A STUDY OF TENSE ERRORS IN THE WRITTEN ENGLISH ESSAY OF SS II STUDENTS IN GIWA EDUCATIONAL ZONE, KADUNA STATE

BY

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DECLARATION

I declare that this research work titled *"A Study of Tense Errors in the Written English Essays of SSII Students in Giwa Educational Zone of Kaduna State"* was written by me Ezekwem, Emeka (M.ED/EDUC/22365/2012-2013)' under the supervision of Professor R. J. Daura and Professor M. Sadiq, and has not been presented elsewhere for the award of any degree or certificate. All citations have been acknowledged by means of references.

_____ _____

Ezekwem, Emeka Date

CERTIFICATION

This research work titled "*A Study of Tense Errors in the Written English Essays ofSSII students in Giwa Educational Zone of Kaduna State*" has been approved in partial fulfillment for the award of Master's Degree in Teaching English as a Second Language (M.ED TESL), Department of Arts and Social Science Education, Faculty ofEducation, Ahmadu Bello University, Zaria, for its contribution to knowledge and literary presentation.

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DEDICATION

This thesis is dedicated to my adorable wife, Mercy Emeka, for her unflinching support, encouragement and taking charge of the home front while I was away, and my beloved son, Jeremy for his understanding during the course of this study.

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My sincere gratitude goes to God for seeing me through this experience in life. I also thank Him for the inspiration He bestowed on me.

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ABSTRACT

This study titled "A study of Tense Errors in the Written English Essays of SS II students of Giwa Educational Zone" was conducted to find out tense errors in the English written essays of SS II students. A written test was administered to the students. The population for the study was 29 public schools in Giwa Local Government Area of Kaduna state from which two schools were selected (Government Secondary School Giwa, Government Secondary School Sakadadi). Samples of 60 students were selected from both schools using random sampling technique. The data collected were analyzed using inferential statistics and was used to answer research questions and hypotheses for the study. Research question one showed that female students committed less present tense errors in their written English essays than their male counterparts; research question two also showed that male students committed less past tense errors in their written English essays than their female counterparts; research question three further showed that male students committed less future tense errors in their written English essays than their female counterparts; while research question four generally showed that female students committed less tense errors in their written English essays than their male counterparts. Thus, based on these findings, it was recommended that English language teachers should correct the difficulties encountered by the students immediately as they are made by the students either while speaking or writing.

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CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

"Time" and "tense" are interwoven in the structure of language. However the two terms must not be confused. The term "time" is a concept which all human beings are familiar with. It is divided into past, present and future. It is a thing independent of language. The term "tense",on the other side of the coin, stands for a verb or a series of verb forms used to express time relation. Tenses in general may indicate an action or activity or may state the past, present or future.

According to Cowan, (2008:350).Tense is related to time, and time refers to 'when' an action takes place. It expresses the time that an action occurs in relation to the moment of speaking.Salaberry & Shirai (2002:2)posit 'tense is a deictic category that places a situation in time with respect to some other time, usually moment of speech'. Tense has three 'dimensions': 'present', 'past', and 'future

Therefore, there are variations in tenses in English language tense system; there are only two simple tenses the present simple for instance, "I write" and "he writes" Palmer (1974). The simple past tense is the second, for instance, "I wrote" and "She wrote". It should be noted that the simple present tense can be used for present and future time only. Traditionally, the tense system in English has the categories. The past, present and the future similar to the division oftime.

Similarly, languages are of four Skills. English language is not an exception. It consists of four skills: listening, speaking, reading and writing. Brown (2000) explained that in order to master the English language, learners have to be exposed to all of the four basic skills. When

students try to practice the last one which is writing they face many difficulties. In fact, writing is the skill in which students produce sentences which are put in a particular order and linked together in certain ways. But still, essays production is the most difficult tiring task. Raimes (1983) explained that writing is an area in which students commit errors and it is helpful in students' learning because of the following reasons: "First, it reinforces the grammatical structures, idioms and vocabulary that have been taught to students. Second, when students write, they also have a chance to be adventurous with the language. Third, when they write they necessarily become very involved with the new language, the effect to express ideas, and the constant use of eye. Hand and brain is a unique way to reinforce learning. "

Also, the concepts on linguistic errors are attributed to *Transfer Theory*. The term *transfer* is a general term describing the carryover of previous performance or knowledge to subsequent learning. Positive transfer occurs when the prior knowledge benefits the learning task –that is, when a previous item is correctly applied to the present subject matter. On the other hand, negative transfer occurs when the previous performance disrupts the performance on a second task.

The latter can be referred to as *interference*, in that previously learned material interferes with subsequent material –a previous item is incorrectly transferred or associated with an item to be taught (Brown, 1994). In the sense of L2 learning, errors are evidences of interference (negative language transfer) of the L2, leading to negative interlingual transfer. Interlingual errors are the result of such form of language transfer (Myles, 2003). Aside from L1 transfer and interference, other possible causes for these linguistic errors include poor knowledge of the target language, overgeneralization, ignorance of rule restrictions, simplification, and incomplete application of rules (Huang, 2001).

Meanwhile, error analysis has become an interesting task for the teachers teaching writing as it helps them identify their own teaching methodologies and their students' ability in writing and to guide them in choosing the strategies and topics that best suit the students' capacity (Richards, 1992). Pit Corder is the "Father" of Error Analysis (the EA with the "new look"). It was with his article titled, *The Significance of Learner Errors* (1974) that EA took a new turn.

Errors used to be *flaws* that needed to be eradicated but Corder presented a completely different point of view. For learners themselves, errors are indispensable, since the making of errors can be regarded as a device the learner uses in order to learn. In fact, Gass and Selinker (2001) defined errors as *red flags* that provide evidence of the learners' knowledge of the L2.However, error analysis (EA) became a preferred tool of studying second language analysis. It is seen as one of the best types of linguistic studies that focus on the learners' errors. It consists of a comparison between the errors made in target language and within that TL itself. Corder (1967) who is considered the father of EA contended that those errors are "important in and of themselves". So it can be said that errors made by language learners make it possible to determine areas that need reinforcement in teaching. He added that EA has two objects: One theoretical and another applied. The theoretical object is to understand what and how a learner learns when he studies an L2. The applied object is to enable the learner to learn more efficiently by using the knowledge of his dialect for pedagogical purposes. At the same time, the investigation of errors can serve two purposes, diagnostic (to in-point the problem) and prognostic (to make plans to solve a problem).In addition, he said that it is diagnostic because it can tell us the learner's grasp of a language at any given point during the learning process. It is

also prognostic because it can tell the teacher to modify learning materials to meet the learners' problems

Furthermore, many countries have declared English as an official language, and it has become a language of teaching and learning in higher education. This has happened although English is not the mother tongue of most of the people in countries such as Nigeria. Many second language speakers in those countries are not proficient in English which they desperately need for both communication with the world and for commercial purposes.

In consonance with the above, this research is strongly inspired by Bamisaye (2004) stand that one of the reasons for learners' errors is the interference of his mother tongue to the target language. In the same vein, learners tend to overgeneralize some grammatical rules.

Thus, there is a need to look into the present classroom practice in this investigation. Teachers are therefore concerned with the fossilized structures in the language of their learners. These fossilized structures would be stabilized and, therefore, result in errors of what is internationally not accepted in English.

In view of the forgoing reasons, the researcher intends to carry out a research of tense errors made by Senior Secondary two (II)students in Giwa educational zone. A study of tense errors of the students' written English essays is expected to provide this kind of findings, and to also find out the types of tense errors committed by students who have sat for various examinations.

1.2 Statement of the Problem

English occupies the status of L2 in Nigeria both in the primary, secondary and tertiary level of education. Learning English as a second language is not an easy task. As such, the standard of English language among Nigerian students is on the decline, despite learning English for several years. Learners of English most especially at the senior secondary school students commit tense errors when speaking and writing. (Present, past and future).

Most secondary school students do not have contact with English outside the classroom. This has in turn resulted to mother tongue interference which usually affects secondary school students especially in the written component of the target language.

In the same vein, most secondary school students commit tense errors in their written English essays especially when they engage more on literal translation from the native language.

It is in line with the aforementioned problems that this research sets out to study the tense errors in the written English essays of senior secondary school two students in Giwa educational zone, Kaduna state

1.3 Objectives of the Study

The main objective of this research work is to study the tense errors in the written English essays of SS II studentsin Giwa educational zone of Kaduna state. The specific objectives of the study are to:

a. Identify the extent to which SSII students commit tense errors in their written English essays at the level of present tense.
b. Identify the extent to whichSSII students commit tense errors in their written English essays at the level of past tense.

c. Identify the extent to which SSII students commit tense errors in their written English essays at the level of future tense.

1.4 Research Questions

The following research questions are relevant:

a. To what extent doSSIIstudents commit present tense errors in their written English essays?
b. To what extent do SSIIstudents commit past tense errors in their written English essays?
c. To what extent do SSII students commit future tense errors in their written English essays?

1.6 Null Hypotheses

Taking all the afore-mentioned research questions into account, the following hypotheses were formulated for the study:

a. There is no significant difference between the present tense errors committed by SSII students in written English essays.
b. There is no significant difference between the past tense errors committed by SSII students in written English essays.
c. There is no significant difference between the future tense errors committed by SSII students in written English essays.

1.7 Significance of the Study

This study is intended for second language learners to learn how to use English tenses especially in their written English essays, as it would aid easy understanding of any written text in the past, present or future tense. Thus, language teachers must bear in mind that the usage of English tenses in their teaching and learning is paramount as such; the need to help cultivate this attitude in any written piece of discourse becomes pertinent. The findings of this work could shed more light on better ways to improve second language learners' usage of the English tenses in secondary schools, By taking these key issues into consideration, learners' level of the use of English tenses may remarkably be upgraded. In the same vein, the result of this research is expected to be useful for teachers, students, textbooks writers and curriculum planners in the following ways:

For school teachers/ second language teachers, the knowledge of the English tenses would help improve students' written and spoken competences and this could in turn develop students' interest in the use of English tenses.

For students, the knowledge of the study would greatly motivate them to develop their use of tenses especially in their written English to make error free sentences. In the same vein, students could learn from this study, the various attributes of the tense types and requirements which an action takes place. This implies that their performance in English written essays of each type, so as to help embellish the spoken and written English.

For textbooks writers, the knowledge of the study would help them incorporate English tenses and usage especially when designing and writing English textbooks of any kind. This can be achieved via thorough study of the concept and the importance attached to the concept in the study of English language.

For curriculum planners/ developers, the significance of the study is enormous because the result would help them design the curriculum that will reflect the objective and purpose of teaching English tenses. This could equally bring about a rapid improvement in the performance levels of second language learners' use of English tenses in their writing skill. The study would equally guide them in re-examining the contents of the English language syllabus with a view to taking care of the English tenses and its usage in detail.

1.8 Scope and Delimitation of the Study

The scope was delimited to senior secondary school two students in Giwa Local Government. The assumption is that they are already preparing for an external examination and assumed to be more experienced in terms of writing. In the same vein, students at this stage are expected to have been taught tenses and its usage. As such, it may help the present study to test learners' ability to use the English tenses in their written essays, by presenting essay questions to assess if the students are able to utilize tenses effectively in their written English essays.

The study was limited to two public secondary schools in Giwa Local Government Area of Kaduna state. These are: Government Secondary School Giwa and Government Secondary School Sakadadi. The researcher was compelled to select two schools because the research involves brainstorming, monitoring and marking of scripts. Again, the subjects represent not only the population of the two secondary schools but the entire population in Giwa Local Government. The "Hat and Draw" method of selection was employed to avert being biased either by selecting schools because of proximity or choice but minding the rules of giving equal opportunity for every school selected as propounded by statisticians like Imosili (1996) and Bello and Ajayi (2000).

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter deals with the review of related literature that is of direct relevance to the study. This includes: conceptual framework; definition of English tenses; types of English tenses; error analysis; why error is done; sources of error; causes of error; difference between errors and mistakes; significance of errors to the teachers and students; models of error analysis; writing skill; previous study and summary of the literature are also included.

2.2Tenses in English

From the common definition, it can be clearly depicted through a sequence of sentences as follows:

- He writes a letter to his sister every week
- He wrote a letter to his brother yesterday
- He will write a letter to his brother every other week
- He will write a letter tomorrow
- He was writing a letter when his brother called him.

All of the above sentences show the same actions. However, they are different in terms of point of time and situation. For instance, the first sentence, as the verb-form and time adverbial indicate, reveals that he writes a letter to his brother regularly (every other week) up to now. It differs from the second sentences which uses past form. The second sentence means that he used to write regularly every other week). Now, he doesn't write letters regularly anymore.

Obviously, the shift of verb (tense) in English influences the meaningof a sentence. Ashade (2007:58) defines tenses as the relationship between an action and the time of its execution. Chris (2004) states that tense are used to show the relationship between the action and state described by the verb and the time, which is reflected in the form of the verb.Hornby (1975) is of the same view with Chris, which sees tense as "a verb form or series of verb forms used to express time relation. By time, we mean a universal non-linguistic concept which has three dimensions, the present, past and future, and time is a continuous process that from a day to the next. In expressing time relation, tense system is used to indicate the different time at which an action is viewed as happening.

Contributing to the same vein, Palmer defines tense as a linguistic reference to time. This definition differs from language as it is believed that some languages have an elaborate indicator to time while others do not. Kenneth (2014) who is of different view sees tense to refer to the moment when something happens. And also states that, "there are up to 13 tenses in English, today, however linguists have seen through the traditional flaw, which is that traditional grammarians equated, "Tense" and "Time". Every race or generation has three (3) times namely: the present, the past and the future, so time is a universal concept.

