simple past, simple future in academic writing. The subject of this research is Master 1 students of Mohamed kheider University Biskra.

- To critically analyze students' writing samples and focus on the problems of using tenses by M1 students

- To critically diagnose students' perception of the above- mentioned writing problems

- To suggest some remedial recommendations on the basis of findings.

7. Research Methodology

7.1. Population and Sample

We will be working with M1 students in Mohammed Kheider University of Biskra. From the whole population, six (6) students were chosen to be the sample of our study.

7.2. Data Collection Tools

In this research we opted two data collecting tools will be used to increase the validity of this work: students' questionnaire will be distributed to the students to identify

their difficulties in using tenses in academic writing. The test will be designed to the sample. The students will be cooperated by writing brief essays.

8. Structure of the Study

The current dissertation divided into three main chapters. The first chapter dealt with an overview of tenses we motioned the definitions of the three simple tenses and we discussed the students difficulties. In addition, it dealt the major factors of these difficulties.

The second chapter it dealt with Academic writing and the errors. The first section it discuss the definitions of writing skills, it characteristics and it importance .Besides, it mentioned the academic writing definition and it structure. The second section: it shed light on the definition errors and the cause and sources, the types of errors. Also, it presented the differences between the error and mistakes. Finally, the third chapter dealt with the field work of the study, the interpretation and the analysis of the findings. In addition, the discussion of the results through the two data gathering tools which are students questionnaire and the test.

Chapter One

TENSES AND STUDENTS DIFFICULTIES

Introduction

The English language can be challenging for everyone to learn because it is not our native language. Students learn four different languages skills. The skill cannot rely on its own. Other language components, such as grammar, must be used to support them. The writing skill is related to grammar, which they completed each other. Grammar is one aspect of language that every language learner taught. The current chapter is an overview of tenses and the difficulties that students face in using tenses. It is divided in to two main sections. The first section includes an overview of tenses, definitions of tense, kinds of tenses, the definition of the three tenses (past, present and future) and their usage. The second section contains the definition of student's difficulties, the kinds of these difficulties and the factors that affect the students.

Section one: Tenses Overview

Grammar is an important part of learning the English language. The structure of English sentences differs from other languages. English sentence structure tends to be difficult to understand, because of its complexities.

A tense is one of the topics covered in general grammar. It is also a necessary aspect of learning grammar. According to Lyons (1995), the term tense is derived from the Latin word tempus which means time; a tense is a form of the verb that indicates the time. Whereas, Hornby (1975) believed that we have to differentiate between the terms time and tense; the word "time" use for the essential concept that divided into three parts: past,

present, and future and the term "tense" refers to a verb form or a series of verb forms. Tenses may also refer to an event, activity, or state (Hornby, 1975).

1.1. Definition of tenses

Tense refers to the exact time of the situation. The present, the past and the future is the common tenses in the language; the present tense describes what happened when speaking. While in the past, the event occurred before the moment of speaking, however; in the future, the action may be repeated the next time (future time).Also, Swan (2016) defines tense as "Tenses are verb forms that show the time of actions and situations, either as single words or including auxiliary verbs."(p.1). Tense is formed by changing the verb or by adding auxiliary verbs.

Comrie (1995) defines "tense show the situation which links to the situation of the utterance, it can be defined as deictic" (p.2) .In other words, it refers to a time that includes the moment of utterances. It is conveyed by using certain words to describe the situation such as "yesterday," "now," and "tomorrow." English verbs have three simple tenses: the simple present (for example, *he speaks*), the simple past (e.g. *he spoke*) and the simple future (e.g. *he will speak*).

There are other definitions of tense. According to Frank "tense is a special verb ending or accompanying auxiliary verbs, and the time an event occurs".(1992, p.47), In addition, Sharma (2000, p.100) emphasizes that understanding tense-form requires a clear understanding of principal verb aspects. As cited in (Rizka, 2017). Leech and Shartvick (2002, p.415) state that "we correspond between the form of the verb and our concept of

time by using tense". Thus, we use tense to link between the form of the verb and our perception of time.

1.2. Kinds of Tenses

Tenses in English derived from the three main simple tenses, which are past, present, and future. According to Palmer (1974):

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

From the previous statements we conclude that the main tenses of English verbs are present, past, and future.

- ✓ The present: refers to an event that occurs in the present (current time), when the situation described is related as simultaneous with the moment of speaking (e.g., Manna sings a song).
- ✓ The past: refers to an event that occurred in the past when the situation described is related before the moment of speaking (e.g., Manna sings a song).

✓ The future: refers to an event that will occur in the future, when the situation described is related before the moment of speaking (e.g. Manna will sing a song).

Other grammarians, such as Chalker (1988) believe that tenses divide into the present and the past tenses, each of which can show various aspects. She categorized tenses based on their time usage as they developed. Each tense is unconcerned about the others. Differences occurred in the forms of verbs used and the time of verb action. In other words, an English verb will differ depending on its context. The usages of those tenses and the form of the verb are in the following sentences:

Tenses

a) **Simple Present Tense**

Example:

They live in this neighbourhood.

b) **Present Continuous Tense**

Example:

They are living in this neighbourhood.

c) **Simple Past Tense**

Example:

They lived in this neighbourhood last year.

d) **Present Perfect Tense**

Example:

They have lived in this neighbourhood since last year.

e) Simple Future Tense

Example:

They will live in this neighbourhood.

English also has compound tenses. According to Hornby (1975), compound tenses are the results of the combination of two or more verb forms which is concerned with time. We can say that there are a great number of compound tenses. There are three tenses in English: past tenses, present tenses, and future tenses. Moreover, the past perfect and the past continuous tense is linked to the past tense, the present perfect tense, the present continuous is related to the present tense, and the future perfect tense to the future tense. It demonstrates that there are numerous tenses.

We can conclude that there are twelve different types of tenses. They are simple tenses which are present, past and future also progressive ones present progressive, past progressive, future progressive, present perfect, past perfect, future perfect, present perfect progressive, past perfect progressive, and future perfect progressive, present perfect progressive, past perfect progressive, and future perfect progressive.

1.3. Definition of simple present tense

The present tense is the easiest tense in English. According to Azar (1999), "simple present express events or satiation that exist always, habitually; they exist now, have existed in the past, and probably will exist in the future" (p.2). Thus, it expresses events or satiation that refers to a process; they present currently, are already in the past, and will possibly exist in the future. The present tense is also the only tense that still distinguishes

between person and number. The difference is that the third person singular has "s" or "es" compared to the form used in other person and number. Also, Digby et al (1992, Rosidiana, 2018) mention that the simple present tense is used to discuss: Actions or habits that are repeated example: *I take a bath every morning*, situations that are persistent example*: Mr. and Mrs. Shaw live in Bristol* and .General truth, example*: The sun rises in the east.*

1.3.1. The form of the simple present tense

According to Clare (2021), the forms of the simple tense are affirmative (positive) that means the sentence is declaring valid or true information, while negative form is denying that something does not exist. Interrogative form is use for asking question. The table bellow shows the form of the simple present tense:

Form of sentence	Subject + Verb +(O/C)	
Affirmative	I, You We live in London. They	She He lives in London. It
Negative	I, You We do not live in London. They	She He does not live in London. It

Interrogative	I, You
	Do We live in London?
	      They
		She
		Does He live in London?
		       It

Table.1.1. the form of the simple Present tense.

1.3.2. The usage of the simple present tense

According to (Azar, 1999), the simple present tense performs the following functions:

✓ We use the simple present to express the general truth:

E.g. Water boils at 100 degrees Celsius.

✓ We use the simple present to express the customs and habitual action:

E.g. He plays tennis every Tuesday.

✓ We use the simple present to show the future time.

E.g. the party starts at 8 o'clock.

1.4. Definition of simple past tense

According to Azar (1999), "the past tense indicates that an activity or situation began and ended at particular time in the past". p.27), this means when event or action started and finished at certain period in the past it implies the past tense. It is concerned with the verbs past form, which can be either regular by adding 'ed' to the infinitive form or irregular (which must be learned and memorized in each case).

However, Marcella Frank (1972, cited in Mafaz, 2017) claimed that simple past tense has to do with definite time; it refers to actions that were completed before the statement was produced. It is typically identified by words such as yesterday, last year, three years ago, and so on".

1.5.1 The form of the simple past

The form of the simple past tense is differ from the simple present the affirmative tells you about something that exists or happened in the past, while negative indicate that something does not exist or is not taking place. Interrogative sentences requests details or confirm or deny a statement in the past tense. The table bellow shows the form of the simple past tense. (Simple past tense, n.d)

Form of sentence	Subject + Verb +(O/C)	
Affirmative	I, You They Played with a ball. We	She He Played with a ball. It
Negative	I, You They did not play with a ball. We	She He did not play with a ball. It
Interrogative	I, You Did They play with a ball? We	She Did He play with a ball? It

Table.1.2. the form of the simple Past tense.

1.5.2. The usage of the simple past tense:

The functions of the simple past tense according to (Azar, 1999, p.27) are the following:

- ✓ The simple past tense is used to talk about the situation that began and ended in the past.

  E.g. the students did their exam yesterday.

- ✓ We use the simple past to express the duration of an event completed in the past.
  E.g. I was in Setif for ten years (I am in Biskra now).

- ✓ We use the simple past to express habitual action in the past.

  E.g. When I was a child, I carried loudly.

- ✓ We use the simple past to express unreal or imaginary things in the present or future.

  E.g. I wish I had more time.

1.6. Definition of the simple future

Seonaid (n.d) indicates that the future is a verb tense (or form) that indicates that action has not yet begun. In English, there is no separate inflection (or ending) for the future. The simple future is typically expressed by inserting the auxiliary will or shall before the base form of a verb ("I will leave tonight").In addition, Azar (1999) defines the future tense "when the speaker is making prediction (a statement about something she/he thinks will be true or will occur in the future)"(p.52).

1.6.1. The form of the simple Future

The table bellow indicates how to form the affirmative, the negative form and the interrogative form of the simple future.(Simple, C. &., n.d.)

Form of sentence	Subject + Verb +(O/C)	
Affirmative	I, You They } will say. We	She He } will say. It
Negative	I, You They } will not say. We	She He } will not say. It
Interrogative WH question	I, You They } Will he say? We Where I will go?	She He } Will he say? It Where she will go?

Table.1.3. the form of the simple Future tense.

1.6.2. The usage of simple Future

The simple future tense is used to talk about the situation that predicts the future. Moreover, Azar (1999, p.52) indicates the usage of the simple future as following:

- ✓ We can use it for future facts and a less certain situation.

  E.g. the sun will rise at 7 am.

- ✓ We use the future tense to express Promises / requests / refusals / offers.

  E.g. I will help you with your homework.

- ✓ We use the future tense to talk about a decision at the moment of speaking and to make an offer or promise or talk about something that we want to do.

  E.g.: A: I am cold.

  B: I will close the window.

Section two: Students Difficulties and the Factors of Difficulties

Students Difficulties

Learners face difficulties in learning English language. These difficulties can arise for several causes. Students have difficulty in learning tenses because of certain reasons, including misunderstandings of the lectures provided by their teachers.

1.1. Definition

Students have difficulties in their learning. This can be illustrated by their low or poor performance or achievement when speaking or writing. According to Ahmadi et al (1991, Rodiana, 2018), learning difficulties are conditions in which students are unable to

learn normally. Students have difficulty when learning because they are unable to learn in the same manner as others.

The Oxford Learner's Pocket Dictionary (2008, p.350) defines a problem as "something difficult to deal with or understand." Oxford Learner's Pocket Dictionary defines a student as "anyone who is studying at college or university, or anyone interested in a particular subject" (2008, p. 441).

Based on this definition, we conclude that students' problems are problems or difficulties that students face or encounter.

According to Dulay et al (1982), first language habits will interfere with learners' ability to learn new linguistic behaviors, and learning two languages will be the most difficult, with some errors in second language learning. This means, when the learners face challenges in master the SL, especially grammar and tenses usage; they will produce some mistakes while learning.

As stated in the preceding explanation, we can conclude that the student's difficulties caused by the role of language and the interference of the MT, which affects their second language and prevents them from mastering it well.

1.2. Kinds of the Difficulties

Ellis (2008) identifies two types of these challenges. First, it recognizes how difficult it is for students to understand and expand on a grammatical feature. Second, the difficulty learners have in internalizing a grammatical component. Therefore, they can use it fluently and automatically in communication. He contends that the first sense of

grammatical issues is related to explicit knowledge, whereas the second sense is related to implicit awareness.

Moreover, Dekeyser (2009, p.241) makes a difference between the objective and the subjective difficulties in acquiring the grammatical features. He explains them as follows:

1.2.1. Objective difficulty: the difficulties concern the grammatical rules. It can be clarified when they make errors in sentences while writing or speaking.

1.2.2. Subjective difficulty: it concerns authentic challenges that individual learners faced while they are learning a SL.

According to Duley et al. (1982), interference is the habitual transfer of the surface structure of the FL onto the surface of the target language. Interference is the deviation of the target language accordingly to their familiarity with more than one language. They divided interference into two parts: the sociolinguistic and the psychological. The sociolinguistic refers to the interactions of language, whereas; the psychological refers to the influence of old habits on the learning of new ones. Due to the interference, students will suffer to master the SL, which is affected by old habits and familiarity with the MT, and social interactions in two languages.

Moreover, Weinreich (1953, p.30) asserts that interference occurs when bilinguals recognize a morpheme or a grammatical feature of their FL and then use it in their SL. Grammatical interference occurs when elements of the FL are introduced gradually into the grammatical structure of the SL. Interference has shown in all languages' speech, and

this can be seen in structure disobedience in the SL because there is no equality in the first language.

Based on the statement above, it can indicate that interference can occur in all elements of English. The MT will interfere with their SL when the leaner's learn about tenses. Also, it makes it difficult for the students to use tenses and causes errors when they are trying to make a sentence, whether in writing or speaking.

1.3. Factors of the Difficulties

There are some factors which contributed learning difficulties. There are certain factors that have an impact on students from diverse sides. It might be impacted by both internal and external factors in learning. According to Ahmadi et al in (Rosdiana, 2018) there are two types of factors: internal and external.

1.3.1. Student's internal factors

Internal factors of students are classified into two aspects, which are psychosocial aspect and physiological aspect as follows:

1.3.1.1 Psychosocial aspect, this part focuses on the students' internal conditions. It includes students' intelligence, talent, interest, motivation, mental health, and learning style.

1.3.1.2. Physiological aspect, this aspect is concerned with the circumstance of the students' bodies throughout each part of the body.

1.3.2. Student's external factors

External factors that affect students include all situations and conditions atmosphere that does not support students' learning activities. The following are the environmental factors:

1.3.2.1. The nonsocial environment: includes factors such as the location of the student's house, the school's building, learning instruments, curriculum, and school timing. All of these factors, however, could have an impact on a student's achievement.(Rosdiana, 2018).

1.3.2.2. The social environment: here refers to the human atmosphere beyond the students, who have direct interaction with them, including family, school, neighbours, and media.

Furthermore, (Rizka, 2017 cites Jamarah, 2008) creates more specific divisions for these factors .He explains them as follows:

1.3.3. Student's factors

According to Jamarah (2008) the factors that make students difficult in learning are:

- ✓ The lack of intelligence.
- ✓ The lack of talent.
- ✓ The lack of suitability for the lesson being learned or given by the teacher.
- ✓ The lack of study activity and a lack of motivation and learning.
- ✓ The lack of health.

1.3.4. School's Factors

When the personality of the teacher is not good; the relationship between the teacher and the students will be unbalance, the media is not complete to get good developing teaching. The conditions of school are not ready to be place of education. Also, the graffiti and indiscipline that caused by students.(Rizka, 2017 cites Jamarah, 2008).

1.3.5. Family Factor

Jamrah (2008) considers family is an informal education system (outside of school). It is significant role in the educational world. Family members can also make it difficult for students to learn. Some of the factors that contribute to this are as follows: lack of study tools for students at home, less education free paid by parents, family health is less than ideal, inattention of parents and children who assist their parents excessively.

1.3.6. Society's Factor

There are factors in society that make learning difficult for students. They include commotion, noise, dispute, fight, and robe that frequently occur in society. Also, electronic media often shows correct programs such as immoral, pornographic, substances, slums and a filthy environment.

However, (Rizka, 2017) indicates other factors that may have an impact on students' English learning include the following:

- ✓ Time.
- ✓ Students' laziness.
- ✓ Teaching Learning Strategies.

✓ Lack of repetition and practice.

✓ Differences between English structure and the mother language.

✓ MT Interference.

Based on the previous statements, students' difficulties in learning are a condition that makes the students unable to achieve learning the target language because many obstacles that affect the students' learning.

Conclusion

This chapter was divided into two sections. The first section we discussed the definition of tenses from different scholars, and we dealt with the three simple tenses (the present, the past and the future) and we focused on their functions and forms. The second section we defined student's difficulties and discussed the main kinds. Also, we addressed the issue of the cause and source of these difficulties. We focused on the factors and their different types by giving a brief explanation of each one.

Chapter Two

ACADEMIC WRITING AND ERRORS

Introduction

University students should realize the importance of writing skills in academic and social fields. It is difficult for students to write complete essays without making the mistake of not using the correct tense. They tend to make grammatical errors such as omissions, additions, misinformation, and misordering. Other factors, such as a lack of knowledge or the use of one's mother tongue, may influence one's ability to produce and cause the problem. The question is what to do to identify these dominant sources and the causes of the errors committed, which affects their output and scores. The chapter mainly is about academic writing and the errors that students make. It is divided into two main sections. The first section includes the definition of writing skill, its characteristics, its importance, the definition of grammar and Academic writing definition and its structure. The second section consists of errors definition, the notion of errors, differences between errors and mistakes, the sources of errors and types of errors.

Section one: Academic writing.

2.1. Definition of Writing

Writing is the process of putting thoughts, feelings, and experiences into written form. Nunan stated, "Writing is not a natural activity. Physically and mentally, normal people learn to speak a language" (1989, p.36). When writing, we must use appropriate words and phrases while adhering to a good framework. To master writing, students should practice and seek guidance from teachers. Writing can be fun if we learn the fundamentals of vocabulary, grammar, punctuation, and idiom. Also, Levy &Randsell (2013, in Filali, 2015) state that "writers must change ideas into text, repair organization

24

and mechanics, and monitor their success-all while trying to formulate a coherent message" (p.93). That means writing is translating abstract ideas to produce meaningful written pieces and concreting sentences.

From the four skills, writing skill is regarded by EFL students as the most difficult skill. It is a specific ability that encourages students to interpret their thoughts into obvious well structured words. According to Flower & Hayes (1981, p.366) state: "writing is best understood as a set of distinctive thinking processes which writers orchestrate or organize during the act of composing". Good writer should be familiar with the language functions that involve: spelling, vocabulary, grammar, cohesion and coherence and punctuation. Writing capacity performance represented: how to arrange evidence and achieve a coherent paragraph/essay, a well-structured piece of writing without errors. Nunan says that "It is a vast challenge to create a coherent, fluent, structured piece of writing in L2". (2000, p. 217). One of the most complicated language skills has always been writing and learning to write academically. Also, Grabe and Kaplan asserted "Approximately half of the world's population does not know how to write effectively and accurately" (1996, p. 87, in Ghodbane, 2010).This means that people are unable to write correctly and follow the rules.

According to Heaton (1975, p.135), the five components of good writing are varied skills:

a) Language use: the ability to generate convenient and correct sentences.

b) Mechanical skills: the ability to effectively apply written language rules such as punctuation and spelling.

c) Treatment of content: the capacity to think creatively and create ideas while filtering out any unnecessary information.

e) Stylistic skills: the capacity to modify sentences and paragraphs, as well as successfully employ words.

f) Judgment skills: the capacity to write in a suitable style for a specific purpose with a specific audience in mind, as well as the ability to choose, arrange, and order important information.

2.2. The importance of writing skill

The ability of good writing is needed in personal, academic, and business fields. It is the preferable way for people to express themselves in a direct, accurate and coherent manner. According to Bacha (2002, Filali, 2015), writing is crucial in a student's academic career because most exams, papers, and research work rely on it.However, McArthur, et al. (2017, p.01) indicates "writing is means of expression and way to communicate". That means, writing for people considered as a way to express themselves, and express their experience.

According to Coffin et al. (cites in Filali, 2015), students are expected to write for a variety of reasons: (2003, p. 20)

- To help pupils develop their communication abilities.

- As a kind of assessment.

- As a tool for critical thinking.

- To go beyond lectures in order to enhance students' learning.

The importance of writing skill is summarized in the book of writing skill success in 20 minutes a day (2005):

✓ In writing, the writer can take back what he has said. The verbal word cannot change. When the writer writes a statement and realizes it sounds offensive or incorrect, he can revise it before giving it to the intended readers.

✓ Writing forces writers to clarify their thoughts, the writer can write whatever in his mind because it helps him to discover and organize his thoughts and ideas.

✓ Writing is permanent; they can refer to the person who wrote them. Ideas have more weight in writing than in speech. They can be reviewed and referred to in their natural source.

2.3. The Characteristics of Writing

There are eight characteristics of writing skill, according to Ur (1996):

a) Permanents indicate that the form of speech is permanent and permanent, but we can read it in any circumstance we want.

b) Explicit indicates that there must be clarity regarding the context and reference. The writer must use attention while structuring the form of words so that all readers have the same understanding of the written work.

c) Densities and the information that will be provided to the reader are successfully translated. The usage of repeat words is rare in the written form. It is not like spoken language.

d) Detachment, because the writer does not communicate directly with the reader, the writer must be able to forecast their reader's reaction to their work.

e) Organization, the writer is typically given the opportunity to modify the written work before it is made public. As a result, the written work is usually well-organized and purposeful.

f) Standard Language, which is typically appropriate for a variety of languages.

g) Slowing of Production, pace, and reception are all slower than stated.

h) A learned skill must be learned and thought about in order to obtain the talent.

2.4. Definition of Grammar

Grammar is one of most English language aspect that students should learn and understand. According to Nunan (2003, p.154), "Grammar is generally thought to be a set of rules specifying the correct ordering of words at the sentence level". This means, Grammar help learners to apply the rules correctly and they do not make errors at the level of the sentence. It considered an important tool for learners to master the English language. However, Ur (1996) states that:

> "The grammar is identified as words that
>
> are put   together to make correct
>
> sentences. It not only affects how the
>
> word units are combined to make the right
>
> sentences, but it also affects their
>
> meaning. It drives someone not only use
>
> language correctly but also the function,
>
> meaning and context" (p.75).

2.5. Definition of Academic writing

Academic writing is an essential part of language performance. (Leki, 2001as cited in Edwine, 2018) states that "In both educational and professional settings, it is increasingly important in countries of non-native speakers of English" (p.199). Most university students must write different genres, such as business writing, summaries, internship reports, and research proposals. Writing is a difficult task for many English foreign language students. One reason is that good writing necessitates a text with complex syntax and morphology, a various vocabulary, and a strong command of conventional

forms and means of indicating the relationship of the texts (Cumming, 2001 in Edwine, 2018).

According to Labaree (2009)"academic writing refers to a style of expression that researchers use to define the intellectual boundaries of their disciplines and their specific areas of expertise", with this academic writing is style of language used by researchers to specify a limitation for their particular areas of knowledge.