According to Quirk and Green Baum (1973:40) are in support of the above when they say that "by tense we understand the correspondence between the form of the verb and our concept of time". They are of the opinion that the expression of time, present and past cannot be considered separately from aspect(which is the manner in which the verbs action is experienced or regarded, for instance, as completed or in progress) and the expression of the future is closely bound up with the mood (which relates the verbal action to such conditions as certainty, obligatory necessity, possibility and the like).

Leach and Svartvik (1981) state that most tenses in English have several uses because the present tense, past tense and future tense can be used to indicate different times. To this effect therefore, students find it difficult to differentiate the term reference or verbs terms.

2.3 Types of English Tenses

Tense is a linguistics feature for handling time relation in speech and tense types differ from language to language. According to Black (1976) traditional grammar works on the basis of worlds and is to the extent world based grammar is that world from the important constituents of language which are joined together to form larger units. However, traditional grammar recognizes a number of tenses which include present, past, future, present progressive, past progressive, past perfect, present perfect etc.

The examples of the above tenses are

2.4.1 Simple Present Tense

There are three important exceptions:

1. For positive sentences, **we do not normally use the auxiliary**.
2. For the 3rd person singular (he, she, it), we add **s** to the main verb or **es** to the auxiliary.
3. For the verb **to be**, we do not use an auxiliary, even for questions and negatives

According to Uchiyama(2006) opined that a sentence is presented in simple present tense when it is used to describe an action that is happening at present and does not indicate when the action is expected to end. It is used when:

- The action that is taking place is general
- The action is not only occurring now; it repeats after regular intervals of time.

- To indicate facts that is generally true.
- The action for relating habits and routines that happen all the time.
- To indicate future actions.

2.4.1.1 Structure

He<u>drinks</u> tea every morning.

Verb“ +s/es” form is used

Examples:

- The sun <u>sets</u> in the West
- Michael<u>teaches</u> English in a school
- Rita <u>leaves</u> for Lagos tomorrow.
- Here <u>comes</u> the bus!
- Immediately the Sultan <u>hurries</u> to his capital.

2.4.2 Present Progressive or Present Continuous

Present progressive usually defines an act that is going on at the time of speaking. Also, Kujore(1990) is of the view that the progressive aspect is formed by combining a form of the verb ‘be’ with the main verb which ends in ‘-ing’.

2.4.2.1 Structure

The boys <u>are playing</u> hockey.

“Subject + be (is, am, are) + verb –ing + object”

- We are late; he will be <u>waiting</u> for us at the café now.
- Please wait for a moment, Shyam is <u>talking</u> to Mary.
- Are they still <u>leaving</u>here?

- I am going to the cinema tonight.
- My uncle is arriving tomorrow.

2.4.3 Present Perfect Tense

This tense explains the incident that has happened in the past and that continues until the present time. Juba (1997) opined that the present perfect tenses describe a completed action which occurred within a period of time in the past and is very much related or extends to the present moment. Also, Wren & Martin (2000) has this to say, the present perfect tense is never used with adverbs of past time. We should say for example, 'He has gone to Kolkata yesterday'. In such cases the Simple Past should be used ('He went to Kolkata yesterday')

2.4.3.1 Structure

Hehas just gone out.

"Have/has + past"

Examples

- I have never known to be angry
- In order to avoid delays in my work, I havebeen doing it regularly.
- Ralph is a bus driver. He has worked as a bus driver for ten years
- Have you read 'Gulliver′s Travels'?
- Mr. Harry has been to Japan.

2.4.4 Present PerfectProgressive Tense

According to Wren & Martin (2000), present perfect progressive tense is used for an action which began at some time in the past and is still continuing.

2.4.4.1 Structure

Theyhave been building the bridge for several months.

"Have/has + past + -ing"

Examples:

- I have been eating apples today.
- You have not been studying for the past month.
- Ralph is a bus driver. He has been working as a bus driver.
- They have been building the bridge for several months.
- He has been sleeping for five hours (and is still sleeping).

2.4.5 Simple Past Tense

Simple past tense is used to indicate an action completed in the past. It often occurs with adverbs or adverb phrases of past time. Wren & Martin(2000:73)

Examples

- Katie workedin that office for almost four years
- We went for the movie yesterday
- He passed away in 1989
- The steamer sailed yesterday.
- He studied many hours every day.

2.4.6 Past Progressive Tense

This form of tense indicates activities that have already happened in the past and have been completed before the time of mention. With a different view, Wren & Martin (2000) opined that the past continuous is used to denote an action going on at some time in the past. The time of the action may or may not be indicated.

2.4.6.1 Structure

It was getting darker.

Subject + was/were + verb in its –ing form + object

Examples

- We were playing football when it started to rain.
- She was reading a thriller novel when I called her
- What were you doing when Sam arrived?
- We were listening to the radio all evening.
- When I saw him, he was playing chess.

2.4.7 Past Perfect Tense

This tense refers to a non-continuous action that was already completed in the past. Also, it describes an action completed before a certain moment in the past. Wren & Martins (2000)

2.4.7.1 Structure

Ihad written the letter before he arrived.

"Had + past/past participle"

Examples:

- I had done my exercise when Harry came to see me.
- I had written the letter before he arrived.

- When I reached the station, the rain had started.
- When I called on him, he had left.
- She had finished the meal before he arrived.

2.4.8 Past Perfect Progressive Tense

We use the past perfect progressive tense when we want to make it clear that this action was happening over time before something in the past.

2.4.8.1 Structure

At that time he had been writing a novel for two months.

"Had+ been + "–ing "

- I had been playing the guitar all morning
- The baby had been crying out loud for minutes before her mother fed her.
- Until this year, Nana had been going to a village school.
- At that time he had been writing a novel for two months.
- When Mr. John came to the school in 1995, Mr. Amandahad already been teaching there for five years.

2.4.9 Simple Future Tense

This tense refers to the actions which will occur later in future. Also, this is a tense carrying modal auxiliaries and lexical verbs. Ashade (2007:66)

- She will not come tomorrow
- I will keep in touch with you
- You will be done before me.
- We will know our exam results in May.

- I shall be twenty next Saturday.

2.4.10 Future Progressive Tense

This tense defines those acts which will be continued at a future point of time.

2.4.10.1 Structure

He will be meeting us next week.

"Will + be + -ing"

- I will be watching the new movie next week
- I will be stayinghere till Sunday.
- He will be meeting us next week
- The postman will be coming soon.
- The time tomorrow I will be sitting on the beach in Singapore.

2.4.11 Future Perfect Tense

This tense expresses an act that is predicted to be finished within a certain span of time in the future.

2.4.11.1 Structure

Ishall have written my exercise by then.

"Will + have + past participle"

Examples

- By the end of this month I will have worked here for five years.
- I shall have written my exercise by then.
- He will have left before you go to see him.
- They will have eaten by then.

- We shall have completed this course by March next year.

2.4.12 Future Perfect Progressive Tense

This tense form indicates an action that is continuous and at same point in the future, it will be completed. Or in another word, it is used for actions which will be in progress over a period of time that will end in the future. Wren & Martin (2000)

2.4.12.1 Structure

By next March we shall have been living here for four years.

"Will/shall + have + been + past participle"

Examples

- I will have been studying English for two hours by the time you arrived here
- By next March we shall have been living here
- When I retire, I will have been teaching for over forty years.
- Adamswill have been eating his lunch by this time tomorrow.
- She will have been going home by noon.

From the above tense types, Kent (2006), Wren and Martin (2000), Chris (2014) are of the opinion that there are twelve (12) types generally in English. Kenneth (2014) opined that English language has thirteen (13) types of tenses. In his argument to this, he came with the idea of the "simple future" with "going to" – for future plans.

2.5 Why Error Analysis is Done

Error Analysis is useful in second language learning because it reveals to teachers, syllabus designers and textbook writers of what the problem areas are. We could design remedial exercises and the focus more attention on the troubleshooting areas, as it were.

Corder(1967),states that errors are visible proof that learning is taking place. He has emphasized that errors if studied systematically, can provide significant insights into how language is actually learned by a foreigner. He also agrees that studying student's errors of usage has immediate practical application for language teachers. In his view, errors provide feedback: they tell the teachers something about the effectiveness of his teaching. According to Aucker, (2000), making mistakes or errors is a natural process of learning and must be considered as part of cognition.

Weireesh (1991) considers learners' errors to be of particular importance because the making of errors is a device the learners use in order to learn. Weireesh, (ibid) says EA is a valuable aid to identity and explains difficulties faced by learners. He goes on to say that EA serves as a reliable feedback to design a remedial teaching method. This emphasizes the fact that as problematic as the errors may be, when they are identified, learners get helped and teachers find it easy to do remedial work. I strongly accept Aucker's view, which sees errors as a natural process of learning I quite disagree with Weireesh's view on feedback, because not all learners get helped and teachers do not always give a diagnostic teaching when these errors are identified. Sercanbe (2000) explains that EA serves three purposes. Firstly, to find out the level of language proficiency the learner has revealed. Secondly, to obtain information about common difficulties in language learning, and thirdly, to find out how people learn a language. From this statement it can be concluded that the study of errors should also be looked at as something positive both for learners and teachers.

Candling (2001) considers EA as "the monitoring and analysis of learner's language: He refers to an error as a deviation. Candling (ibid) adds that the L2 learners' errors are potentially important for the understanding of the processes of SLA. Mitchell and Myles (2004) claims that

errors if studied could reveal a developing system of the students L2 language and this system is dynamic and open to changes and resetting of parameters. This view is supported by Stark (2001:19) in his study, who also explained that the teachers need to view students' errors positively and should not regard them as the learners' failure to grasp the rules and structures but view the errors are normal and inevitable features of learning.

Vahdatinejad (2008) maintains that error analysis can be used to determine what a learner still needs to be taught. It provides the necessary information about what is lacking in his or her competence. He also makes distinction between errors and lapses (simple mistakes). According to Vahdatinejad (ibid) lapses are produced even by native speakers, and can be corrected by themselves. They call for on the spot correction rather than remedial which is needed for errors. Sharma (1980) posits that "Error analysis can thus provide a strong support to remedial teaching", he added that during the teachingprogramme, it can reveal both the successes and the failures of the programme. Analysis of second language learner's errors can help identify learner's linguistic difficulties and needs at a particular stage of language learning in general. Error Analysis has several implications for the handling of learner's errors in the classroom as follows:

1. Devising remedial measures
2. Preparing a sequence of target language items in class rooms and text books with the difficult items coming after the easier ones.
3. Making suggestions about the nature or strategies of second language learning employed by both first and second language learners.

2.6 Classification of Errors

A number of different categories for describing errors have been identified. Firstly, Corder (1973) classified the errors in terms of the difference between the learners' utterance and the reconstructed version. In this way, errors fall into four categories: 'omission' of some required element: 'addition' of some unnecessary or inherent element: 'selection' of an incorrect element: and 'misordering' of the elements. Nevertheless, Coder himself adds that this classification is not enough to describe errors. That is why he includes the linguistics level of the errors under the sub-areas of morphology, syntax and lexicon Corder (1973).

Ellis (1997) maintains that "classifying errors in these ways can help us to diagnose learners' learning problems at any stage of their development and to plot how changes in error patterns occur over time." This categorization can be exemplified as follows:

Omission

Morphological omission	* A strange thing happen to me yesterday
Syntactical omission	* must say also the names?

Addition

In morphology	* the books is here
In syntax	* The London
In lexicon	* I stayed there during five years ago

Selection

In morphology	*my friend is oldest than me
In syntax	* I want that he comes here

Ordering

In pronunciation	* Significant for "significant" plural for plural
In morphology	* Get upping for "getting up"

In syntax * He is a dear to me friend

In lexicon * Key car for “car key”

An error may vary in magnitude. It can include a phoneme, a morpheme, a word, a sentence or even a paragraph. Due to this fact, errors may also be viewed as being either global or local (cited in Brown, 2000). Global errors hinder communication. They prevent the message from being comprehended as in the example below:

- I like bus but my mother said so not that we must be late for school.

  On the other hand, local errors do not prevent the message from being understood because there is usually a minor violation of one segment a sentence that allows the hearer to guess the intended meaning as follows:

- If I hear from her, I would let you know.

2.7 Sources of Errors

As there are many descriptions for different kinds of errors, it is inevitable to move further and ask for the sources of errors. It has been indicated in the first part of the study that errors were assumed as being only result of interference of the first language habits to the learning of second language. However, with the field of error implicates the existence of other reasons for errors to occur. Then, the sources of errors can be categorized within two domainsInterlingual transfer, and Intralingual transfer

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Interlingual Transfer is a significant source for language learners. “Dictionary of Language teaching and applied linguistics” (1992) defines interlingual errors as being the result of language transfer, which is caused by the learner’s first language. However, this should not be confused with behavioristic approach of language transfer. Error Analysis does not regard them

as the persistence of old habits, but rather as signs that the learner is internalizing and investigating the system of the new language. Interlingual errors may occur at different levels such as transfer of phonological, morphological, grammatical and lexica-semantic elements of the native language into the target language.

Intralingual transfer errors result from faulty or partial learning of the target language rather than languages transfer. They may be caused by the influence of one target language item upon another. For example, learners attempt to use two tense markers at the same time in one sentence since they have not mastered the language yet. When they say:

1. "He is comes here", it is because the singularity of the third person requires "is" in present continuous, and "s" at the end of a verb in simple present tense. In short, intralingual errors occur as a result of learners' attempt to build up concepts and hypotheses about the target language from their limited experience with it. Learners may commit errors due to the reason in many ways as in the following examples.
2. He made me to smile.
3. I want learning English.
4. The meat smells freshly.
5. Doctors always give us good advices.
6. I don't know why he did go.

Similarly, Richards (1974:173) distinguishes two types of errors, they are inter-language errors and intralingual errors. Inter-language errors are those that are caused by the learner's mother tongue (native language), whereas, interlingual errors are those that reflect the learners' competence at a particular stage, and illustrate some of the general characteristics of language acquisition.

2.8Causes of Errors

Furthermore, Richards then subdivides the intralingual or developmental errors as the causes of errors into five main types. These are: Overgeneralization, Ignorance of Rule Restriction, Incomplete Application of Rule, False Concept Hypothesized and Redundancy Reduction.

2.8.1 Overgeneralization

According to Jacobvist in Richards (1971:174), overgeneralization or transfer is the use of previously available strategies in new situations. In second language learning, some of these strategies will prove helpful in organizing the facts about the second language, but others, perhaps due to superficial similarities, will be misleading and inapplicable – overgeneralization covers instances where the learner creates a deviant structure on the basis of his experience of other structures in the target language.

Based on the above statements, we can say that the cause of error in this case is not the influence of the learners' mother tongue but it is the influence of the target language which they have already learnt, for example: "He runs fastly". In this sentence, the learner produces an error because he /she generalizes that adverbs of manner must always be formed by adding "ly" to the adjectives.

2.8.2 Ignorance of Rule Restriction

This kind of error is closely related to overgeneralization, which the learners fail to observe the restrictions of certain structures. In this case, they apply a rule in the context of a sentence where actually it is necessary, e.g.; the man whom I saw him yesterday. The student

does not know that it is impossible to mention the person referred to by the relative pronoun by another pronoun as well.

2.8.3 Incomplete Application of Rule

This means that the learners apply a rule in the context of a sentence, although the rule is not yet complete. The students may use a statement for a question by adding a question mark at the end of the sentence. For example: "He goes to school?"

2.8.4 False Concept Hypothesized

This refers to faulty rule learning at various levels. There is a class of interlingual errors which derive from faulty comprehension of distinctions in the target language. These are sentences due to poor gradation of teaching items some students get confused and cannot differentiate between go and come, bring and take, too and very etc. they use the present tense instead of the present continuous tense or the other way round. This might be caused by learners not paying much attention to the difference between items. They consider too and very are the same as well as go and come, etc. Another cause of error mentioned by George (1972) is

2.8.5 "Redundancy Reduction"

The error might be made as a result of blending structure learnt early in the learning sequence, e.g. "yesterday I walk at Marine Beach". The adverbial marker "yesterday" in the sentence is for the learner, sufficient to indicate a time reference and consequently the –ed is omitted from the stem of the verb; and when we add–ed means we make redundancy.

2.9Differences Between Errors and Mistakes

An error is different from mistake, Corder (1973:257) opined that errors are breaking the rule, due to lack of competence such as knowledge of the language, which may or may not be conscious. As they are due to lack of competence, they tend to be not self-correctable. According to Dictionary of language teaching and applied linguistics (Erdogan, 2005:263), a learner makes a mistake when writing or speaking because of lack of attention, fatigue, carelessness, or some other aspects of performances. Mistakes can be self-corrected when attention is called.

To distinguish between an error and mistake, Ellis as mentioned by Erdogan (2005:263) also suggests two ways. The first one is to check the consistency of learner's writing. If he sometimes uses the correct form and sometimes the wrong one, it is a mistake. However, if he always uses it correctly, it is then an error. The second way is to ask learner to try to correct his own deviant utterance. Where he is unable to, the deviations are errors; where he is successful, they are mistakes.

Also, Norrish (1983) made a clear distinction between errors and mistakes. He stated errors are "systematic deviation when a learner has not learnt something and consistently gets it wrong. "He added that when a learner of English as a second or a foreign language makes an error systematically, it is because he has not learnt the correct form. Norrish defined "mistakes" as "inconsistent deviation". When a learner has been taught a certain correct form, and he uses one form sometimes and another at other times quite inconsistently, the inconsistent deviation is called a mistake. And it is in this light that the researcher chose to focus on students' errors not mistakes.'

2.10Techniques for Correcting Errors and Mistakes

Most students expect and value the feedback they receive in writing, and research has shown that there seems to be a connection between active correction of errors and improvement

in writing skills. Ferris (1995) emphasizes the importance students give to writing accurately and their perceived need to obtain corrections from the instructor. An important factor mentioned by Truscott (1996) – who, incidentally, opposes grammar correction – is the necessity for not treating every linguistic category (lexicon, syntax and morphology) as equivalent since these categories represent separate learning domains that are acquired during different stages and through different processes. Nevertheless, most researchers (Ferris and Roberts, 2001; Robb, Roes and Shortreed, 1986; Semke, 1984; Lalande, 1982) agree that corrections are useful for the students as long as they are consistent and systematic. As far as error correction strategy is concerned, George (1972:76) clearly states that: … if one has simply to ensure absence from written work of gross grammatical errors, the teacher has to establish one habit only, the habit of checking for the presence of the errors which the writer (the student) customarily makes.

In other words, students or learners should read the work they havewritten in order to check habitual errors. George's statement has thus provided language learners and teachers with new insight in learning and teaching L2 writing. It implies that students will no longer restrict themselves to writing, but will begin checking errors and rewriting under the teacher's guidance. This presupposes that the teacher will no longer be the sole error corrector but the one who plays an important role in guiding error elimination strategy actually undertaken by his students. This strategy encourages self-correction, pair correction and peer/group correction. In his study about the effects of graded versus ungraded compositions, Chastain (1990:14) finds out that although there was no significant difference between the number and types of errors, "in some ways the expectation of a grade may influence student's writing in some positive ways …. Students in this study wrote longer papers containing longer sentences and a higher number of complex sentences". Corrections place an importance on what is corrected thus exclusive surface-level

error correction places emphasis on form. Over the years, correction of written production has provoked some controversy. Several studies (Ferris and Roberts, 2001; Terry, 1989; Zamel, 1985; Lalande, 1982) endorse differing approaches to written correction, which can be separated into two main categories:

a) Explicit(direct): The instructor indicates the error and provides the correct form
b) Non-Explicit (indirect): The instructor marks the error in some fashion (underlined, highlighted, coded, etc.) and the student has to decide the correction.

Some researchers (Chastain, 1990; Scott, 1996; Ruiz-Funes 2001) have adapted Lalande's (1982) Error Correction techniques to provide students with an indication of the type of errors without giving the correct answer. This procedure has become a common classroom practice that encourageslearning through problem-solving. In a different study Ferris (1995:25) classifies errors as treatable (patterned and rule-governed) or untreatable for which there is no set of rules that students can consult to avoid making mistakes. For these errors, Ferris recommends a combination of direct correction and a set of strategies exclusive to this type of error. The teacher can also write comments on students' written works. Correcting writing becomes a serious task for the teacher if there are a lot of mistakes. So, if we do correction in a traditional way by using red ink such as underlining, circling, striking out etc., the notebook will be so untidy and the children might lose interest. So, it is better to classify the mistakes. For instance, spelling, structure, collocation, punctuation errors and so on. For language students, it is very important to understand that there is no ideal model for writing and that they are not being compared to nativespeakers, or more proficient classmates.

Instructors need to remember that one cannot expect the second language learner to be able to write like an educated native speaker. As Yates and Kenkel (2002:34) point out, "to compare

the learners' knowledge to native speaker knowledge commits the comparative fallacy and provides incomplete insight into what principles the learner had". Therefore, the scoring instrument should reflect the kinds of tasks that are done in the classroom.

In brevity, from the above review, it has been observed that error analysis is very important in second language learning and teaching because it gives us evidence of learner's competence in the foreign language. It is also noted that error analysis helps us to gain valuable information concerning learner's difficulties at different stages. Such information is important for planning of courses and the construction of teaching materials.'

2.11Models of Error Analysis

Corder in Brown (1983:168) provides a good model for identifying erroneous or idiosyncratic utterances in a second language.According to this model, any sentence uttered by learner and subsequently transcribed can be analyzed for idiosyncrasies. A major distinction is made at theoutset between overt and covert errors. Overtly erroneous utterances are those that are questionably ungrammatical and covertly erroneous utterances are grammatically well formed but not interpretable within the normal context of communication. The model indicates in both cases if a plausible interpretation can be made of the sentences than one should form a reconstruction of the sentence in the target language, compare the reconstruction with the original idiosyncratic sentence, and then describe the differences. If the native language of the learner is known, the model indicates using translation as a possible indicator of native language interference as the source of error.

2.11.1 Corder Model

Corder (1967 & 1973) identified a model for error analysis which included three stages:

i. Data collection – recognition of idiosyncrasy

ii. Description – accounting for idiosyncratic dialect

iii. Explanation – the ultimate object of error analysis

2.11.2Ellis Model

Ellis (1995) elaborated on this model giving practical advice and provided clear examples of how to identify and analyze learner's error.

i. The initial step requires the selection of a corpus of language

ii. The identification of errors.

iii. The errors are then classified

iv. Finally after giving a grammatical analysis of each error, demands an explanation of different types of errors.

2.11.3 The Monitor Model

The Monitor model, this model has been proposed by Krashen (1975) as a general model for adult second language performance. The model claims that adult second language performers have two means of internalizing the rules of a targetlanguage:

i. Language acquisition, which is primarily subconscious, is not influenced by overt teaching or error correction, and is very similar to primary language acquisition in children.

ii. Language learning, which involves the conscious representation of pedagogical rules, and is influenced by teaching and error detection. The model hypotheses that learning is available to the adult second language performer only as a monitor- that is, people use conscious grammar only to alter the output of the acquired monitor.

2.11.4 Skidhar Model

Sridhar (1980:222) considered the following steps:

i. Collection of data (either from a 'free' composition by students on a given theme or from examination answers.
ii. Identification of errors (labeling with varying degree of precision depending on the sophistication brought to bear upon the task, with respect to the exact nature of the deviation, e.g. dangling preposition, anomalies sequence of tenses, etc)
iii. Classification into error types (e.g. errors of agreement, articles, verb forms, etc.)
iv. Statement of relative frequency of error types
v. Identification of the areas of difficultyin the target language.
vi. Therapy (remedial drills, lessons, etc.)

This study uses the Gas and Selinker Model because it is an improvement upon the earlier models. Gas and Selinker (2008:103) identify 6 stages which are as follows:

1. Collection of data: although this is typically done with written data, oral data can also serve as a base,
2. Identify errors: what is the error (e.g. incorrect sequence of tenses, wrong verb form with plural subject),
3. Classify errors: is it an error of agreement? Is it an error in irregular verbs?
4. Quantify errors? How many errors of agreement occur? How many irregular verb form errors occur?
5. Analyze error,
6. Remediate: based on the kind and frequency of an error type, pedagogical intervention is carried out.

Therefore, different scholars have come out with different models of error analysis. The model propounded by Corder (1973) has three stages which are: data collection, description and explanation (the ultimate object of analysis). Ellis' (1995:51) model is an elaboration of Corder's model. The stages are: the selection of a corpus of language, the identification of errors, and classification of errors and finally, explanation of different types of errors.

2.12 Writing Skill

The teaching of English and indeed any other language taught in a formal situation involves a learner's acquisition of some basic skills like, listening, speaking, reading and writing. Osasona and Onjewu (2005:186) say although writing is the last of the skills in the hierarchy, it is the most appreciated, because it enables the learner or student to use the knowledge acquired from the skills. The student is able to communicate his feelings and ideas effectively.

Therefore, writing helps to display the student's ability in grammar, and vocabulary construction of sentences and punctuations. An essay is the logical presentation of ideas or, a piece of writing that is logically presented and connected to the force of the idea or topic. It also affords the writer the ability to express his/her ideas and feelings with coherence. Osasona and Onjewu (2005:186) say an essay can also be seen as a piece of discourse which could be on any topic.Oluikpe (2000:207) says an essay is only as good as the thought it conveys. While clear thinking alone does not necessarily produce clear writing, clear thinking does result in clearer kind of writing than the kind produced by jumbled thinking.

Furthermore, there are various types of essays, but the following are the most common: Narrative, Descriptive, Expository and Argumentative. Oluikpe (2005:217) says a narrative essay is an attempt of relating a series of events or telling a story. The events in the story may be factual or imaginary. C. Ukwuegbu and Okebukola (2006:24) say that narrative essay usually

follows a chronological order; that is the order in which the events occurred. It is also possible for a writer to start a story from the end; that is the present state of affair and then go back and recount how and why the present situation arose.

An important aspect in a narrative essay is the choice of tenses. Since the narrative focuses on actions and involves use of action words (verbs). Sometimes it includes description. In a narrative essay, if the event happened in the past, the use of tenses should be observed. It is also pertinent for the writer to decide on the point of view. Adaji and Agamah (2006:133) say a descriptive essay, describes an event, a situation or a person. Oluikpe (2005:215) says in a descriptive essay, the writer must select carefully those details which will create for the reader a vivid picture that appeals to all the senses of sight, sound, smell, taste and touch. Ukwuegbu and Okebukola (2006 :32) say while describing, the writer must take into consideration the use of words which give the qualities of the subject or object of description; words like "dull", "friendly", "good", "bad" and "nice", for example, Kabir is a bad boy. He smokes profusely and usually wears a brown shirt over an orange shirt. Ukwuegbu and Okebukola (2006:33) say the expository essay, gives detailed explanation of a process, an idea or a feeling. Adaji & Agamah (2006:136) say the expository essay is a formal writing which does not tell a story but discusses an issue giving convincing reasons. Oluikpe (2006:225) says exposition is one of the most important forms of communication. It is one of the most important essay types for students or learners to use in term papers and examinations, in colleges and in letters memoranda and professional reports in the workplace. He also says that while explaining things in writing, the writer should set out his/her information in a particular pattern. These patterns are: classification, comparison and contrast, definition, cause and effect and illustration. The expository essay is usually written quite often in the present tense which involves the use of the active voice.