Another definition of Academic writing (Valdes, 2019) defined as a formal style of writing generated in an academic context.(In Filali, 2019).That is, writing involves information that serve the educational objective.

2.6. Academic Writing Structure

An academic paper or essay is divided into three sections, according to Bailey (2011). These are the introduction, body, and conclusion:

2.6.1. Introduction

Bailey (2011) indicates that the introduction is to attract the reader's attention and to identify the paper's thesis and make them continue the reading. It can be denoted by asking several questions, quoting a famous work or person, and providing interesting facts or information, and defining an important term related to the task.

2.6.2. Body

The main part of the work is the body. The paragraphs should be formed clearly and organized logically, such as chronologically in order of importance. Each initial sentence connects the preceding paragraph, and the entire section flows smoothly. Bailey (2011), states that the sentences in paragraph must flow and refer back to the topic.

29

Cohesion is achieved by repeating important words, using synonyms for the main subject, and using transitional terms such as: however, such as, therefore, and for example.

2.6.3. Conclusion

This section concludes by restating the thesis and summarizing all of the main points. The conclusion consists of one paragraph that shows the reader the conclusion. It is frequently the difficult part of an essay to write, and many writers feel as if they have nothing else to say after completing the paper. Bailey (2011) states that the conclusion should ensure that the reader understands the main point of the essay and takes away the intended message.

Section two: errors

2.1. Definition of Errors

Errors are common issues that students make when they are learning. According to Triestari et al. (2012), grammar errors can be found in sentences when the sentences are not in the correct structure formulation. If the sentences are not structurally correct, it is a grammar error. Dulay et al (1982) define "errors are the flawed side of learner speech or writing" (p .138).Thus, errors are the defective side of the leaner's in both writing and speaking.

2.2. The Notion of Errors

Errors are referred to as "goofs" as a state in Dulay and Burt (in Brown, 1994, p .205). Also, Brown (2000) defines error as a deviation from a native speaker's grammar that reflects the learner's inter language competence. It is referred to competence error when learners make mistakes because they do not understand the rules of the TL. They

will not be able to correct the errors on their own promptly. They require direction to correct their mistakes. They may also make the same mistakes from time to time.

2.3. Differences between Error and Mistake

It is essential to understand the distinction between mistakes and errors because the two terms are technically distinct. This section explains the main differencesbetween "errors" and "mistakes" made by students in the classroom. Errors occur because the incorrect use of the pattern of the target item. However, "mistakes" occur for several reasons like exhaustion, anxiety, lack of concentration. Nevertheless, the correct form or use is within the users' competence.Students believed that native speakers are advanced level, they cannot make any mistakes. On the other hand, new learners are more likely to make mistakes simply because their knowledge is incomplete.

There are various definitions of Errors, Ellis (1997) state that "errors reflect gaps in learner's knowledge; they occur because learners do not know what is correct" (p.17).This means, Errors reveal gaps in the learner's understanding; they arise because the learner is unsure of what is appropriate.

According to Edge (1989), mistakes can be categorised into three types: "slips" (mistakes that students can correct themselves once the mistake is pointed out to them), "errors" (mistakes that they cannot correct themselves and thus require explanation), and "attempts" (that is when a student tries to say something but does not yet know the correct way of saying it) (p.9-10). The statement above means that both "slips" and "attempts" are mistakes, but the difference is that "slips" can be corrected by the students, whereas "attempts" the students do not yet know how to say something when they want to say it.

2.3.1. Errors

Errors are authentic variations from norms that can occur due to a lack of knowledge of the target language. Errors, according to Dulay et al. (1982), are "those parts of conversation or composition that deviate from some selected norm of mature language performance" (p.138). As a result, because they do not understand the correct rule, the students become disoriented. Or they are aware of it but are unable to put it into practice. As a result, they are unable to find a solution to the problem. The learner violates any condition associated with a rule simply because it is not permitted. Students make mistakes because they have natural knowledge and information about the structure of TL.They are unable to link the linguistic pieces appropriately. As a result, pupils will be unable to correct their mistakes.

2.3.2. Mistakes

Mistakes are referred defined as "lapses" by certain studies. Memory lapses can be caused by physical states and situations such as exhaustion, inattention, or high emotion. Mistakes produced by slips of the tongue Mistakes do not occur systematically manner since they occur inadvertently. The student is fully aware of them and is capable of correcting them. According to Ellis (1997) "Mistakes indicate periodic failures in performance; they occur because, at a given circumstance, the learner is unable to accomplish what she or he knows," (p.17).Thus, Mistakes occur because the learner is unable to achieve what she or he understands in a particular situation.

2.4. Sources and Causes of Errors

The interference between the MT and the SL can be used to identify the causes and sources of errors. Also, other external reasons affect their learning, such as carelessness, translation. Norrish (1987, cites in Mafaz, 2017)

2.4.1. Carelessness

Norrish (1987) argues that carelessness is linked to motivation. Learners lose their interest in the classroom because of the materials provided by the teacher or the strategies of explanation are not appropriate. As a result, pupils commit a certain difficulties because they are not interested.

2.4.2. Mother Tongue

Language acquisition is considered as a process of habit formation. Thus, when a student attempts to lean the SL he will develop new habits. Norrish (1987) implies that in learning a target language, the MT will significantly interfere.

2.4.3. Translation

The learners think with their mother language and they directly translate their first language words, phrases, idiomatic expressions to the target language. The knowledge of the students and their understanding is incomplete; therefore the will make several errors.

Moreover, Richards et al. (2002), indicate there are two types of errors: interlingual errors and intralingual errors.

2.4.4. Interlingual Errors

Interlingual errors are errors caused by the learners' native language (mother tongue) interfering (Richards, et al, 2002).

Interlingual errors are errors in a SL that reflect the structure of the native language. It reflects native language structure regardless of the internal or external processes that gave rise to it. For example: Elle écoute les (she listen to them), It produce according to English word structure instead of the correct French structure Elle les écoute (She to them listen).

Richard (1974) declares that when a learner of a foreign language makes a mistake in the TL as a result of his mother tongue, this is referred to as interlingual.

Touchie (1986) hypothesized that mother tongue interference results from interlingual errors. Whereas, (Al-Khresheh 2010, Sari, 2015) indicates that literal translation generates interlingual errors.

a) Transfer Error: error affected by interference from the MT. The learner who is unfamiliar with the rules of the TL will apply the same rules that he learned in his native language.

b) Mother tongue interference: occurs when learners try to find the structure of the target language rather than transferring models from their FL.

c) Literal Translation: Errors occur when a student translates a sentence from his FL into the TL word for word.

2.4.5. Intralingual Errors

Richard states "intralingual interference refers to items produced by learner, which reflect the structure of mother tongue, but generalization based on partial exposure of the target language" (1974, p. 6).Errors can appear without interference from the student's language. Students may make mistakes in the TL because they are unfamiliar with it and find it difficult to use.

Richard (1974, p.174-179) categorizes intralingual errors into four types: overgeneralization, ignorance of rule restrictions, incomplete application of rules, and false concept hypothesized or semantic errors.

a) Overgeneralization: this kind of error I nearly linked with overgeneralization, where the errors occur when the learner constructs a deviant structure based on other frameworks in the TL. The example of forming plurals by adding "s" to irregular plurals, as well as the generalization of the "-ed" past form.

b) Ignorance of Rule Restrictions: the errors involve applying rules to contexts where they do not apply the structure of the TL is not followed by SL learners. For instance: that is the thief I saw him yesterday in neighbors' home, Instead of that's the thief I saw yesterday in neighbors' home.

c) Incomplete Application of Rules: this error can occur when a learner fails to apply the rules as a consequence of the stimulus sentence. The example in question form:

Teacher's Question: student Response:

Do you write much?   Yes, write much (Incorrect)

                    Yes, I do. (Correct)

Second language (English) learners prefer declarative word order in questions over interrogative word order, as in you is a student?

d) False Concept Hypothesized: False conceptualization results from learners misunderstanding of differences between target language items. Learners' erroneous understanding of TL item distinctions leads to false concept hypotheses. For example a distinction "present tense" as in we are live in this building and we live in this building.

2.5. Types of Errors

Brown (2000) categorizes error into four types: addition, omission, substitution, and ordering errors. While Dulay et al (1982, p.154-162) classify the error into four categories: omission, addition, misformation, and misordering.

2.5.1. Omission

In this category, the learner omits essential aspects from the overall framework. These elements must be present and visible in the well-formed structure. Any component of a phrase, such as a word or morpheme cannot be ignored since these components cannot exist in isolation.

For example, *Mary an English teacher*. The sentence classified as an omission. Although the sentence is still understandable, the grammatical morpheme 'is' for the present tense is missing. Therefore the sentence should be like this,*Mary is an English teacher*.

A grammatical morpheme, such as "is," is a word that has a minimal impact on the meaning of a phrase. In addition, grammatical morphemes such as noun and verb inflections, articles, verb auxiliaries, and prepositions are critical to employ in a sentence.

2.5.2. Addition

Unlike the first one in, the learner adds elements to the framework in this one. That indicates there will be irrelevant items. There are three sorts of errors in this category.

a) Double markings

It is the failing to delete particular items which might be considered an error. Which are required in the linguistic formulation but are not required in others. Learners who have learned the tensed form of both the auxiliary and the verb. For example, He does not went to school. As we can see, we have two items that are indicated for the same feature rather than one.

b) Regularizations

According to Dulay et al (1982) Regularization errors occur when the learner applies an incorrect rule to linguistic item. This error is common among learners when using regular and irregular forms. For example, Amir eated a burger yesterday or there are five mouses there. The verb eat is not eated, but ate. The plural form of a mouse is mice. This type of addition error is identified as regularization.

c) Simple Additions

If an addition error does not include double marking or regularization, it is referred to a simple addition. There are no specific characteristics that can be used to characterize simple addition. For instance, *this is a books*. Because the sentence states that the book is singular, not plural, the word books should be a book without the addition "s".

2.5.3. Misformation

These errors are distinguished by the misuse of the incorrect form of a morpheme or the structure. Misformation errors are classified into three types. Regularization errors, archi- forms, and alternating forms are all possible.

a) Regularizations Errors

The misformation category includes cases in which a regular marker is used instead of an irregular one. For example, *putting* is another word for *put*, and a *gooses* is another word for *geese*. It's the same as regularization for addition errors.

b) Archi- form

Archi form is the selection of one member of a form class to represent the other members of the form class. This is an example of an error in using English demonstrative adjectives such as this, that, these, and those. For instance, consider the phrase that cats, which should be those cats.

c)Substituting Form

Dulay et al (1982) explain the use of archi – forms frequently allows for what appears to be a free alternation of various members of a class with one another. As a result, learners may change the structure of their sentences. For example, I seen Manna yesterday rather than I saw Manna yesterday, or I have gave you rather than I have given you.

2.5.4.Misordering

Misordering errors are determined as the incorrect placement of a morpheme or group of morphemes in an utterance. The morphemes do not appear where they should.

For example, she is a person who is silly; the word person is disordered incorrectly. The correct sentence is she is silly. Another example is this question form: What Manna is doing? The proper one is what is Manna doing? Learners may make this error because they are accustomed to hearing the phrase -is doing, so when they implement it in question form, they forget to change it to the correct order of question form.

Conclusion

Academic writing has certain rules which make writing is challenging task for EFL Learners, thus create several problems. We discussed in this section the definition of writing skill and the importance of writing skill. We talk about academic writing and we mention the structure of it. Then we define Error we and discuss the main differences between error and mistakes. Also, we addressed the issue the sources of errors. We focused on the term "error" and its various kinds by providing a brief explanation for each of them.

Chapter Three

Data Analysis and Discussion of Results

Introduction

The current study aims to identify EFL learners' difficulties in using tenses. The present chapter of this research illustrates the fieldwork, which regarded as the most significant aspect of the entire study. The chapter also describes the research method, population and sample, and data collection methods. Furthermore, it will make an attempt to discuss the findings. Finally, it will include ideas and recommendations for future investigations.