The present tense is usually preferred because the process, concept or idea being explained has relevance not only for the particular time. Oluikpe (2006:220) is of the view that "an argumentative essay is an attempt to prove and persuade with sound reasons the validity of your point of view. In the argumentative essay, the writer takes a stand, states his/her opinion, support it or defend it". Osasona & Onjewu (2006:189) say "an argumentative essay demands reasoned opinions and logical presentation of facts". In an argument, there are usually two sides, what the writer does is to persuade the readers by appealing to their reasoning rather than emotions. The writer's points should be presented in a logical manner.

Similarly, writing is a difficult process even in the first language. It is even more complicated to write in a foreign language. Many studies indicate for the beginning English Foreign Language (EFL) students, there tend to be interference from their first language in the process of writing in English (Benson, 2002; Cedar, 2004; Chen & Huang, 2003; Collins, 2002; Jarvis, 2000; Jiang, 1995; Lado, 1957; Liu, 1998; Mori, 1998; Yu, 1996). Writing in a foreign language often presents the greatest challenge to the students at all stages, particularly essay writing because in this activity, writing is usually extended and therefore it becomes more demanding than in the case of writing a short paragraph. As Richards & Renandya (2002:303) claim; "there is no doubt that writing is the most difficult skill for L2 learners to master. The difficulty lies not only in generating and organizing ideas, but also in translating these notions into legible text". Yet, it is very necessary to look into the dynamics of writing and its teaching, as writing is a skill that not only is tested in every valid language examination, but also a skill that learners should possess and demonstrate in academic contexts. Writing includes numerous considerations and choices to be made regarding "higher level skills", such as content, structure and organization, and "lower level skills", such as punctuation and choice of appropriate

vocabulary items and grammatical structures, which are the terms used by Richards & Renandya (2002).

Moreover, writing skills must be practiced and learned through experience. By putting together concepts and solving problems, the writer engages in "a two-way interaction between continuously developing knowledge and continuously developing text" (Bereiter & Scardamalia, 1987:12). Indeed, academic writing demands conscious effort and practice in composing, developing, and analyzing ideas. Compared to students writing in their native language (L1), however, students writing in their L2 have to also acquire proficiency in the use of the language as well as writing strategies, techniques and skills, they want to write close to error-free texts and they enter language courses with the expectations of becoming more proficient writers in the L2.

As mentioned above, writing is a complex task; it is the "most difficult of the language abilities and skills to acquire (Allen & Corder, 1974:177). Its level of difficulty varies between native speakers (NS) who think in the language used, in this case it will be English, and non-native speakers (NNS) who think in their own native language, in this case, it will be Arabic. While writing, non-native speakers have to think of all those rules they need to apply or use, rules that native speakers are expected to have automatically. Also, we can define that whatever is spoken can also be written-that indicates writing is simply an alternative form of expression to speech. Halliday (1985) and Byrne (1988) state that in writing process, the writers employ graphic symbols when they write such as letters or combination of letters that connect with the sounds they produce when they communicate".

Nevertheless, writing is more than producing sound productions into written forms of symbols. The symbols should be arranged in accordance with certain rules, to form words, and words must be arranged in certain form to build sentences. Weigle (2002) states that "the ability

to write effectively is becoming increasingly important in our global community and instruction in writing is thus assuming an increasing role in both second – and foreign language education".

Regarding the statements above, the researcher defines that writing has a crucial role in learning English which not only requires written forms of symbols but also arranges them to build sentences. Moreover, it should be conceptualized by providing some ideas, structure, mechanics of it, and also vocabulary. Weigle (2002) also defines on the role of writing in second and foreign-language setting as follows:

i. Writing has also become more important as tenets of communicative language teaching that is, teaching language as a system of communication rather than as an object of the study have taken hold in both second- and foreign language settings. The traditional view in language classes that writing functions primarily to support and reinforce patterns of oral language use, grammar, and vocabulary, is being supplanted by the notion that writing in a second language is a worthwhile enterprise in and of it.

ii. Based on the statements from Weigle, writing has correlation or connection to assist and apply the patterns of oral language use, grammar, and also vocabulary which are very necessary in writing. On the other words, it functions to measure how well we master the three elements mentioned; the role of writing in a second language education is increasing due to the tendency of test writing ability, both for the classroom use and as a predictor of future professional or academic success.

Weigle (cited in Hayes, 1996) also defines the social aspect of writing, as follows:

i. Writing is also social because it is a social artifact and is carried out in a social setting. When we write, how we write, and who we write to is shaped by social convention and by our history of social interaction….. The genres in which we write

were invented by other writers and the phrases we write often reflect phrases earlier writers have written.

Weigle (cited in Spack, 1988) states that "much of the current literature on academic writing in a second language (specifically in English) emphasizes the social aspects of writing, referring to the process of learning to write in academic contexts as one of 'initiating ESL students into academic discourse community".

Writing has its own social aspects as well as social purposes which held in a particular setting. In other words, it generally refers to the process of learning to write not as the product of the individual but as the social act. Based on the statements from Weigle, learning to write involves much more than simply learning the grammar and vocabulary of the language, or even the rhetorical forms common to academic writing.

Essay has become the main assignment as well as material that are necessary to be learnt and accomplished by the college students recently. It is given to measure how well the students write their own ideas into the academic writing, moreover, the students are demanded to generate new ideas on writing it as well as listing some words, phrases, clauses, and also sentences into it. Beveridge (2007) states that academic writing as a document that has a defined structure – an introduction, a body and a conclusion. Regarding the statement above, before writing the academic essay we need to consider the points mentioned above so that our writing will be well organized.

According to Beveridge (2007), there are four types of academic essay that are commonly taught in the level of university. They are major essays which require a lot of thoughts and also references in making them.

A. Descriptive essay has function to describe a subject, e.g. a person, place, or event.

B. Expository essay is aimed to explain a concept or theory.

C. Argumentative essay presents an argument through reasoning and the use of evidence.

D. Narrative essay narrates past event.

The four types of essay are suitable for the study. In planning and drafting the essays, there are the related points that need to be considered such as introductory paragraph, body of paragraph, and conclusion. Introductory paragraph mainly contains thesis statement that consists of one sentence as a guidance to develop the body of paragraph. The body of paragraph mostly contains some evidences as well as related examples based on the thesis, the evidences or examples have to connect to the thesis statement. The last stage is conclusion which contains a summary by restating the thesis statement.

In writing English essays most of the students are prone to make some errors while writing their own essay. The error always comes to the students' mind especially in writing the English essay. Corder (1981:51) states that error is both an ancient activity and at the same time a comparatively new one, whereas Jeremy (2001:34) also defines error is part of the learner interlingua that is the version of the language which a learner has at any one stage of development and which is continually reshaped as he/she aims toward full mastery. It is clear that error naturally happens because of the different rule of certain language.

According to Brown, the fact that learners do make errors and that errors can be observed, analyzed, and classified to reveal something of the system operating within the learner, led to surge of the study of learners' errors, called error analysis. Brown also states that error analysis stands for two major purposes, they are (a) provides data from which interference about the nature of language learning process can be made, (b) indicated to teacher and

curriculum developers, which part of the target language students have the most difficulty producing correctly and which error type detract most from learners ability to communicate effectively.

Based on the statements above, error analysis is very necessary to show the students' errors especially in writing the English essays, to find out the students' error types, and some causes of the error.

2.13 Strategies for Teaching the Correct Use of Tenses

The use of games is one of the strategies suggested by the researcher in the teaching of English tenses. The goal is to ensure that students feel comfortable and confident about speaking up and participating during the game.

2.13.1 Play Charades to Practice the Present Perfect

English is somewhat unique in that it has several present tenses. Students often get confused between the simplePresent — I walk — and the present perfect — I am walking. That's because, in English, a true present event, one that is still in process, isn't expressed using the simple present.

Enforce this rule with a game of charades. Prepare slips of paper in advance, using well-understood activities that are easy to act out and using vocabulary that your students know. Here are a few ideas to get you started:

Building a house, Making the bed, Setting the table, Cooking /making a meal, Doing homework, Driving a car.

Have the student act out the activity on their given slip. Students can volunteer ideas as to what the student is doing, but they must be correctly formatted in the following way:

You're making the bed!

Eric is riding a horse!

He's mowing the lawn!

Any student who doesn't formulate the sentence correctly will have to sit out that round, and they won't get points for their guess — even if they mentioned the right activity. Examples of incorrect sentences are ones using an infinitive or partial infinitive (Make the bed!) a simple present (He makes the bed!) or a grammatically incorrect present perfect

(He making the bed!).

2.13.2 Use the Storyboard Game to Practice English Past Tenses

English, like many languages, has several different past tenses. Use this to your advantage by playing a game of "Storyboard."

The teacher will need to prepare the story in advance. Draw or find pictures that create a logical (or illogical!) story. Place them in a jumbled order on your whiteboard.

Students have to arrange the pictures in order to tell a story, but they can only do it by telling you what happened before and after. For example, imagine that there are four pictures in this story (your story for class should have about ten but, for the sake of the example, we'll start with four). The pictures are on the blackboard in the following order.

1. A man standing outside his house in a bathrobe.
2. A newspaper boy throwing the newspaper onto the porch.
3. A man drinking coffee.
4. A door slamming.

A student must talk about the first picture in relation to the others, so that you put them in the right order:

"The man was outside in his bathrobe because he saw the newspaper boy throw the newspaper onto the porch." When you hear this sentence — and ask fellow students to correct, as needed, for grammar and order — you'd put picture 2 first and then follow it with picture 1. Another student would then have to add picture 3 to the story:

"The man was drinking coffee before he saw the newspaper boy throw the newspaper onto the porch." You would then put picture 3 before picture 2. Another student:

"The door slammed and locked the man outside. The man was standing outside after the door slammed." Once the students understand the game, you can select a volunteer to take your place putting the pictures in order.

Encourage fellow students to correct any mistakes you may hear by asking, "Is that correct?"

2.13.3 Write a Communal Story to Learn Helping Verbs like Could, Should and Would

"Could, should and would" can be difficult to understand for many L2 students. Many other languages use verb tenses to express these ideas, so the idea of using a helping verb can be difficult to grasp. Practice these words by having your students write a communal story. The teacher starts the story by giving an idea to wrap the writing around: for example, a main character or plot point.

Then the students volunteer their ideas by using could, should and would. Imagine that the story is about an elephant that runs away from the zoo. Students may say:

What would he do? Maybe he would try to find some peanuts!

Could we make him a pink elephant?

Should we include a sidekick? Like a monkey?

Designate one student as the scribe to jot down brainstorming notes. When you've come up with the communal story through this blackboard brainstorming session, each student writes his or her own version down in their personal notebook, including all of the details that you've decided on as a class. Allow students to read one another's stories or read their versions aloud to see just how many different versions of the same story you've come up with together!

2.13.4 Try "Mother May I?" to Learn English Helping Verbs Like May, Can and Could

Use this classic playground game to your advantage.

"Mother May I?" uses a familiar turn of phrase for a physical game that'll get students up out of their seats and keep them from getting drowsy at their desks!

Start with the traditional version of the game. Students line up at the back of the room, and the "mother" stands at the front. You, the teacher, should be the first mother.

When a student wins the game they'll become the mother. A student asks, "Mother, may I…" and then makes a request that'll bring them closer to the front of the classroom — take two steps forward, hop once forward, take one lunge forward — and the mother either says, "Yes, you may," or "No, you may not." The student who reaches the front of the room first wins. Any mistakes send you back two steps!

You can then modify the game to use "can" and "could" in a similar way.

2.14 Previous Studies on Error Analysis

The use of error analysis and appropriate corrective techniques can aid effective teaching and learning of the English language. It is very essential in this connection to go through some literature conducted in the field of analysis of students' errors in writing. In reviewing many

studies written on this field, it has been found out that most students commit many different types of errors in writing English compositions.

a. Geraldine (1990) in her study An Error Analysis of ESL Compositions Written by Mandarin-Speaking Students in Private Community College (as cited in Rohayu Ahmad's The Students' Performance of Error in The Use of Past Tense) studied the errors made by male and female students whose age ranged from 17-20 years old. They were enrolled in the American university program and produced in 50 compositions when the study was carried out. The errors found were: tenses (30.4%), articles (23. 1%), prepositions (12.1%), spelling (9.5%), and wrong choice of words (6.7%), singular and plural forms (5.9%) and agreement (5.2%).

This present study is different from the above because it focuses on errors of the students' performance of error in the use of past tense. The instrument used was on compositions. The analytical procedure involves at three levels and this present study will also analyze tense errors on the students' written performance like the researcher above did.

b. Mukkatesh (1981) explored the errors in the production of questions by Arab-speaking students. He found out that approximately 25% of students' errors involved a failure to invert the subject and verb auxiliary. The author notes that while this could be a sign of L1 influence, it has also been reported to be characteristic of first language learners and second language learners from other linguistic backgrounds. Students also frequently omitted 'do' in questions formed from sentences in which there was not an auxiliary. Again, this result could be attributed to L1 influence or inter-language. Students were found to use "do" or "be" incorrectly instead of other auxiliaries who can only be

attributed to inter language. The author concludes that error analysis is a method which cannot differentiate in many cases between possible sources of error.

The present study is different from this one. This is because the present study intends to use all the English tenses. Their own research explored the errors in the production of 'wh' questions by Arab-speaking students.

c. Lim (2002) examined (26) essays from Taiwanese EFL students at the college level. The results of this study indicated that the four highest error frequencies were sentence structures (30.43%), wrong verb forms (21, 01%), sentence fragments (15.94%), and wrong use of words (15.94%), respectively. Also, to discover learning deficiencies in writing English, Kao (1999) scrutinized 169 compositions from 53 Taiwanese college students who were English major students. Twenty-two of them came from Soochow University and 31 were from Fu Hsing Kang College. A total of 928 errors were found, among which grammatical errors occurred with the greatest frequency, 66% semantic errors occurred 18% of the time, and lexical errors occurred with the least frequency, 16%.

This present study is quite different from this one because it has to do with wrong verb forms, sentence fragments and wrong use of words. Likewise, this research seeks to analyze student's tense errors.

d. Ahmad (1986) studied secondary school students' errors in formulating wh-questions in Pategi Local Government in Kwara state. He aimed to describe, analyze and explain the secondary cycle students' errors in formulating wh- questions. These errors were: word order, verbal form, wh- question word, auxiliary replacement, redundancy, repetition of the underlined words, and irrelevant question. The errors were identified, classified and

the occurrences of errors in each type were counted. The sample consisted of 150 students who were randomly selected from two secondary schools chosen from all the secondary in office of education. The study raised the following questions,

i. Are there any significant differences in the occurrences of the eight types of errors in formulating wh- questions taken together, due to the grade of the students?

ii. Which types account for the differences among the three grades?

iii. Are there any significant differences in the occurrences of the eight types of errors in formulating wh- questions taken together, due to sex of the students?

iv. Which types account for the differences between six?

The results of the study showed that there were significant difference between males and females on the eight dependent variables taken together, there were significant differences among grades on the eight dependent variables taken together, females committed more errors in repetition of the underlined word, irrelevant questions and verbal form.

This present study is different from this one because it intends to make use of tenses for its analysis. But this study has to do with 'wh' questions.

e. Handrickson (1979) carried out an experiment in error analysis and error correction at Ohio state university on adult intermediate ESL learners. It was found that most communicative errors resulted from inadequate lexical knowledge, misuse of prepositions and pronouns or seriously misspelled lexical items. Most linguistic errors were caused by inappropriate lexical choice, lack of subject-verb agreement, misuse and omission of preposition, faulty word or misspelled words.

Generally, most studies conducted in the fields of causes and sources of errors and error analysis generated a conclusion that mother tongue interference is the main factor that is

responsible for the cause of errors in students' writings. Furthermore, research done on error analysis among Arab and non-Arab students revealed that approximately the most common types of errors are all similar, they are focused on grammatical errors such as the wrong use of prepositions, verb tense, articles and subject-verb agreement.This present study borrows aspects of analysis of English tenses from one of the error analysis models as summarized in the following table 2.1:

Table 2.1: Summary of Aspects Reviewed

Authors Reviewed	Summary of Aspects Reviewed	Areas Relevant Present Studies
Ubahakwe (1979) Lado (1957) Fries (1945) Corder (1987) Jain (2014) Dulay and Burt (1996) James (1998) Sharma (1980) Dulay (1982) Richards (1992) Khansir (2008) Brown (1980) Crystal (1987)	Definition of error analysis, significance of errors in second language. Systematic and non-systematic errors. How error analysis maybe carried out. The analysis of learners' errors. The examination of errors committed by students in both spoken and written medium. A self-correct ability criterion. The purpose of carrying out error analysis: Find out how someone knows the language; How a person learns a language and; Obtain common difficulty in language learning.	All the definition of errors defined and discussed are relevant to this present study. This is because it contained all the types of errors which will be used for data collation and analysis. Also, the purpose of carrying out error analysis is relevant to this study. This is because it brings to the fore why such errors are carried out.
Ashade (2007) Chris (2004) Hornby (1975) Kenneth (2014) Quirk & Greenbaum (1973) Leach & Svartvik (1981) Black (1976) Uchiyama (2006) Kujore (1990) Juba (1997) Wren & Martin (2000) Kent (2006)	Tenses and types identified with examples. The tense types include: Simple present tense, present continuous tense, present perfect tense, present perfect continuous tense, simple past tense, past continuous tense, past perfect tense, past perfect continuous tense, future tense, future continuous tense, future perfect tense and future perfect continuous tense.	When the learners are able to identify the types of English tenses and its functions. The learners will be able to write error free essay in English. Also, the learners having known the functions and types of the English tenses, will apply them properly on any of the essay types, knowing which particular tense is appropriate to be used in a particular write-up.
Corder (1967) Weireesh (1991) Sercanbe (2000) Candling (2001) Mitchell & Myles (2004) Stark (2001) Vahdatinejad (2008) Sharma (1980) Ellis (1997) Broun (2000) Jacobvist (1971) George (1972) Erdogan (2005) Norrish (1983) Ferris (1995) Truscott (1996) Roberts (2001) Robb, Roes and Shortreed (1986) Semke (1984) Lalande (1982) Chastain (1990) Terry (1989) Zamel (1985) Scott (1966) Ruiz-Funes (2001) Kenkel (2002) Gass and Selinker (2008) Krashan (1975) Sridhar (1980)	Reasons why error analysis is done. Classification of errors, sources of errors, causes of errors. The difference between errors and mistakes, techniques for correcting errors and mistakes, models of error analysis. Different scholars with different models of error analysis. The different approaches to written correction: Explicit (direct), Non-Explicit (indirect)	Reasons why errors are done, classification, sources, causes, difference and techniques between errors and mistake and models are identified and discussed. They are relevant to the present study. Also, this model is the latest among all the models for error analysis that has been reviewed for the purpose of this research Gass and Selinker(2008). It serves as the bedrock of this study.

Authors Reviewed	Summary of Aspects Reviewed	Areas Relevant Present Studies
Benson (2002) Ceder (2004) Chen and Huang (2003) Collins (2002) Jarvis (2000) Jiang (1995) Lado (1957) Liu (1998) Mori (1998) Yu (1996) Richards and Renandya (2002) Allen and Corder (1974) Halliday (1985) Byrne (1988) Weigle (2002) Spack (1988) Beveridge (2007)	The influences embedded in writing, paragraph development in essays. A defined structure of an essay: The introduction, body and conclusion. Essay types: Descriptive, Expository, Argumentative and Narrative essays. The definitions of the above essay types and its features.	The difficulty is mostly found in the essays of students, especially in paragraph development of essay writing. This is because in writing English essays most of the students are prone to make some errors while writing their own essay. The students' mind especially in writing the English essays. Therefore, all these can be found in writing essays which is to be analyzed in this research.
Geraldine (1990) Mukkatesh (1981) Ahmad (1986) Ying (1987) Tadros(1983) Handrickson (1979) Lim (2000) Kao (1999)	Previous studies in error analysis, several authors have worked on error analysis but at different levels. From the previous studies, it was discovered that in the leaner's' write-up errors were replete in them.	From their various works on error analysis different error analysis models were explored. All these aspects seen are useful to this present study.

2.15 Conceptual Framework on Errors

In recent years, studies of second language acquisition have tended to focus on learners errors since they allow for prediction of the difficulties involved in acquiring a second language. In this way, teachers can be made aware of the difficult areas to be encountered by their students and devote special care and emphasis to them. Error Analysis is a type of linguistic analysis that focuses on the errors learners make. Error analysis emphasizes the significance of learner's errors in second language. It is important to note here that Interferences from the learner's mother tongue is not only reason for committing errors in his target language. It is just as unrealistic to reckon on language learning and acquisition without errors as to reckon on existence without sin. Errors do occur in second language learning and it is the duty of the teacher to acknowledge them and deal with them accordingly (Ubahakwe, 1979). Theoretically, analyzing learners errors, the following approach must be considered. The concept of error

analysis was developed to serve the problems and inadequacies of the theory that is ascribe to Lado (1957), who worked on the basic assumption of Fries (1945). Corder, Jain and Duley, formulated the theory of error analysis. From the view of Corder and Jain, error analysis seems to be widely accepted in language learning. Dulay and Burt (1996) explain that while the child is learning a second language (L2), he will tend to use his native language structures in the second language speech, and where the structures in his fist language (L1) differ, he will goof". In fact, all that these scholars are saying is error made by second language learners are mainly due to the simple fact that the structures of the target language are different from those of the first language (L1). It is based on the proponents of error analysis that the researcher found that it is germane to relate it to this research work. Error analysis is a type of linguistic analysis that focuses on the errors learners make. It consists of a comparison between the errors made in the target language (TL) and that TL itself. Pit Corder (1967) pointed that Error Analysis took a new turn, error used to be "flaw" that needed to be eradicated. Systematically analyzing errors made by language learners makes it possible to determine areas that need reinforcement in teaching (Corder, 1967). Error Analysis (EA) is the examination of those errors committed by students in both spoken and written medium. Corder, (1967:125) who has contributed enormously to EA writes thus: The study of error is part of the investigation of the process of language learning. In this respect, it resembles methodologically the study of the acquisition of the linguistic development of a learner and may give us indications as to the learning process.

It is essential here to make a distinction between mistake and error. Both Corder, (1967, 1971) and James (1998) revealed a criterion that helps us to do so: it is the self-correct ability criterion. A mistake can be self-corrected, but an error cannot. Corder introduced the distinction between systematic and non-systematic errors. Non-systematic errors occur in one's native

language. Corder calls these “mistakes” and states that they are not significant to the process of language learning. He keeps the term “errors” for the systematic ones, which occur in a second language. I quite accept the notion made about mistakes and error by Corder and James in this study in as such as second language learning is concerned. According to Sharma (1980)”Error analysis can thus provide a strong support to remedial teaching”, he added that during the teaching program, it can reveal both the successes and the failures of the program. Dulay (1982) mentioned that the term “error” to refer to a systematic deviation from a selected norm or set of norms. Error analysis is useful in second language learning because this will reveal to us-teachers, syllabus designers and textbook writers and the problem areas. It can be used to design remedial exercises and focus more attention on the trouble spots. Corder (1974:125) stated that “The study of errors is part of the investigation of the process of language learning. In this respect it resembles methodologically the study of the acquisition of the mother tongue. It provides us with a picture of the linguistic development of a learner and may give us indications as to the learning process.”

Richards (1992) mentioned the study of errors are used in order to (1) identify strategies which learners use in language teaching, (2) identify the causes of learners „errors, and finally (3) obtain information on common difficulties in language learning as an aid to teaching or in development of teaching materials (cited in Khansir 2008).Analysis of second language learners errors can help identify learner’s linguistic difficulties and needs at a particular stage of language learning. In general, Error analysis has several implications for the handling of learner’s errors in the classroom as follows:

1. Devising remedial measures

2. Preparing a sequence of target language items in class rooms and text books with the difficult items coming after the easier ones.
3. Making suggestions about the nature or strategies of second language learning employed by both first and second language learners.

Error analysis is an activity to reveal errors found in writing and speaking. Richards (1985:96) state that error analysis is the study of errors made by the second and foreign language learners. Error analysis may be carried out in order to:

a. Find out how well someone knows a language,
b. Find out how a person learns a language, and
c. Obtain information on common difficulties in language learning, as an aid in teaching or in the preparation of teaching materials.

This definition stresses the functions of error analysis.

Another concept of error analysis is given By Brown (1980:166). He defined error analysis as the process to observe, analyze, and classify the deviations of the rules of the second language and then to reveal the systems operated by learner. It seems this concept is the same as the one proposed by Crystal (1987:112) i.e. error analysis is a technique for identifying, classifying and systematically interpreting the unacceptable forms produced by someone learning a foreign language, using any of the principles and procedures provided by linguistics. The three definitions above clarify that error analysis is an activity to identify, classify and interpreted or describe the errors made by someone in speaking or in writing and it is carried out to obtain information on common difficulties face by someone in speaking or in writing English sentences. Another thing, which should be noticed, is the procedure of error analysis.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter discussed the research design adopted, population of the study, sample and sampling technique, research instrument, pilot study, validity of the study, reliability of the study, collection and method of data analysis.

3.2 Research Design

This study involved a descriptive survey design. According to Aggarwal (2008) descriptive survey research is devoted to the gathering of information about prevailing conditions or situations for the purpose of the description and interpretation. This type of research method is not simply amassing and tabulating facts but includes proper analysis, interpretation, comparisons, identification of trends and relationship. Also, this study described phenomena that occur naturally without the intervention of an experiment. The researcher exercised some control of factors in the research context by selecting the subjects randomly, selecting the language data to be collected and choosing the method of measurement. The data was collected from a naturally occurring group of subjects.

3.3 Population of the Study

All the senior secondary school students in Giwa Local Government Area of Kaduna State constituted the targeted population for the study. There were twenty-nine (29) public schools with a total number of 12,589 students in Giwa Local Government. The population was taken because of the assumption that the students at this level were matured and their performance in the use of English tenses can be adequately measured. The population of the study constituted urban and rural schools. There were Twenty-nine (29) secondary schools, only

Government Secondary School Samaru has the highest population because it is made up of only female students. The other schools are mixed. Table 3.1 below clearly showcased the targeted population for the study.