3.1. Research Methodology

The current study aims to identify and analyze the common difficulties in using tenses and what kind of errors committed by M1 students during writing. Thus, a descriptive-analytic analysis is employed. Creswell (2014) defines the research approaches "are plans and the procedures for research that span the steps from broad assumptions to detailed methods of data collection, analysis, and interpretation"(p.3).Thus, research approaches are a guiding framework chosen by the researchers according to the nature of the research. Besides, there are three types which are quantitative approach, qualitative approach, and mixed methods approach.

According to Creswell (2014), there are differences between these types of research. First, he defines the quantitative approach "an approach for testing objective theories by examining the relationship among variables. These variables, in turn, can be measured, typically on instruments, so that numbered data can be analyzed using statistical procedures"(p.4).It deals with testing hypotheses , the relationships between the variables and measuring the data using statistics. In addition, he defines the qualitative approach as "an approach for exploring and understanding the meaning individuals or groups ascribe to

a social or human people" (p.4). To explain, it is concerned with describing, comprehending, or investigating a certain phenomena. Finally, the mixed methods approach "an approach to inquiry involving collecting both quantitative and qualitative data, integrating the two forms of data, and using distinct designs that may involve philosophical assumptions and theoretical frameworks" (p.4).To clarify, it is combination between both quantitative and qualitative research techniques; hence, it addresses people's thoughts and attitudes as well as the use of data and statistics.

This study required the qualitative approach to collect data .It is used to analyze and investigate students' difficulties in using tenses and give detail explanation about students' difficulties in using tenses. The qualitative data gathered using questionnaire and test assist in providing a summary of the qualitative data.

3.2. Population and sample

The current study deals with M1 students of English language at Biskra University from which our sample was taken. The test was sent via "email" for the students. The number of the participant was 6. They were asked to write an essay on one topic that was been given. Out of about 120 students, 33 responded to the students' questionnaire. The questionnaire is used for data gathering and their answers are analyzed and discussed.

3.3. Data Collection Tools

Data collecting tools are the methods used by researchers to collect data. In our research, we chose a questionnaire and test of error analysis.

3.3.1. Questionnaire

The questionnaire is a commonly used technique for gathering data. It is also a series of questions aimed to obtain information about the research .According to Bulmer (2004, as cited in Kelly et al, 2007),

> "Any structured research instrument which is used to collect social research data in a face-to-face interview, self- completion survey, telephone interview or web survey. It consists of a series of questions set out in a schedule which may be on a form, on an interview schedule on paper, or on a web page"(p.14)

3.4. Data Analysis

In this section, the researchers examine the data gathered from students.

3.4.1. Students Questionnaire

3.4.1.1 Aim of the Questionnaire

The questionnaire seeks to gather data in order to search student's difficulties in using tenses. Also, it aims to explore the causes of these problems.

3.4.1.2. Description of the Questionnaire

The questionnaire is designed to Master One students at Mohammed Khaider University Biskra to obtain their feedback about the difficulties they faced in writing and using tenses correctly. This questionnaire consists of fourteen (14) questions. The

questions in this questionnaire are either close-ended questions for which students are supposed to give "Yes" or "No" answers, and multiple choice questions. The open-ended question seeks responses and justification for which parts of the dissertation students find the most challenging to write and using tenses without errors.

3.4.1.3. Administration of the Students' Questionnaire

The students' questionnaire was designed with Google Forms. Due to exceptional year and time constraints, also; the system of study is changed. The questionnaire was administered online via "Facebook" on Master one students' group. The questionnaire received thirty three (33) responses.

3.4.1.4. Analysis of Students' Questionnaire

Item 01: Specify which of the following four skills is the most difficult one?

Option	Number	Percentage
a. Listening	5	15%
b. Speaking	13	39%
c. Reading	1	3%
d. Writing	14	42%
Total	**33**	**100%**

Table.3.1;Students' Responses Towards Their Most Difficult Skill.
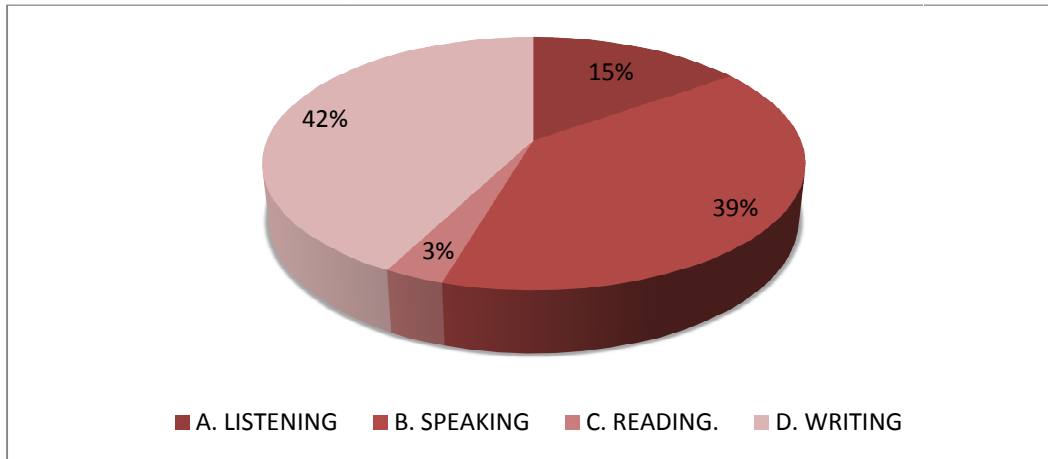
Figure.3.1; Students' Responses Towards Their Most Difficult Skill.

We notice from the table above that the majority of students find difficulties in writing skill (14 respondents) or (42%), while (39%) or (13respondents) choose speaking skills. Whereas, (5 respondents) or (15%) face problems in listening skill. Reading skill is ranking the last one with only one respondent (3%).

Item 2: Which of the following skills do you prefer to apply?

Option	Number	Percentage
a. Speaking	19	57%
b. Writing	17	51%
Total	**33**	**100%**

Table 3.2; Language Learning Skill That Students Would Like To Apply.
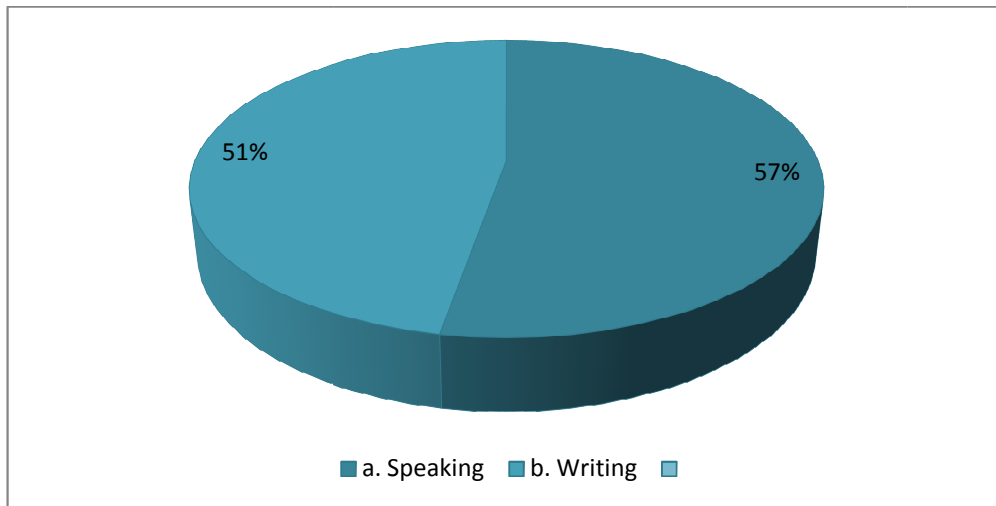
Figure.3.2; Language Learning Skill That Students Would Like To Apply.

The table above revealed that the majority of respondents prefer to apply speaking skill (19respondents) or (57%). On other hands, (17 respondents) or (51%) need to apply their writing skill. From the result, we conclude that speaking skill is more preferable skill the learners need to apply more than writing kill.

Item 3: Do you feel relaxed when expressing your ideas and thoughts in writing?

Option	Number	Percentage
a. Yes	26	78%
b. No	7	21%
Total	**33**	**100%**

Table 3.3;Students ' Responses about Whether They Relaxed When They Are Writing.
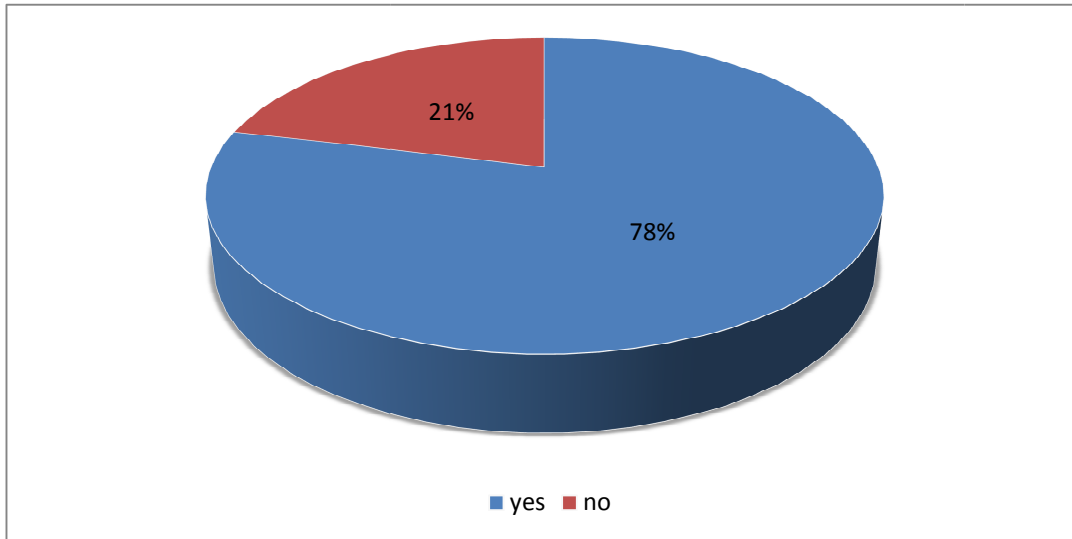
Figure.3.3; Students' Responses about Whether They Relaxed When They Are Writing.

The table above indicates pupils feeling when they are writing. The majority of students answered "Yes" (26respondents) with the percentage (78%) they feel relaxed when they are writing. While (7respondents) o r (21%) answered "No".

Item 4: How often do you practice writing?

Option	Number	Percentage
a. Everyday	27	81%
b. Sometimes	4	12%
c. not at all	2	6%
Total	**33**	**100%**

Table 3.4; Students' Frequency of Practice Writing.
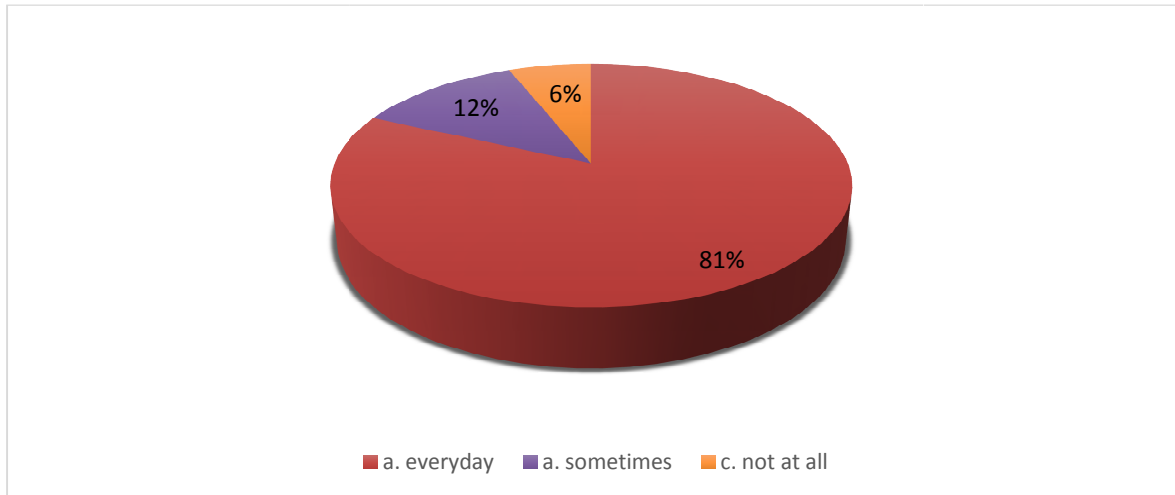
Figure.3.4;Students' Frequency of Practice Writing.

The table above indicates that the majority of respondents (27) or (81%) practice writing every day, (4 respondents) or (12%) answered that they practice writing sometimes. while (2 respondents) with percentage (6%) stated that they do not practice writing.

Item 5: Do you find certain difficulties when writing in English?

Option	Number	Percentage
a. yes	31	93%
b. no	2	6%
Total	**33**	**100%**

Table3.5; Existence of Difficulties When Writing in English.
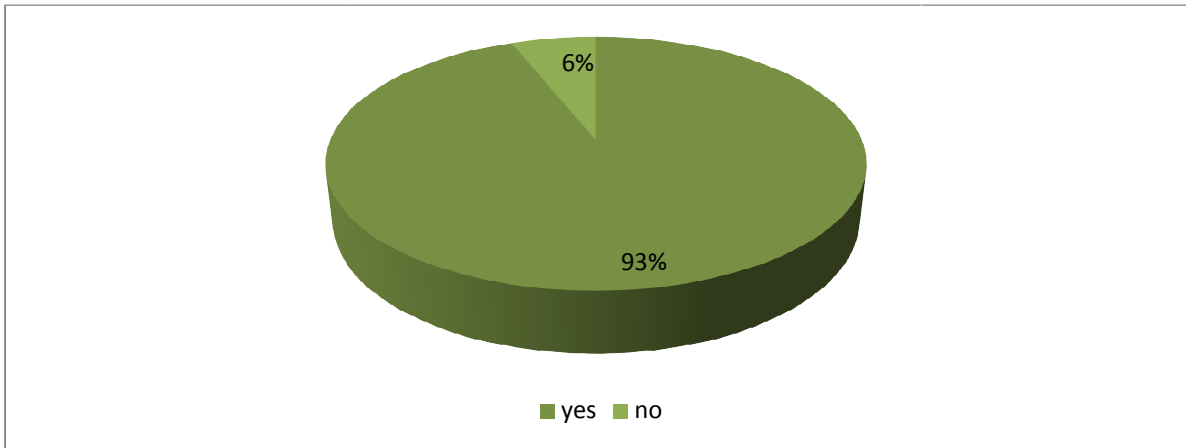
Figure.3.5; Existence of Difficulties When Writing in English.

This question was asked for students about the certain difficulties they face in writing in English as the table indicates (31 respondents) or (93%) answered with "Yes", while only (2 respondents) with the percentage (6%) answered that they did not find difficulties when they write in English.

Item 6: If "yes", are those difficulties due to your deficient mastery of:
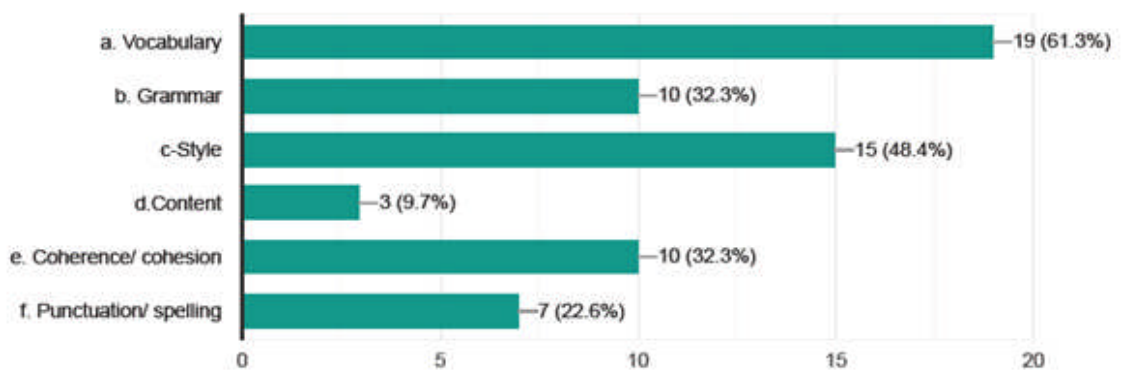
Figure.3.6; Students ' Difficulties of Mastering Writing.

In this question the respondents were asked to indicate those difficulties. The majority stated that their problem due to the lack of vocabulary (19 respondents) or (61%).While, (15repondents) or (48%) said that their deficient of mastering writing

because of their poor style. In addition, grammar and coherence /cohesion with (10respendents) or (32%) represent as other difficulties that hinder students writing. Whereas, punctuation (7respondents) with the percentage (22%) and content (3respondents) or (9%) ranked the last.

Item7: Do you understand everything in grammar?

Option	Number	Percentage
a. yes	22	66%
b. no	11	33%
Total	**33**	**100%**

Table 3.6; Students ' Responses about Whether They Understand Grammar.
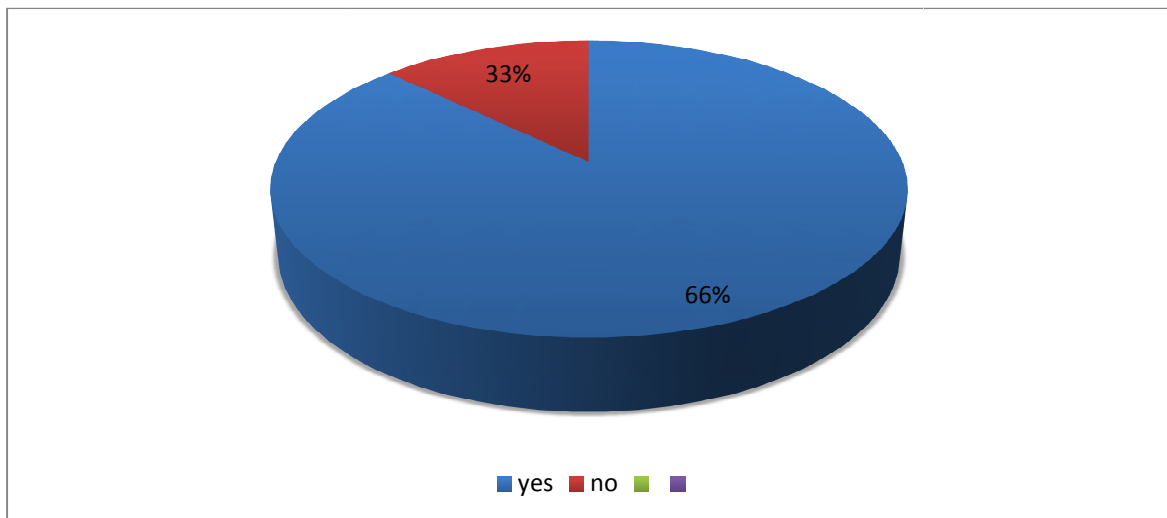
Figure.3.7 ; Students ' Responses about Whether They Understand Grammar.

As it shown in the table above, the majority (22respondents) or (66%) claimed that they understand everything in grammar. Whereas, (11 respondents) or (33%) face difficulties in understanding grammar rules.

In this question students were asked to justify why they answers "No". The majority state that they did not understand grammar rules especially tenses and their usage. However, the minority indicate that they understand the grammar rules but they faced difficulties in applying it.

Item8: Are grammatical rules easy to acquire?

Option	Number	Percentage
a. yes	19	57%
b. no	14	42%
Total	**33**	**100%**

Table3. 7; Students ' Responses about Whatever grammatical rules easy to acquire.
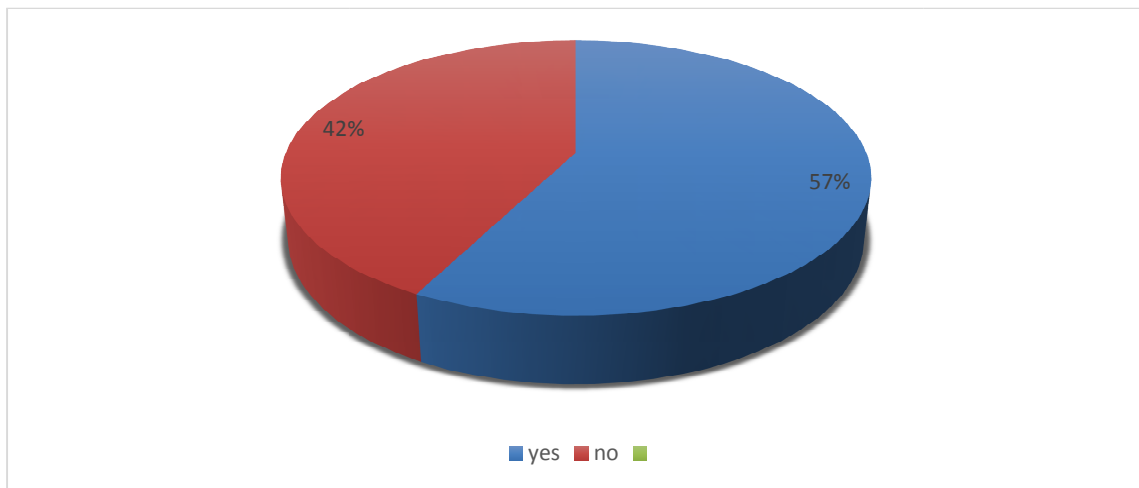
Figure.3. 8; Students ' Responses about Whatever grammatical rules easy to acquire.

We notice from the table above that (19respondents) or (57%) asserted that grammatical rulers are easy to acquire. While, (14 respondents) with the percentage (42%) answered "No" grammatical rules are not easy to acquire.

The students in this question were asked to justify their choices. They judged their answers, the majority stated that grammatical rules are complex and there are always exceptions for example plural rules. In addition, they indicated that grammar rules need more practices to register in the mind. Also, they stated that mastering the grammar rules is the essential part of any written product.

Item 9: Is the tense system in English difficult for you?

Option	Number	Percentage
a. yes	18	54%
b. no	15	45%
Total	**33**	**100%**

Table3. 8; Existence of Difficulties in Tense System in English.
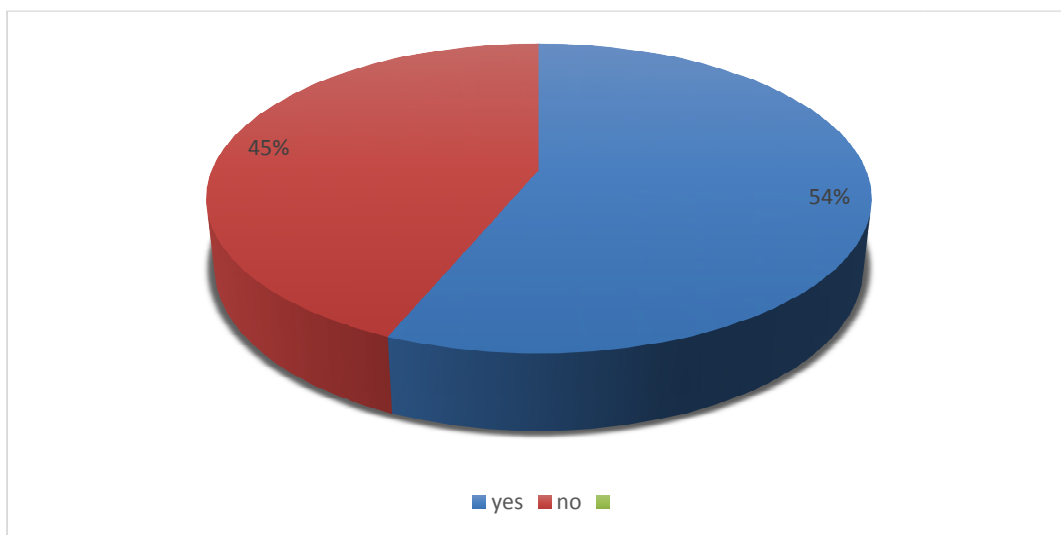
Figure.3. 9; Existence of Difficulties in Tense System in English.