Table 3.1 Population of the Study

S/No.	Name of School	Male	Female	Total
I.	Government Secondary School Sakadadi	72	55	127
II.	Government Secondary School Yakawada	281	77	358
III.	Government Secondary School Bomo	703	510	1213
IV.	Government Secondary School Kwangila	680	455	1135
V.	Government Secondary School Kaya	236	62	298
VI.	Government Secondary School Samaru		1147	1147
VII.	Government Secondary School MarabaGuga	185	88	273
VIII.	Government Secondary School Hunkuyi	298	190	488
IX.	Government Secondary School Galadimawa	102	41	143
X.	Government Secondary School Fatika	272	58	330
XI.	Government Secondary School Kudan	290	90	280
XII.	Government Secondary School DokaKudan	88	20	108
XIII.	Government Secondary School Gangara	233	91	344
XIV.	Dr. Shehu Lawal Government Girls Secondary School Giwa		549	549
XV.	Government Secondary School Jama'a	459	510	969
XVI.	Government Secondary School Basawa	647	580	1227
XVII.	Government Secondary School Giwa	431	149	580
VIII.	Demonstration Secondary School ABU	48	34	82
XIX.	Zaria Academy Shika	28	19	48
XX.	Model Learning Samaru	65	50	115
XXI.	Government Secondary School Yansarki	192	21	213
XXII.	Government Secondary School Kaura Wali	90	12	102
XIII.	Government Secondary School Kidandan	182	24	207
XIV.	Government Secondary School Iyatawa	150	53	203
XXV.	Yusuf Aboki Secondary School Shika	640	520	1160
XVI.	Government Secondary School Danmahawayi	101	28	129
XVII.	Government Secondary School Kakangi-Giwa	194	22	236
VIII.	Government Secondary School Wazata	70	15	85
XIX.	Government Secondary School TabanSani	79	22	101
	Total		**12,589**	

Source: *Ministry of Education Kaduna State Inspectorate Division, Giwa (2015)*

3.4 Sample and Sampling Technique

The study utilized random sampling technique. Among the twenty-nine schools, two (2) government Secondary schools were selected for the study and this was considered adequate because it met the research and statistical requirements of population sampling according to Fowler (1988). Therefore, the sample is a true representative of the present population. There were seven hundred and seven (707) students in the two selected schools.

Random sampling technique was used to draw the required number of students that formed the population of the study. This was done by writing all the schools in the local government on respective pieces of papers, these were folded and put into a bag while the researcher randomly picked two papers out of the bag. Hence, Government Secondary School, Sakadadi and Government Secondary School, Giwa emerged as the two schools selected out of the twenty-nine (29) schools for the study. What informed the choice of the sample is the fact that the chosen secondary schools use the same minimum standards and the entire population cannot be studied as it would have adverse effect on the efficiency of the analysis. In the same vein, the sample was chosen because the study involved observation of students work and activities, marking and analysis of data. Out of the (707) SS II students of the two selected schools, Sixty (60) students were further sampled for the study. This was because it met the research requirements of the population sampling as maintained by Spardy (1979) and Krejcie and Morgan (2006) that, a smaller sample is required when the population is homogenous. Thirty (30) students each from the two schools were selected for the study. The reason was to have an equal share of the subject. The table below shows the number of students that were drawn from both schools.

Table 3.2 Distributions of Samples from the Population

Name of School	Number of Students	Number of Students from each class
Government Secondary School Giwa	580	30%
Government Secondary School Sakadadi	127	30%
Total	**707**	**60%**

3.5 Research Instrument

The research instrument for this study was essay writing on narrative, descriptive and argumentative essays. The topics were recommended to be taught in SS II syllabus. They are:

1. On your way to Lagos from Sokoto, you were an eye witness to a ghastly motor accident that claimed lives, narrate the incident to a friend.
2. Bribery and corruption are worse enemies of our country than armed robbery.
3. How to Prepare my Favourite Food.

The above essay questions required free responses and room was given for the students to express themselves freely. The students were asked to write within a forty (40) minute class period.

3.6 Pilot Study

A pilot test was conducted in Government Secondary School Bomo, Zaria. The aim was to determine the validity and reliability of the test instrument used in the study proper. Ten (10) students were randomly selected from SS II students. Two English teachers were selected for the purpose of the study which involved supervision and marking of scripts. Marks awarded were converted into percentages (%). Generally, the result showed that the students performed better in the test.

3.7 Validity of the Instrument

The instrument adopted for this study was subjected to face content and construct validity by statistician and language experts who were seasoned in language teaching and it revealed unambiguous statement, logicality, clarity of thoughts and use of simple language that suit the levels of the learners.

3.8 Reliability of the Instrument

In determining the reliability estimates of the study, a test- re- test method was employed. The Kuder – Richardson method was used to calculate the reliability estimate. It is known as KR 21 (Kuder – Richardson formula). The method was used because it is the index use to determine internal consistency of items. The reliability estimate of the pilot study yielded a reliability coefficient of .92. This means that the instrument was considered reliable and would constantly measure what it was meant to measure (Bello & Ajayi, 2000).

3.9 Method of Data Collection

The free essay questions listed in (3.5) above was administered under an examination condition with the class teacher closely supervising the students to avoid soliciting for assistance. The students in the sampled schools finished the essay within forty minutes class period. At the end of the forty minutes, the answer scripts were collected by the researcher. In administering the instrument to gather data, the following procedural steps were taken:

The essay script was given to the sampled students in the two (2) selected schools to be answered within the duration of forty (40) minutes. Each of the two sampled schools attempted the essay. Two teachers from each school were incorporated into the research by the researcher who helped to supervise and monitor the progress of the students. The students attempted the

essay. The essence was to determine if there would be any tense errors in their written English essay. As it progressed, the teachers incorporated into the research by the researcher observed the students closely, while the researcher observed closely as well. This was done to the students in the two sampled schools in two days.

After the students had written the essay, the teachers of the two sampled schools were guided by the researcher on the modalities of marking the students' scripts then after that, the researcher collected the scripts. Furthermore, the marking was centered on the errors on any of the three tenses- past, present and future tense. And, it was scored over 100.

3.10 Data Analysis Procedure

Vital steps were taken in analyzing the data collected. The entire scripts of essay writing were read, errors were identified. Having organized the results from the data obtained from the two sampled schools of SS II students and presented in tables. Students′ performance in the descriptive survey was graded as 0-39 as low, 40-69 as average and 70-100 as high in the schools.T - Test was used to answer the research questions.

CHAPTER FOUR

DATA ANALYSIS AND PRESENTATION

4.1 Introduction

The results were presented in the following steps: First, analysis of data from essay tests. Secondly, the research hypotheses was presented and analyzed at 0.05 alpha level of significance using T- Test/ standard deviation statistical tool.

Therefore, the data collected on the English written essays of male and female students were analyzed based on the research questions raised in chapter one of this work.

4.1.1 Research Question 1

What is the difference between the mean present tense errors committed by male and female students in written English? Descriptive statistics of means and standard deviations were used to answer this research question. The summary of the computation is shown in Table 4.1.

Table 4.1 Means and Standard Deviations of Male and Female on Present Tense Errors

Gender	N	Mean	Std. Deviation	Mean Difference
Male	42	11.21	8.114	2.325
Female	18	8.89	8.547	
Total	**60**			

Table 4.1 presented the means and standard deviations of male and female on present tense errors. The mean present tense errors committed by male was (M=11.21, SD=8.114) and that of female was (M=8.89, SD=8.547), with a mean difference of 2.325 in favour of female students. That is, female students committed less present tense errors in written English than their male counterparts.

4.2.1 Research Question 2

What is the difference between the mean past tense errors committed by male and female students in written English? Descriptive statistics of means and standard deviations were used to answer this research question. The summary of the computation is shown in Table 4.2.

Table 4.2 Means and Standard Deviations of Male and Female on Past Tense Errors

Gender	N	Mean	Std. Deviation	Mean Difference
Male	42	22.81	15.404	
Female	18	27.94	15.780	-5.135
Total	**60**			

Table 4.2 presented the means and standard deviations of male and female on past tense errors. The mean past tense errors committed by male was (M=22.81, SD=15.404) and that of female was (M=27.94, SD=27.94), with a mean difference of -5.135 in favour of male students. That is, male students committed less past tense errors in written English than their female counterparts.

4.2.3 Research Question 3

What is the difference between the mean future tense errors committed by male and female students in written English? Descriptive statistics of means and standard deviations were used to answer this research question. The summary of the computation is shown in Table 4.3.

Table 4.3 Means and Standard Deviations of Male and Female on Future Tense Errors

Gender	N	Mean	Std. Deviation	Mean Difference
Male	42	6.36	8.433	
Female	18	6.78	7.183	-.421
Total	**60**			

Table 4.3 presented the means and standard deviations of male and female on future tense errors. The mean future tense errors committed by male was (M=6.36, SD=8.433) and that of female was (M=6.78, SD=7.183), with a mean difference of -0.421 in favour of male students. That is, male students committed less future tense errors in written English than their female counterparts.

4.2.4 Research Question 4

What is the difference between the mean tense errors committed by male and female students in written English? Descriptive statistics of means and standard deviations were used to answer this research question. The summary of the computation is shown in Table 4.4.

Table 4.4 Means and Standard Deviations of Male and Female on Tense Errors

Gender	**N**	**Mean**	**Std. Deviation**	**Mean Difference**
Male	42	40.38	23.378	-3.230
Female	18	43.61	19.695	
Total	**60**			

Table 4.4 presented the means and standard deviations of male and female on tense errors. The mean tense errors committed by male was (M=40.38, SD=23.378) and that of female was (M=43.61, SD=19.695), with a mean difference of -3.230 in favour of female students. That is, female students committed less tense errors in written English than their male counterparts.

4.3 Null Hypotheses Testing

The null hypotheses stated were tested at $p \leq 0.05$. Four hypotheses were drawn.

4.3.1 Null Hypothesis 1

There is no significant difference between the mean present tense errors committed by male and female students in written English. Inferential statistic of independent samples t-test was used to test this null hypothesis. The summary of the computation is shown in Table 4.5.

Table 4.5 Summary of Independent Samples T-Tests Statistic on Present Tense Errors Committed by Male and Female Students

Gender	N	Mean	Std. Deviation	T	Df	p-value	Remark
Male	42	11.21	8.114				
Female	18	8.89	8.547	1.001	58	.321	Not significant
Total	**60**						

Table 4.5 presented the summary of independent samples t-test of male and female students on present tense errors. The mean present tense errors committed by male was (M=11.21, SD=8.114) and that of female was (M=8.89, SD=8.547), with a mean difference of 2.325 in favour of female students. That is, female students committed less present tense errors in written English than their male counterparts. This is evidenced by t (58) =1.001, p=0.321, p>0.05; the null hypothesis that stated no significant difference was not rejected. Therefore, there is no significant difference between the mean present tense errors committed by male and female students in written English.

4.3.2 Null Hypothesis 2

There is no significant difference between the mean past tense errors committed by male and female students in written English. Inferential statistic of independent samples t-test was used to test this null hypothesis. The summary of the computation is shown in Table 4.6.

Table 4.6 Summary of Independent Samples T-Test Statistic on Past Tense Errors Committed by Male and Female Students

Gender	N	Mean	Std. Deviation	T	Df	p-value	Remark
Male	42	22.81	15.404				
Female	18	27.94	15.780	-1.175	58	.245	Not significant
Total	**60**						

Table 4.6 presented the Summary of independent samples t-test statistic of male and female on past tense errors. The mean past tense errors committed by male was (M=22.81, SD=15.404) and that of female was (M=27.94, SD=27.94), with a mean difference of -5.135 in favour of male students. That is, male students committed less past tense errors in written English than their female counterparts. This is evidenced by t (58) = -1.175, p=0.245, p>0.05; the null hypothesis that stated no significant difference was not rejected. Therefore, there is no significant difference between the mean past tense errors committed by male and female students in written English.

4.3.3 Null Hypothesis 3

There is no significant difference between the mean future tense errors committed by male and female students in written English. Inferential statistic of independent samples t-test was used to test this null hypothesis. The summary of the computation is shown in Table 4.7.

Table 4.7 Summary of Independent Samples T- Test Statistic on Future Tense Errors Committed by Male and Female Students

Gender	N	Mean	Std. Deviation	T	df	p-value	Remark
Male	42	6.36	8.433				
Female	18	6.78	7.183	-.185	58	.854	Not significant
Total	**60**						

Table 4.7 presented the Summary of independent samples t-test statistic of male and female on future tense errors. The mean future tense errors committed by male was (M=6.36, SD=8.433) and that of female was (M=6.78, SD=7.183), with a mean difference of -0.421 in favour of male students. That is, male students committed less future tense errors in written English than their female counterparts. This is evidenced by t (58) = -0.185, p=0.854, p>0.05; the null hypothesis that stated no significant difference was not rejected. Therefore, there is no significant difference between the mean future tense errors committed by male and female students in written English.

4.3.4 Null Hypothesis 4

There is no significant difference between the mean tense errors committed by male and female students in written English. Inferential statistic of independent samples t-test was used to test this null hypothesis. The summary of the computation is shown in Table 4.8.

Table 4.8 Summary of Independent Samples T - Test Statistic on Tense Errors Committed by Male and Female Students

Gender	N	Mean	Std. Deviation	T	df	p-value	Remark
Male	42	40.38	23.378				
Female	18	43.61	19.695	-.513	58	.610	Not significant
Total	**60**						

Table 4.4 presented the Summary of independent samples t-test statistic of male and female tense errors. The mean tense errors committed by male was (M=40.38, SD=23.378) and that of female was (M=43.61, SD=19.695), with a mean difference of -3.230 in favour of female students. That is, female students committed less tense errors in written English than their male counterparts. This is evidenced by t (58) = -0.513, p=0.610, p>0.05; the null hypothesis that

stated no significant difference was not rejected. Therefore, there is no significant difference between the mean tense errors committed by male and female students in written English.