As shown in the graph the majority state that the tenses system difficult for them (18repondents) or (54%), however; (15repondent) with the percentage (45%) answered "No" they did not find tense system in English difficult.

Item10: What are your difficulties in using tenses?

Option	Number	Percentage
a. the patterns	20	57%
b. the usage of verb	13	42%
Total	**33**	**100%**

Table 3.9; Students ' Responses about Theirdifficulties in Using Tenses.
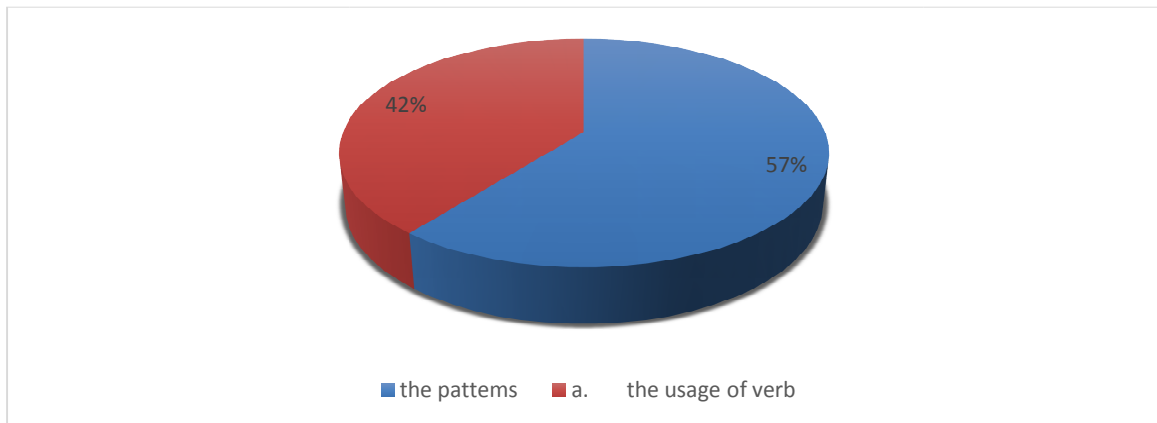
Figure.3.10; Students ' Responses about Their difficulties in Using Tenses.

The table above has shown that their difficulties in using tense due to the patterns or the usage of verb. The majority (57%) state that using the patterns is more difficult than the usage of verb (42%).

Item11: Your weaknesses in using tenses are because of:

Option	Number	Percentage
a. Teachers	2	6%
b. lack of practice	19	61%
c. lack of good teaching grammar	17	54%

Total	33	100%

Table 3.10; Students ' Reasons Behind Their Weaknesses.
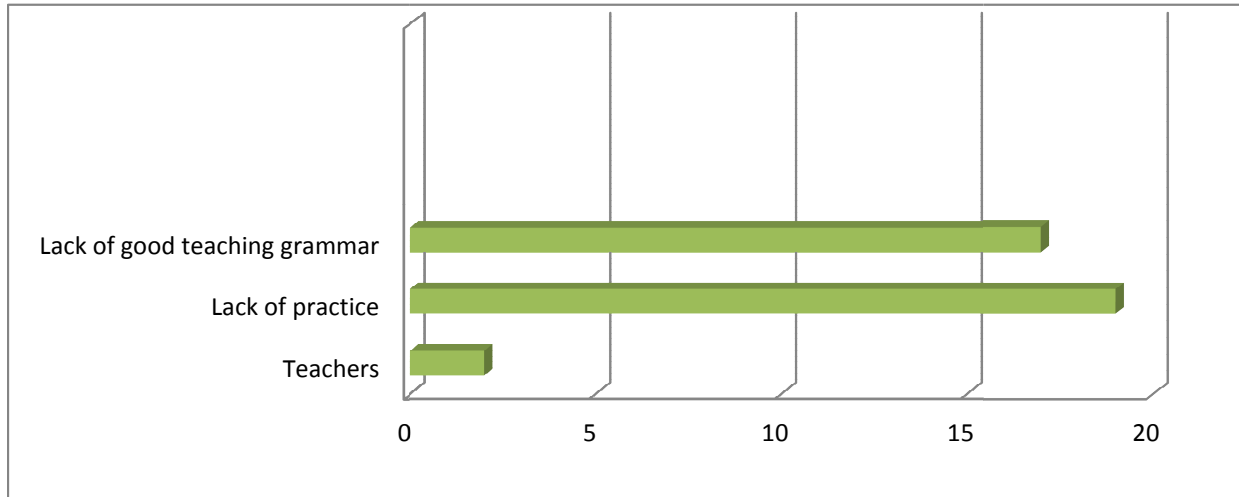
Figure.3.11; Students ' Reasons Behind Their Weaknesses.

We notice in the table above that the weakness of using the right tense due to lack of practice with (19respondents) or (61%), while lack of good teaching grammar (17respondents)with the percentage (54%) .Whereas, the teachers role ranked the last with (2 respondents) with percentage (6%).As the result shows we conclude that students weaknesses due to the lack of practice either inside the classroom or outside it.

Item13: is teaching grammar during two academic years sufficient to train you in apply the rules of tenses?

Option	Number	Percentage
a. yes	11	33%
b. no	22	66%
Total	33	100%

Table 3.11; Students Attitudes Towards Teaching Grammar Two Academic Years.
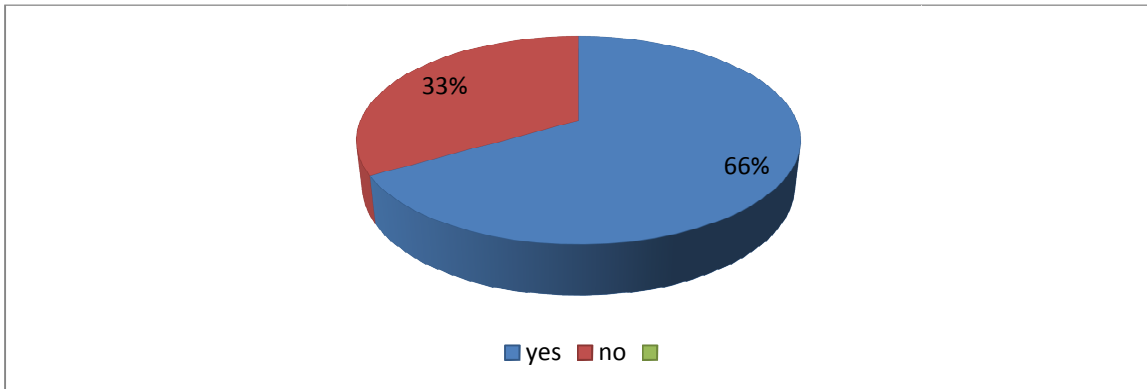
Figure.3.12;Students Attitudes Towards Teaching Grammar Two Academic Years.

In this question students were asked if teaching grammar during two academic years sufficient to train you in apply the rules of tenses. The table above indicates that (66%) or (22 respondents) answer "No" two years are not enough to apply all the rules of tenses. Whereas, (11respondents) with percentage (33%) considered that two years are enough to train students in applying all tenses rules.

Item14: When reaching Master one, how do you qualify your writing level?

Option	Number	Percentage
a. . Good	4	12%
b. Average	20	60%
c. Poor	5	15%
d. Satisfactory	2	6%
e. I do not know	2	6%
Total	**33**	**100%**

Table 3.12; Students' Assessment Their Writing Level.
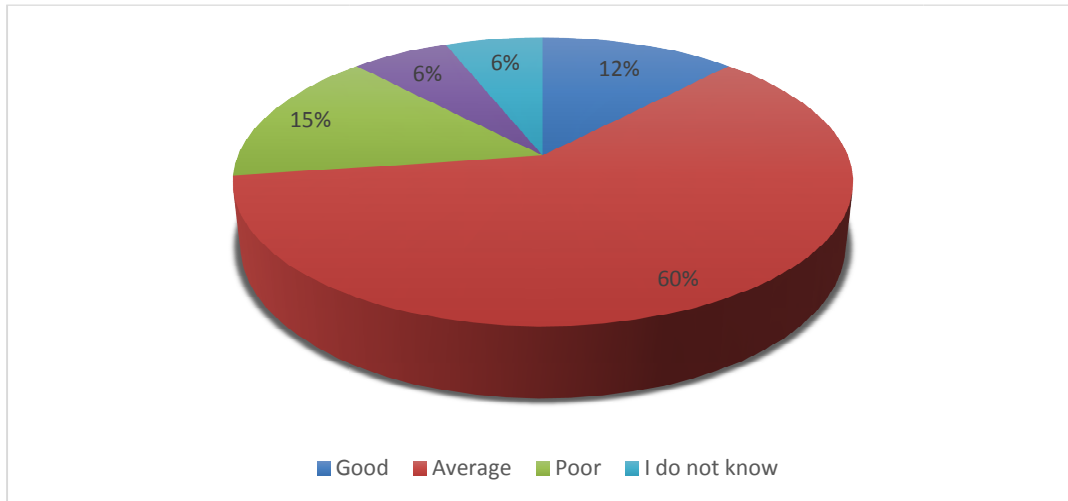
Figure.3.13;Students' Assessment Their Writing Level.

In this question students were asked to evaluate their level in writing when they reach Master one. The majority confirmed that their level is average (20respondents) or (60%) and (5respondents) with the percentage (15%) stated that their level is poor. However, the minority indicated that their level satisfactory or they do not know under of what level from the choices above (2 respondents) with percentage (6%) for each.

3.4.2. The Students' Test

3.4.2.1. Aims of Students' Test

The data collecting tool seeks to explore the errors committed in 6 essays produces by 6 participants of M1 students Mohamed Khaider University at Biskra. It requires identifying the different types of errors while writing in English. We followed Road Ellis (2008) which the analysis procedure consists of five steps: collecting a sample, identifying and explanting the error and finally evaluating the error. The purpose of the research is to examine and characterized the errors made by M1 students in written production (essays).

3.4.2.2. Description of the Students' Test

The test is designed for M1 students Mohamed Khaider University at Biskra. It was made with 6 participants who were chosen randomly from two groups. The students cooperated by writing brief essays. All 6 participants were asked to write about the following topic: the COVID-19 pandemic has been extraordinarily challenging for universities and students. In higher education in Algeria, we are experiencing an authentic change in teaching and learning. Universities have used digital technologies as an alternative to replacing traditional teaching. The participant sent their by email, we wrote the essays and correct them.

The test indicates that the students encounter big problems in using the correct usage of tense in some sentences for different reasons. The results show that the students did not know when to apply the correct usage of tense.

Table.3.13.Evaluation of student 01 results in using tenses

Errors	Correction	Type of Errors
In different ages **are attend** schools.	In different ages **attend** schools.	**AD**
Somehow hard **to deals** with as first time.	Somehow hard **to deal** with as first time.	**AD**
I **will shared** my personal experience.	I will **share** my personal experience.	**AD**
Every module on my own **were** quite hard	Every module on my own **was** quite hard.	**MF**
I **becames** more and more.	I **became** more and more.	**AD**
I **try** to keep doing the same.	I will **try** to keep doing the same.	**OM**

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

Table.3.14.Evaluation of student 02 results in using tenses.