4.3 Overall Findings

The overall findings from the data analysis are:

I. Female students committed less present tense errors in written English than their male counterparts. Evidence from the students' written essays clearly revealed that female students committed less present tense errors in their written essays. It was observed that the students were able to make good use of the simple present tense.

II. Male students committed less past tense errors in written English than their female counterparts. This was evidently proved via their performance in the essay. They displayed a high level of understanding and usage of the past tense marker than their female counterparts.

III. Male students committed less future tense errors in the written English essays than their female counterparts. Evidence from the students' written essays revealed that the male students displayed better understanding and usage of the future tense marker than their female counterparts.

IV. The study generally revealed that female students committed less tense errors in their written English essays than their male counterparts. Evidence from the students' written essays clearly revealed that female students had fewer occurrences of errors in their written essays than their male counterparts.

4.4 Discussion of Research Findings

From the first finding of this study, there is no doubt that the female students performed better than their male counterparts in the understanding and usage of the present tense marker.

Simple present tense is used to describe an action that is happening at present and does not indicate when the action is expected to end. (Uchiyama 2006).Some examples of errors in the use of the simple present tense committed by the male students that were found from the scripts are:

a. I always boarding a bus at the park "boarding" which is the present continuous tense is used wrongly in the above sentence. The 'board' is supposed to be in the simple present tense without the 'ing'.

   Improper use of present tense where the present progressive is required example:

b. The bus driver come…
c. The chef is eaten the food…

   In sentence (b) because of the helping verb 'is' the verb 'come' should take the 's' inflection indicating a habitual action. The sentence should therefore read thus: The bus driver comes…

The verb 'eaten' in sentence (c) is in the past participle tense which is supposed to be in the present progressive where the 'ing' form of the verb 'eat' should be used to indicate progressive tense. The correct sentence is: "The chef is eating the food…" This is in line with Kujore (1990)'s claim, that the present progressive usually defines an act that is going on at the time of speaking.

Also, the second finding of this study, via the use of the past tense, revealed that the male students performed better than their female counterparts. The male students displayed a high level of understanding and usage of the past tense marker. This further suggests that no matter how complex essay questions may be, students' proper usage of the past tense marker will be a

sure way of writing error- free essays. This is in line with Wren & Martins (2000) claim, that simple past tense is used to indicate an action completed in the past. It often occurs with adverbs or adverbial phrases of past time. Below are some extracts from the students' wrong use of present tense where past tense is required.

a. My father isbusy driving…

b. We come to house…

c. We go to the zoo…

d. We a. My father is busy driving…

shall go to our village…

All the verbs in the above sentences should be in their past tense form. The sentences therefore should read as follows;

a. My father was busy driving…

b. We came to the house…

c. We went to the zoo…

d. We went to our village…

The following are instances where the present tense form of the lexical verb was used by the students instead of the progressive to make it past progressive tense.

a. It was begin to rain

b. I was pray to Allah

c. Some are play langa

All the verbs in the above sentences should be in their past progressive should read as follows:

a. It was beginning to rain

b. I was praying to Allah

c. Some were playing langa

Again, the wrong use of past perfect progressive in the texts is presented below:

a. He had been drive when…

b. I has been spending my holiday at home…

c. My elder brother had been sended me…

In sentence (a) the verb 'drive' is not the correct form but the 'ing' form 'driving' should be used so that the sentence should read correctly as; "He had been driving when…"

In sentence (b) the problem arises in the wrong use of 'has' with the first person pronounce 'I', the right form of the verb should be 'had' as I had been spending my holiday at home……

The wrong use of past perfect tense is presented as follows:

a. I have finished the work when he came in…
b. Instead of 'I had finished the work when he came in…

The third finding showed that male students performed better in their written English essays than their female counterparts in the understanding and usage of the future tense marker. The future tense operates with modal auxiliaries and lexical verbs. Ashade (2007) noted that future tense refers to the action which occurs later in the future and also a tense carrying modal

auxiliaries and lexical verbs. The performance of the male students in the demonstration of the future tense marker, evidence from student A (male) essay clearly revealed that male students demonstrated a very good knowledge of the future tense. Table 4.3 and Appendix H revealed this further.

The wrong use of simple future tense by the female students is shown below:

a. I will came …

b. I will poured the spices in the pot.

c. I can wash the pots every night…

In sentence (a) the appropriate lexical verb marker for future aspect is 'come' so the correct sentence is, I will come…

The wrong use of the future progressive tense is presented below:

a. I shall be attend ----------

b. I will be come tomorrow……..

c. I will soon be come back

In sentence (a), the lexical verbs 'attend' in its present tense carry the 'ing' inflection to form the progressive form. So the correct sentence is:

a. I shall be attending ----------

b. I shall be coming back ----------

c. I will soon be coming back ----------

The wrong use of future perfect tense,

"I will had enough money".

In the sentence above the verb ‘had’ is the past form of ‘have’ so the correct sentence is:

a. I will have enough money----------

   The wrong use of future perfect progressive

b. I will be giving
c. Instead of I will be given

The forth finding showed that female students had fewer tense errors in their written English essays than their male counterparts. The performance of the female students in the demonstration of the English tenses proved that female students demonstrated a very good knowledge of the English tenses. Table 4.4 and Appendix H revealed this further.

However, empirical studies showed that the correct use of the English tenses in students’ written essays revealed that correct usage relies significantly on the students’ use of English language intensively. Hence, English tenses play an important role in the students’ written essays. As such, learners can write essays devoid of tense errors when they make use of the tenses correctly. This is in line with Jeremy (2001) claim, which a version of the language which a learner has at any one stage of development and which is continually reshaped as he/her aims toward full mastery.

CHAPTER FIVE

SUMMARY, CONLUSION AND RECOMMENDATIONS

5.1 Introduction

In this chapter, the summary of the investigation on the study of tense errors in the written English essays of male and female SS II students of Giwa educational zone, along with the conclusion and the chapter also, presents the recommendations of the study.

5.2Summary

The study focuses on "the study of tense errors in the written English essays of male and female SS II students in Giwa educational zone". It seeks to find out whether male and female SS II students committed tense errors in their written English essays. These are: To what extent do male and female SS II students commit present tense errors in their written English essays? To what extent do male and female SS II students commit past tense errors in their written English essays? To what extent do male and female SS II students commit future tense errors in their written English essays? To what is the difference between the tense errors committed by male and female SS II students in their written English essays?

Three research instruments were used to gather data- narrative, descriptive and argumentative essay questions. Afterwards, a written test was administered to the students and the results were collected. T- Test statistical tool was employed to determine the mean score of students and the null hypotheses that stated "no significant differences" were not rejected.

5.3 Conclusion

The studyexamined tense errors in the written English essays of the male and female SS II students in Giwa Local Government Area of Kaduna state, where sixty answer scripts were collected, marked and analyzed. Though, English language serves as an official language of

instruction in schools, the way it is used differs from that of the native speaker, since it is not the mother language of many of its Nigerian users. The complexity of the English tenses sometimes contributes to the students' poor usage of the tense. This leads to confusion in the way certain tenses are used. Student ignorance of the English tense system led to this research work. The ignorance is a clear indication that some students have major weakness in the grammatical structure of the English language and this could be a barrier to their future academic achievements.

5.4 Recommendations

To remedy the problems of tense errors as found out in this research work, it is pertinent to make the following recommendations.

1. Since the students have committed some errors in the use of tense and with the fact that students are learning the English language as a second language (L2), English teachers should correct the difficulties encountered by the students immediately as they are made by their students, especially in their written English essays. Ferris (1995) emphasizes the importance students give to writing accurately and their perceived need to obtain corrections from the instructor.

2. Government and the school authorities should see that trained and competent teachers handle the teaching of English in both primary and secondary schools more especially in the junior classes of the secondary schools in order to ensure that pupils acquire the fundamental knowledge of the use of tenses right from the beginning.

3. Students should be encouraged to use the English language intensively. A lot of practice and intensive teaching can remedy the problems of tense identification.

4. Government should provide adequate textbooks on English grammar to the students. Schools in rural areas should not be neglected academically. Trained teachers and textbooks and other learning materials should be made available in all schools.

5. Curriculum planners should incorporate topics that will encourage the students in competition, drama, quiz and debate. This would increase the students' written and spoken competences and would also develop students' interest in the use of English tenses.

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APPENDIX A T- TEST 1

```
T-TEST GROUPS=gender(1 2)
/MISSING=ANALYSIS
/VARIABLES=presenttense
/CRITERIA=CI(.95).
```

T-Test

[DataSet0] C:\Users\umar\Documents\TESL Candidate's Analysis.sav

Group Statistics

	gender	N	Mean	Std. Deviation	Std. Error Mean
Presenttense	1 male	42	11.21	8.114	1.252
	2 female	18	8.89	8.547	2.014

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
									95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
Presenttense	Equal variances assumed	.004	.951	1.001	58	.321	2.325	2.322	-2.323	6.974
	Equal variances not assumed			.980	30.765	.335	2.325	2.372	-2.513	7.164

APPENDIX B T-TEST 2

```
T-TEST GROUPS=gender(1 2)
  /MISSING=ANALYSIS
  /VARIABLES=pasttense
  /CRITERIA=CI(.95).
```

T-Test

[DataSet0] C:\Users\umar\Documents\TESL Candidate's Analysis.sav

Group Statistics

	Gender	N	Mean	Std. Deviation	Std. Error Mean
Pasttense	1 male	42	22.81	15.404	2.377
	2 female	18	27.94	15.780	3.719

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
									95% Confidence Interval of the Difference	
		F	Sig.	T	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
pasttense	Equal variances assumed	.007	.934	-1.175	58	.245	-5.135	4.371	-13.884	3.614
	Equal variances not assumed			-1.163	31.540	.253	-5.135	4.414	-14.131	3.861

APPENDIX C T-TEST 3

```
T-TEST GROUPS=gender(1 2)
  /MISSING=ANALYSIS
  /VARIABLES=futuretense
  /CRITERIA=CI(.95).
```

T-Test

[DataSet0] C:\Users\umar\Documents\TESL Candidate's Analysis.sav

Group Statistics

	gender	N	Mean	Std. Deviation	Std. Error Mean
futuretense	1 male	42	6.36	8.433	1.301
	2 female	18	6.78	7.183	1.693

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
									95% Confidence Interval of the Difference	
		F	Sig.	T	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
future tense	Equal variances assumed	.000	.987	-.185	58	.854	-.421	2.278	-4.981	4.140
	Equal variances not assumed			-.197	37.579	.845	-.421	2.135	-4.745	3.904

APPENDIX D T-TEST 4

```
T-TEST GROUPS=gender (1 2)
  /MISSING=ANALYSIS
  /VARIABLES=total
  /CRITERIA=CI (.95).
```

T-Test

[DataSet0] C:\Users\umar\Documents\TESL Candidate's Analysis.sav

Group Statistics

	Gender	N	Mean	Std. Deviation	Std. Error Mean
Total	1 male	42	40.38	23.378	3.607
	2 female	18	43.61	19.695	4.642

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
									95% Confidence Interval of the Difference	
		F	Sig.	T	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
total	Equal variances assumed	2.802	.100	-.513	58	.610	-3.230	6.300	-15.840	9.380
	Equal variances not assumed			-.549	37.986	.586	-3.230	5.879	-15.132	8.671

APPENDIX E

ESSAY QUESTIONS

Answer one question only from this section. All questions carry equal marks. Your answers should not be less than 450 words.

Write an essay on any of three (3) questions

Time Allowed: 40 minutes

a. On your way to Lagos from Sokoto, you were an eye witness to a ghastly motor accident that claimed many lives; narrate the incident to a friend.

b. Bribery and corruption are worst enemies of our country than armed robbery.

c. How to Prepare my Favorite Food.

APPENDIX G

A DETAILED LESSON PLAN FOR THE TEACHING OF THE ENGLISH TENSES

Class: SS II

Subject: English Language

Topic: Tenses (past tense)

Duration: 40 minutes

Sex: Mixed

Aid Materials: Chart/ use of games

Behavioral Objectives: At the end of the lesson, the students should be able to:

i. Make use of the helping verbs- could, should and would correctly;

ii. Write a story/essay using the past tense marker appropriately.

Previous Knowledge: The students are familiar with auxiliary and modal verbs.

Introduction: The lesson is introduced by brainstorming the students by giving an idea to wrap the writing around.

Presentation: The lesson is presented through the following steps:

Step 1: Astudent volunteers his/her ideas by using Could, Should and Would to construct meaningful sentences or ask questions.

Step 2: The lesson is further presented by narrating a story about a lady who got stranded in the desert to the students. Students may say: What would she do? Etc.