Errors	Correction	Type of Errors
Teachers **posts** their lecture.	Teachers **post** their lecture.	AD
Platforms **do not works**.	Platforms **do not work**.	AD
I **adopt** these changes.	I have **adopted** these changes.	OM
I will **deals** with.	I will **deal** with.	AD

As shown in the table, we observe that the most errors appear twice in the category of AD, while one tie for OM category

Table.3.15.Evaluation of student 03 results in using tenses

Errors	Correction	Type of Errors
The Ministry **decide** to introduce the distance education.	The Ministry **decides** to introduce the distance education.	OM
Those who **supports** it.	Those who **support** it.	AD
It **have** more negative.	It **has** more negative.	MF
We cannot **plays** the role.	We cannot **play** the role.	AD

It will a**ffects** the students.	It will **affect** the students.	**AD**

From the table above, it can be seen that the most errors present in the category of AD (three times); however, one time in the categories of MF and OM.

Table.3.16.Evaluation of student 04 results in using tenses

Errors	Correction	Type of Errors
We **have studying** online courses	We were **studying** online courses	**MF**
I **use** the internet to understand.	I **used** the internet to understand.	**MF**

The table above indicates that the mot errors occur only in the category of MF.

Table.3.17.Evaluation of student 05 results in using tenses

Errors	Correction	Type of Errors
we **studying** online lessons	We were **studying** online lessons	**OM**
we **may using** it at the future	we **may be using** it at the future	**OM**
other virus will **appearing**	other virus will **appear**	**AD**

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

Table.3.18.Evaluation of student 06 results in using tenses

Errors	Correction	Type of Errors
Enemy **come** into our life.	Enemy **comes** into our life.	**OM**
Airports was been closed.	Airports have **been** closed.	**MF**
Teachers **gaves** us online test.	Teachers **gave** us online test.	**AD**
We almost **get not** our lessons.	We **do not get** our lessons.	**MOR**

The table above shows that the four categories occur one time for each one.

3.5. Discussion and Interpretation of the Main Findings

The aim of the current study is to investigate the students difficulties in using tenses in Academic writing .It seek to find out the frequent errors committed by the learners. After the data have been collected and analyzed through the use of data collections tools (the questionnaire and the test). The research questions have answered and the hypotheses have been verified. The findings of the study have been obtained for the analysis of the two data gathering tools.

3.5. 1. Discussion of the Students' Questionnaire

The main findings expose that the majority of M1 students face many difficulties in academic writing and applying grammatical rules. When inquired about certain challenges face while writing the majority state that they have, and most of these difficulties due to the lack of vocabulary, the poor style which affects their writing performance. The finding offered that the majority understand everything in grammar; whereas, the others state that they face problems in understanding everything in grammar especially tenses. When explored about grammatical rules are easy to acquire most of them state that grammatical rules are not easy to acquire because grammar rules always have exceptions.

Moreover, it discovered that the majority of students encounter challenges at the level of using tenses while they write especially in the patterns. Also, the finding showed that complex tenses are the most difficult tenses. When inquired about the source of these weaknesses in using tenses most of them stating that the lack of practice and the lack of good teaching grammar are the most causes of their poor performance in writing. Previously stated in the analysis of the students' questionnaire, the majority of students showed their refusal about teaching grammar during two academic years stating that insufficient to train grammar rules and applying them correctly. Finally, when clarified about how they qualify their level in writing when they reach M1, the majority expressed that their level is average.

3.5.2. Discussion of the Students' Test

In the present study, the test shows the most frequent errors committed by the learners. The students face difficulties in the usage of verb tense. The frequent error made by the students is addition which occurs due to the lack of comprehensibility of grammar

61

ruler's .The majority of students committed the error of addition. They added items for the verbs which do not exist such as misused of the third person conjugation "s", that means that the students generalize the rule of adding the "s" in the present tense for all the pronouns . Also, they committed the error of omission certain items; the auxiliary to be in the continuous tense. For example: we studying the correct form is we were studying. Besides, they did not know how to apply the continuous tense and the perfect tense. The students' mixed the two rules such as we have studying the correct form is we were studying; the continuous tense rule the auxiliary to be+ the main verb+ing. Also, the example of Airports was been the correct is has been; the perfect tense rule the auxiliary to have + the past participle of the main verb. In addition, they made the error of conjugated the infinitive verb when they use the simple the future, however; the rule of the future simple is the auxiliary Will+ verb in the infinitive.

Conclusion

This chapter tackled and discussed the field work of the study we focused on the research methodology, population and sample .we have introduced an overall analysis and interpretation of the two collecting tools which were used in this study. Besides, this chapter presented an analysis of M1 learners 'questionnaire and the test (written essays) .the obtained findings declared in the form of tables and graphs. Finally, we discussed the results to answer the research questions and to validate the hypotheses.

GeneralConclusion

General Conclusion

The study was conducted based on the most frequent difficulties in using tense that students faced in academic writing .therefore, this research sought to answer the research questions and confirm the hypotheses.

The dissertation divided into three main chapters. The first chapter was an overview of tenses it motioned the definitions of the three simple tenses and it discussed the students difficulties. Also, we explored the major factors of these difficulties

The second chapter dealt with Academic writing and the errors. The first section discussed the definitions of writing skills, it characteristics and it importance .Also, it mentioned the academic writing definition and it structure. The second section: it focused on the definition errors and the cause and sources, the types of errors. Also, it presented the differences between the error and mistakes.

The third chapter discussed the results of the practical part of the dissertation. It presented the research methodology; population and sample .It has introduced an overall analysis and interpretation of the two collecting tools. Therefore, it moved to the analysis and the interpretation besides to the discussion of the findings.

Limitations of the study

In conducting any research the researches face some obstacles that hinder the progress of the research. First, we face difficulties from the lack of collaboration in the test because of the exceptional year (the circumstances surrounding Covid-19).Also, due to time constraints we faced problems in gathering the resources; they are not downloadable or not free.

Recommendations

- ✓ Syllabus designers need to consider the grammar module at the license level to give more time for the students to train how to apply tenses and became familiar with grammar rules.

- ✓ Reducing the number of students in each group, this will facilitate both leaning and teaching atmosphere for the students and the teachers.

- ✓ During the session, teachers are required to use different strategies to teacher grammar rule effectively.

- ✓ Encouraging students to read and practice. Hence, reading is the suitable input to improve their writing skill and practice the grammar rules (to train using the appropriate tense).

- ✓ Teachers should provide to the learners exercise contain a short paragraph in the class and give them more opportunities to practice grammar and writing as well.

- ✓ We advise the learners to give attention for writing skill to promote their level in writing performance because it is mean of improving grammar difficulties.

- ✓ We advised the future researchers to carry out the investigation with a larger population.

References

References

Azar, B. S. (2002). *Understanging and Using English Grammar with Answer Key* (3rd.Ed). White Plains New York: Longman.

Bailey, S. (2011). *Academic Writing: A handbook for International Students.* (3rd.Ed). London: Routledge.

Bauer, L. (1983). *English Word Formation.* Cambridge: Cambridge University Press.

Brown,D.H ,(1987). *Principle of Language Learning and Teaching.* Regenes Englewood Cliffs: Prentice Hall.

(2000). *Principle of Learning and Teaching.* San Francisco: San Francisco State University .

Chalker, S. (1988). *The Oxford of English Grammar. .* New York: Oxford University Press.

Clare. (2021). *The Present Simple Tense in English.* Retrieved April 18, 2021, from

https://www.english-at-home.com/the-present-simple-tense/

Comrie, B. (1976). *Aspect: An Introduction to the Study of Verbal Aspect Related Problem.* Cambridge: Cambridge Univesrity Press .

Creswell, J. (2014). *Research Design: Qualitative, quantitative, and mixed methods approach* (4th.Ed). Thousand Oaks, CA: : SAGE.

Dekeysar, R. (2009). *Implicit and Explicit Learning* in C. Doughty &M.Long (Eds)The Handbook of Second Langauge Acquisiton). Malden,MA: Blackwell.

Dulay, H. C., Burt, M. K., & Krashen, S. D.(1982). *Language two.* New York: Oxford

University Press.

Edge, J. (1989). *Mistakes an Correction* . New York: Longman .

Edwin, A. F. (2018). *Students' Tenses Errors in Aacademic Writing.* University of

Mataram.Retrivied from

http://eprints.unram.ac.id/5789/1/JURNAL.pdf

Ellis, R. (1997). *Second Language Acquisition.*Oxford: Oxford University Press.

(2008). *The Study of Second Language Acquisition.* Oxford: Oxford University

Press.

Filali, S. (2015). *Identifying academic writing challenges encountered by EFLto devolop

thierAcademic Writing.* Algeria, University of Mohamed Kheidar, Biskra.Retrivied

from

http://archives.univ-biskra.dz/handle/123456789/15173

Flower, L., & Hayes, J. (1981, December). *A Cognitive Process Theory of Writing*. The

National Council of Teachers of English, *Vol. 32*(,No. 4), pp. 365-387.

https://www.jstor.org/stable/356600

Ghodbane, N. (2010). *Identification and analysis of some factors behind student'poor

writing productions.* University of Sétif Faculty of Letters and Social

Sciences.Retrivied from

http://dspace.univ-setif2.dz/xmlui/handle/setif2/37

Heaton, J. (1975). *Writing English Language Tests.* . London: Longman.

Hornby, A. (1975). *Guide to Pattern and Usages in English.* (2nd..Ed) Oxford: Oxford
University Press.

Kelly.D,Harper D.J, Landou.B, (2008, January). Questionnaire mode effects in interactive
information retrieval experiments. *elsevier, Volume 44*, Pages 122-141.

https://doi.org/10.1016/j.ipm.2007.02.007

Labaree, R. V. (n.d.). Research Guides: Organizing Your Social Sciences Research Paper:
Academic Writing Style. Retrieved June 19, 2021, from
https://libguides.usc.edu/writingguide/academicwriting

Leech, G . Shartvick, J.(2002). *A Communicative Grammar of English.* (3rd.Ed) . London:
Pearson Education Limited.

Lyons, J. (1995). *Linguistics Semantic An Introduction.* . Cambridge: Cambridge
University Press.

McArthur, A.C., Graham, S. & Fitzgerald, J. (2017). *Handbook of Writing Research.*
Retrieved from

https://books.google.vu/books?id=ZFrQAQAACAAJ&printsec=copyright&fbclid=IwAR2
IIcGbYvnBZKIqW9dYJVURM7DTDqou4cQGAnlTDoF551BMLxjtuADT6wc#v=onepa
ge&q&f=false

Mafaz, H. (2017). *Error Analysis on the Use of the Simple Past Tense and the Simple Present Tense in Writing Essays among EFL Students.* Algeria, Larbi Ben M'hidi University,Oum El Bouaghi.Retrivied from

http://bib.univ-oeb.dz:8080/jspui/handle/123456789/3746

Nunan, D. (1989). *Designing task for The Communicative Classroom.* New York: Cambridge University Press.

(2000). *Language teaching methodology: Textbook for teachers.* Malaysiya: longman.

(2003). *Practical English Language Teaching.* New York: McGraw-Hill.

Palmer, F. (1976). *The Engish Verb.* London : Longman.

Paul, V. (2008). *Oxford Learner's Pocket Dictionary.* Oxford: Oxford University Press.

Richards, J.C. (1974.). *Error Analysis: Perspective of Second Language Acquisition.* New York London.: Longman Gilford Press.

Richards.Jack.C, R. (2002). *Longman dictionary of language teaching and applied linguistics.* (3rd.Ed). London ; New York: Longman.

Rizka, N. (2017). *The students' Problems Encountred in Using Present Perfect Tense.* University Ar-Raniry Banda Aceh.Retrivied from

https://repository.ar-raniry.ac.id/id/eprint/1341

Rosdiana, R. (2018). *Student's Difficulties in Using Present Tenses in SMKN 6.* Makassar, University Islam Negeri Alauddin Makassar.Retrivied from

http://repositori.uin-alauddin.ac.id/5071/

Sari, E. M. (2015). *Interlingual Error and Intrlangual Errors.* Muhammaiyah University

of Surkarta.Retrivied from

http://eprints.ums.ac.id/40012/20/NASKAH%20PUBLIKASI.pdf

Seonaid (n.d.). Using the past simple (or simple past) tense. Retrieved April 18, 2021,

from

https://www.perfect-english-grammar.com/past-simple-use.html

Simple, C. &. (n.d). *Conjugation & verb forms of the future simple*. Retrieved April 20,

2021, from

https://www.usinggrammar.com/english-grammar/forms-future-simple.php

Swan, M. (2016). *Practical English Usage* (4th.Ed). Oxford: Oxford University Press.

Tense, S. p. (n.d). *Simple past tense*. Retrieved April 2021, 18, from

https://www.ef.com/wwen/english-resources/english-grammar/simple-past-tense/

Touchie, H. (1996). Second Language Learning Errors Their Types, Causes. *the JALT

Journal, Volume 8*(Number 1).Retrivied from

https://jalt-publications.org/sites/default/files/pdf-article/art5_8.pdf

Trilestari, P. e. (2012). *Research in English and Applied in Linguistics(Real).* Jakarta:

HalamanMoeka.Retrivied from

https://books.google.dz/books?id=HAYmj4fmtxEC&printsec=frontcover&hl=ar&source=gbs_ge_summary_r&cad=0#v=onepage&q&f=false

Ur, P. (1996). *A Course in Language Teaching: Practice and Theory.*London: Cabridge
University Press.

Weinreich, U. (1968). *Languages in Contact, Findings and Problems* (6th.Ed).
Netherlands: The hague Mouton Publisher.Retrivied from

https://books.google.dz/books?id=G3F2l1ZfIUC&printsec=frontcover&hl=ar#v=onepage&q&f=false

Appendices

Student's Questionnaire

Dear Student,

This dissertation deals with some of the challenges to students' writing achievement. Accordingly, the aim is to locate and assess them. Then we will make suggestions for how to resolve this issue and improve students' writing. As a first step, we use a questionnaire as part of a study aim to identify some of the factors that contribute to students' poor writing output. We aim to get a close view about the main heading points that will lead us in the appropriate direction. Answering this questionnaire would be of great help.

Please tick (√) the corresponding box or give a complete answer. *Thank you for your cooperation*.

1. Specify which of the following four skills is the most difficult one?

A-Listening ☐ b-Speaking ☐ c-Reading ☐ d-Writing ☐

2. Which of the following skills do you prefer to apply?

a-Speaking ☐ b-Writing ☐

3. Do you feel relaxed when expressing your ideas and thoughts in writing?

a. Yes ☐ b. No ☐

4. How often do you practise writing?

a. Everyday ☐ b. Sometimes ☐ c. Not at all ☐

5. Do you find certain difficulties when writing in English?

a.Yes ☐

b. No ☐

6. If "yes", are those difficulties due to your deficient mastery of:

a. Vocabulary ☐   b. Grammar ☐

c. Styled. ☐   d. Content ☐

e. Coherence/ cohesion ☐   f. Punctuation/ spelling ☐

7. Do you understand everything in grammar?

a. Yes ☐   b.No ☐

If no, what you do not understand?

…………………………………………….......................................……………………………

…………………….......................................……………………………………………………….

8. Are grammatical rules easy to acquire?

a. Yes ☐   b.No ☐

9. Is the tense system in English difficult for you?

a. Yes ☐   b. No ☐

10. What are your difficulties in using tenses?

The patterns ☐   the usage of verb ☐

11. Which tense seems to be difficult for you?

……………………………………………………………………………………………….

12. Your weaknesses in using tenses are because of:

a. Teachers ☐

b. Lack of practice ☐

c. Lack of good teaching ☐

d. Language transfer (Arabic/ English) or (French/ English) ☐

13. Is teaching grammar during two academic years sufficient to train you in apply the rules of tenses?

a. Yes ☐ b. No ☐

14. When reaching Master one, how do you qualify your writing level?

a. Good ☐ b. Average ☐

c. Poor ☐ d. Satisfactory ☐

e. I do not know ☐

University of Biskra

Faculty o Letters and Foreign Languages

Department of English

Student Name: …………..………………

1) Read the following passage carefully and then follow the instructions below:

COVID-19 pandemic has been extraordinarily challenging for universities and students. In higher education in Algeria, we are experiencing an authentic change in teaching and learning. Universities have used digital technologies as an alternative to replacing traditional teaching.

Instruction:

Write an essay indicates how was your experience with online learning during the quarantine, and how you adapt to these changes in this exceptional year. What if this epidemic extends for a long time how will you deal with it?

…………………………………………………………………………………......

….....…………………………………………….…………………………………

…......…………………………………………………………………………………

………….............………………………………………………………………………

…………….......………………………………………………………………………

……………...............………………………………………………………………………

Student Name: ....

1) Read the following passage carefully and then follow the instructions below:

COVID-19 pandemic has been extraordinarily challenging for universities and students. In higher education in Algeria, we are experiencing an authentic change in teaching and learning. Universities have used digital technologies as an alternative to replacing traditional teaching.

Instruction:

Write an essay indicates how was your experience with online learning during the quarantine, and how you adapt to these changes in this exceptional year. What if this epidemic extends for a long time how will you deal with it?

During The covid 19 pandmic, the learning and Teaching were changed to online lectures, online tenss. addution.

In Algeria, teachers posts their lectures in platform, and we download to read from them.

My Experience with online learning during

1

the quarantine have a good and bad sides. First, *[MF has]*
the good thing I can the course and learnet any
time from anywhere. In addition I have the abbility
to read and reread lectures, but in the bad way *[MF]*
I could not learn batter ~~because~~ the plat for me do *[MF does]*
not works well. Also I dopt these changes, because *[I have adopted]*
I have to, but if the Covid 19 extands for long *[addition]*
time I will adjust and deals with, I do not
have any other solutions *[addition]*

Note: revise grammar rules
- pay attention for punctuation

Revise the usage of tenses

During the spread of Covid 19 in Algeria to reach the educational level, The Ministry decide~~d~~ to introduce the distance education system. There are who support ~~to~~ it to press for development of education system. In my view, it have more negative then positive repercussions for several reasons :
We were not able to understand the lessons due to the absence of the teachers. We can not played the role of teacher and student at the same time Also, we did not made on line courses, they pos~~t~~ them only in moodle. If the covid expends for long time, in my opinion it will affect the student's learning, because they do not understand the lessons well.

(red annotations)
addition
ommition
HKos
MF
add to
MF
act
OMition / addion
Understand

Note : pay attention for grammar rules

Especially tenses use
pay attention for punctuation

Situation

During the quarantine, we faced a lot of challenges especially in studying. Online learning ~~were~~ [MF was] diffrent experince, because we have studying [ed] [MF] online courses. In other hand, teachers were posting in moodle the lessons.

My experience during this pandemic was little bit hard and enjoyable at the same time. I strat with the hard side ~~of~~. first, I ~~stugle~~ [← had stugled MF] from understang the lessons. Also, there wes a lot of lessons on moodle which seem difficult. I stared asking my mates about the lessons and they gave me feedback. [ommition] Also, I ~~use~~ [ed] intrenet to understand what seems difficult. Teachers organized for us online test to evaluate us. Also, It was enjoyable experience studying from home, because you do not need to go university you can learn from your bed.

If the Covid 19 expends for long time. We will be ready for it because we had embarced with it.

good

- Try to revise grammar rules especially tenses.

2

During last year we have faced so many difficulties in different shapes, including both mental and physical health and learning. All students in different ages are attend schools, but the current situation were not helpful to be present and do face to face learning. As a result, online learning was the issue. It is something new for all of us, somehow hard to deals with as a first time. I will shared my personal experience about the online learning, at first it was challenging because dealing with every module by my own was quite a hard work task, especially keeping in touch with what is going on each time was overwhelming due to the effect of the situation we were living in. However, when time went on I becomes more and more into online learning in terms of assignments by myself. It helps me to improve my techniques to study by my own. In case this pandemic expand for even more time I try to keep doing the same things I was doing, plus I look for more information and provide myself with much knowldge about how I can benifits from the situation.

addition
adittion
O.M.
addisons
addition
Mform
addion
om
omi
will
omition
will
omittion
will
addition

* Note = reivre grammar rules, you add items that should not be.

: be carefull in using tenses while you are write

Try to write 2 draft before you write in answer paper.

During quarantine, we study [was] [ing] [omittion] online lessons use many technology, and [context] of teachers by the interent while we [was] [MF] at home to avoid any sick or illness. It were a new experience for all students, they may have obstacles like [3rd M F Was] net weak quality and the apsent of [pc] for all most of students. Because it [is] the first time we did not [know] [addition] how to use moodles and google meeting, all students did not have [additi] materials to use. In general it [was] [addition] a fun one that breaking the usual classic teaching method. We learn how to work with plateformes. Also, we got some experience that we may [be] using it at [ommition] the future online courses. Because Covid 19 is still in our lifes and may be other virus will [apearing] [eddit] in the future. For that, I started learning a little [addition] bit about some ways and techinques in this new method of studying. I personally thought that we should adopt[ed] as a new way and improving it to be more capable and able [to] in the future [additions]

- do not use abbriviations.

- good
- pay attention for punchuation.
- recise grammar rules.
- focus on tenses.

MF

A year ago, we were living our daily life activities.
Life was looked as easy and natural as possible.
However, without any introductions, an acceptable
enemy comes into our life. All the world was schoking
When Covid 19 entred into our lives.
      The whole world was stopping, the airports was has
been closed the big campany too. Oven universities MF
and schools It was hard time for all us. Since

We were supposed to learn online. My personal
Experience was not good, because I was not able
to get an explanation from my teecher. The intrenet
Wase so weak, thus, the teechers gaves us addituous
online ted. Also, Most of them starting throwings
a full doaumment to us without any Explication.
We face a serious problen with wsing the plat forms

      Finally, I blieve that it was the most
failure experence considering the study.
We almost get not our lessons on information
we need.
omi   M.R   good
             do not get

الملخص

تهدف الدراسة الحالية إلى التعرف على صعوبات متعلمي اللغة الإنجليزية التي يواجهها طلبة الأولى ماستر في استعمال الأزمنة في الكتابة الأكاديمية. بالإضافة إلى تحديد أسباب هذه الصعوبات. وشملت العينة 6 طلاب ماستر في جامعة محمد خضر بسكرة. لهذا، استخدمنا المنهج الوصفي التحليلي والمقاربة النوعية. استخدمنا طريقتين لجمع البيانات، حيث قمنا بتصميم وتوزيع استبيان للطلبة وطلبنا منهم كتابة فقرة تتضمن توظيف الأزمنة. وأظهرت أهم النتائج إلى أن الطلبة يواجهون صعوبات مختلفة في الكتابة الأكاديمية، خاصة بعض الأخطاء في استخدام الأزمنة. الخطأ المتكرر هو الاضافة. وفي الأخير، قدمنا عدد من التوصيات للأساتذة والتلاميذ التي قد تساعدهم على تحسين مهاراتهم في الكتابة والتدرب على القواعد النحوية.

الكلمات المفتاحية: مهارة الكتابة، قواعد اللغة الأخطاء، الصعوبات، الأزمنة، الكتابة الأكاديمية.