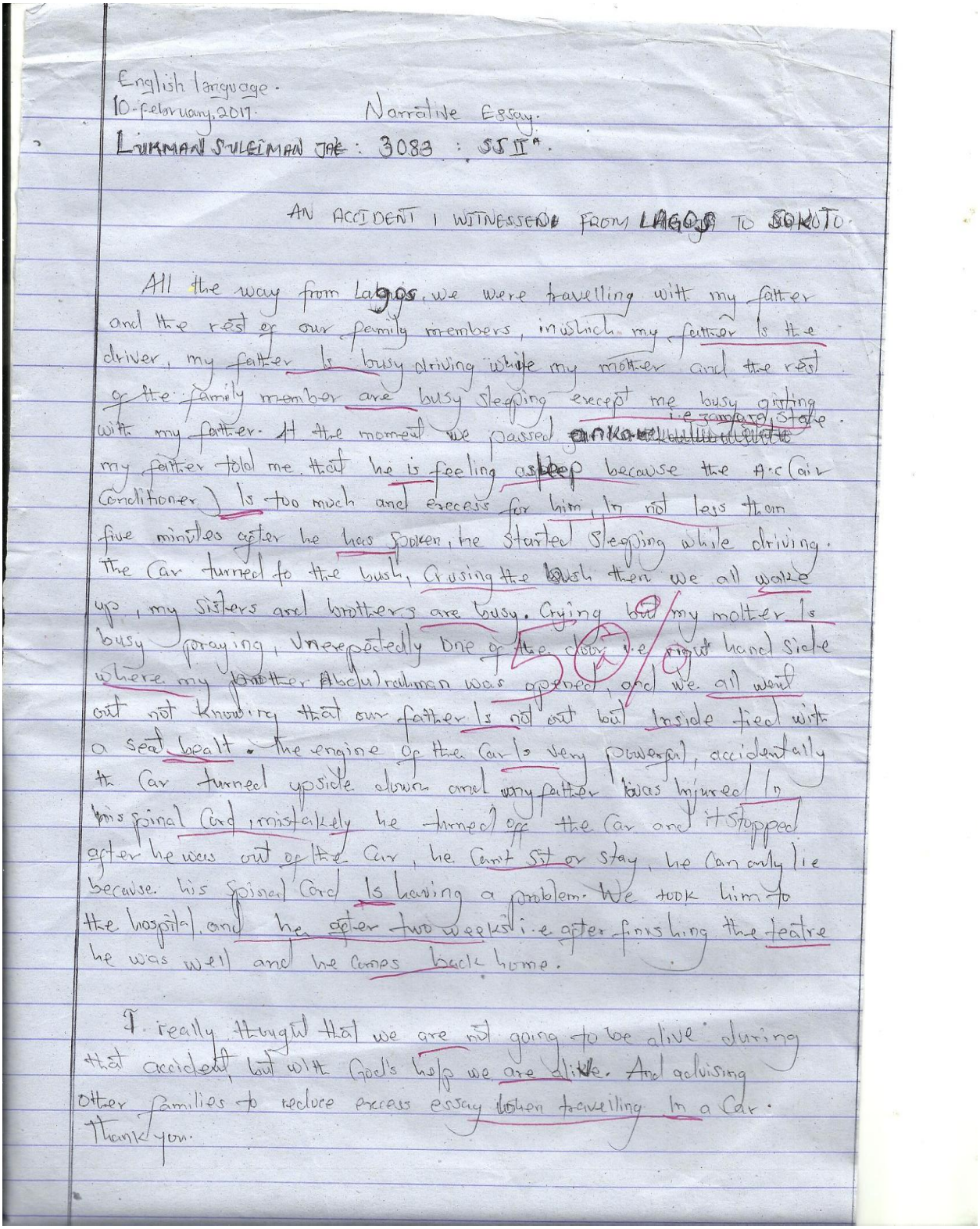
Step 3: The teacher therefore brainstorms the students on a communal story through a chalkboard brainstorming session and further guides them to write out their individual stories.

Evaluation: The lesson is evaluated by asking the students questions based on the present lesson. By allowing the students read another's stories.

Conclusion: The lesson is concluded by giving the students an exercise on the following question "write a story about an elephant that runs away from the zoo".

APPENDIX G

SAMPLES OF MARKED SCRIPTS FOR SELECTED STUDENTS



English language.
10-February, 2017. Narrative Essay.
LUKMAN SULEIMAN JAE : 3083 : SS II A.

AN ACCIDENT I WITNESSED FROM LAGOS TO SOKOTO.

All the way from Lagos, we were travelling with my father and the rest of our family members, in which my father is the driver, my father is busy driving while my mother and the rest of the family member are busy sleeping except me busy gisting with my father. At the moment we passed [illegible] my father told me that he is feeling asleep because the A.C (Air Conditioner) is too much and excess for him, in not less than five minutes after he has spoken, he started sleeping while driving. The Car turned to the bush, Crusing the bush then we all waize up, my sisters and brothers are busy. Crying but my mother is busy praying, Unexpectedly one of the door i.e right hand side where my brother Abdulrahman was opened, and we all went out not knowing that our father is not out but inside fixed with a seat bealt. the engine of the Car is very powerful, accidentally the Car turned upside down and my father was injured in his spinal Cord, mistakenly he turned off the Car and it Stopped after he was out of the Car, he Can't sit or stay, he can only lie because his spinal Cord is having a problem. We took him to the hospital, and he after two weeks i.e after finishing the teatre he was well and he comes back home.

I really thought that we are not going to be alive during that accident, but with God's help we are alive. And advising other families to reduce excess essay when travelling in a Car. Thank you.

50/50

Salim Ahmed 302nd 2597D

5th Feb, 2016,

On my way to Lagos. I saw a very terrible motor accident plenty of people died animals too. It was one of dangotes truck & a dat lorry & an oil tank & some luxurious busses.

It started from the oil tank it was trying to overtake a luxurious bus but the luxurious bus didn't give a space for the oil tank to pass then the oil tank losses control of the steering wheel then the oil tank fell on top of the luxurious bus only the driver survived but injured, there were 50 people in the bus 49 died, at the back there was a lorry filled with animals the lorry loaded was over speeding & was not able to slow down he went into the concrete of the road & fell down some of the animals were dead & some where alive in the other lane of the road one of dangotes truck was over speeding & couldn't look at his front there was a hold up but he didn't have no idea. The truck was full of bags of rice & guinea corns one of them was on top of the truck the truck driver to, losses the steering because the steering wheel removed from its position & the truck fell from the road the man that was on top fell & the bags of rice fell on top of the man that was a disaster I have never seen a person died in front of me but that I saw every thing I wasn't able to sleep that night I was thinking of what happened.

May god take care lives the way we want it to be because people die they how in this world may god help us.

salim Ahmed

NAME: Amina Ibrahim Abdelmumin 3087 SS2

Narrative Essay

WITNESS TO A GHASTLY MOTOR ACCIDENT

-Along LAGOS TO SOKOTO ROAD-

Introduction - A witness to a ghastly motor accident along Lagos to Sokoto Road on 26 march 2016.

A Car The two Cars are going different way Left of the Cars are in a gear to go to where they Want to stop, There are Cars or trucs and pardo In this trucks only two people are inside while in the pardo they families father $mother and their four children on there going to sokoto. The trucks have load of rice, beans and Yam, Cocos, and Onions they are going to load the load up in the Sokoto. The accident occur around 4:30 to 4:32 when the truck tryed to overteiced the pardo the driver of pardo try to stay away from the trucks when the other Car Came that Car that Came I was in their with there are my father $mother and two Older and sister on the our way back to Sokoto.

The Car that make the accident to be worse is dram with petroleum inside the Car belonged to NNPC the Car is on their way going to Zamfara.

The accident occur twice that exactly when the truck tryed try to overtiece the pardo the driver is trying his best to stay away and give him way when the NNPC dram Came out Before the truck overteice pardo, they truck dram bested the truck, the truck beer the pardo so sadly when the Car loosers the control the driver is trying his best to control the Car but Unfortunately the Car move up and down when it Crushed the bus and filled

Mohammad Ibrahim Amody 2979.

(1) On your way to lagos from Sokoto you are an eye witness of a ghastly motor accident that claims lives. Narrate the incident to your frie

On a Monday morning it was Sunny that day at Sokoto and I have planned departing from Sokoto to lagos to meet my sister "Hawani" who was married to a Lt. Col. Ali Muhammad.

I left Sokoto at about 8:00 am at the adulsalam gerrage with a golf car to lagos. I sat between to ladies who am I never ever met by any occasion in my life time one of the girls was a muslim which I knewed by her dressing and the other was a Christain which I located by her dress also. The driver looks like a typical Sokoto man he speaks like an origin a real Sokoto

Moreover, as we were passing and going many building, trees and rock where passing I remembered a friend of mine telling me that he son told him that daddy isn't it better for us to climb the trees and go look at that it's faster than the car we let alone spending our money of this tightly Compressed Car filled of passengers I laughed when this story entered my mind the journey was moving so wonderful that I slept off I forget I was in a public car.

After that, I heard a loud Screaming from my Seat members I woke up confusingly and I ask what happen their Scaid look their, I was It was a ghastly motor accident whom we left at the motor park and I inquired who did that just happen they told me that it just overtaked them and it was on a curve with a high big rock closing a filling Station as Soon as he passed us and horned us passing the curve a big tank of petrol was about to entere the filling Station when he came from no where and hitted the petrol car So hardly that he Smash the front of the car and reaching the leg of the front passengers and driver The glass bursted and killed the passenger. every part of my body was reluctantly Stop function well I fell like a lost devil in the devil world infact I was Criminal Unalright at the event.

Further more, the quick contact the near clinic at Kaduna because the accid end occured near kaduna City, They rushed them to the hospital but unfortunately no one survived so we prayed for them and took them to kaduna police headquarter to contact and investigate the relatives.

In Addition my Journey to lagos to continuined in a Sad mood ever

[redacted] Hussaina Khadeejah Sch'aibu 2634 SS2B

How To Prepare My Favourite Food

Food is any edible substance we take to give us energy to keep good health and keeps us growing.

My favourite meal is rice and chicken curry. I find it my best food because I just can't resist the good aroma and the delighting taste.

The ingredients, species and procedures that are supposed to be followed and needed are: one whole chicken, 2 cups of peeled and well washed chopped irish potato, tomatoes, the size should be medium, 2 cups of rice, curry, black pepper, maggi or chicken species, salt, garlic powder, fine and one medium onion.

The procedures that is to be followed are, get a clean pot and put some water on fire, when the water is a bit hot pour the rice into the water. Get another clean pot the medium sized onion and slice it thinly, then get a clean pot pour some water into it and put your chicken into it together with the sliced onion, 4 maggi cubes, thyme and lastly a pinch of salt.

When the rice has boiled, take it down and rinse it so that you can get rid of the starch. After rinsing put the rice back on fire so that it can cook properly so what you have done with the rice is called parboiling.

Check the chicken to see if it is cooked. If it is add the chopped potatoes, the black pepper, garlic powder, some water, 2 table spoons of oil, chicken species and lastly the secret ingredient curry lots of it. Put the lid back on the pot and wait for the potatoes to cook.

After 30 minutes the rice should be cooked press with your fingers to see if it is cooked. If it is put it in a food flask but make sure the water is well dried. Cover the food flask and wait for the

Asmau Abdulkadir
2967
552B
[redacted]

2. Klite An essay of not more than 450 words on the topic "My favorite food"

85/10

MY FAVORITE FOOD

Food is any substance living things eat to regain energy and to be healthy. We have so many kinds of food in our kingdom but I prefer rice and stew with salad. I like it because my mum has a special way of making it. She has one secret recipe.

There are some special ingredients used in making it, like, water, rice, carrots, blended pepper, onions, thyme, curry, groundnut oil or palm oil, seasoning, garlic, ginger etc. I will like to tell you how it is prepared

Firstly, for the rice, you get a clean pot pour needed amount of water close it and set it on fire, while waiting for the water to boil, you chop some carrots, green pepper, green beans. After the water has boiled then you add your rice and stir, after stiring you leave it for 5 minutes to perboil then you sieve it. After that, then you add a small amount of boiled water in the pot then add the perboiled rice and a pinch of salt. Allow the water to drain then the you add your chopped carrots, peas etc and cover close the pot to allow the vegetables steam. After 5 minutes, you can open the pot and serve your rice hot.

Secondly, for the stew, get a your clean pot, put your blended pepper Onions, ginger, garlic then allow the water to drain without stiring.

Ibrahim Tukur Muhd 2880
9th February, 2017.

329

1. On your way to Lagos from Sokoto, you are an eye witness of a ghastly motor accident that claims lives. Narrate the incident to your friend

MY Journey from Sokoto to Lagos.

It was on 3/12/2016 when I was in Senior finalist A Holiday. My mother ~~told~~ me that we are going to visit ~~our~~ father in Lagos, I went to address our driver, and the driver clean up our G.M.C. Then we prepare for our Journey. ~~Then~~ we ~~went~~ ~~was~~ ~~into~~ in the car to start our journey.

On our way to Lagos, we have to pass out through many cities, towns and also we pass through; we stop at Zamfara to pray and buy some thing to eat. we park at one fuel station, and I notice that their is ~~galuza~~ suya's shop opposite the fuel station. I address my mother and I was given some amount of money to go and ~~buy~~ buy suya and waina. after a bought ~~them~~, I get back into the car then we take on our Journey to Lagos. we begin to eat the suya and waina inside the car, we arrive to Zaria. also we stop to pray in Zaria after all begin another journey again. After we left Zaria to Kaduna and we haven't stop in Kaduna because don't want to arrive to Lagos ~~Late~~.

~~That~~ That day I saw different thing on the road, when the driver was driving my father call my mother to know how we have been going, my mother tell him and he pray to us. On the the road we were going my mother notices that the driver is feeling a sleep we stop, the washed his face, then we keep on on the road we saw a highly ghastly motor accident. that was my misrable accident, I have seen in my life because So many people loss their life because of that

Salim Ahmed 302nd 2597D

5th Feb, 2016,

On my way to Lagos. I saw a very terrible motor accident plenty of people died animals too. It was one of dangotes truck & a dat lorry & an oil tank & some luxurious busses.

It started from the oil tank it was trying to overtake a luxurious bus but the luxurious bus didn't give a space for the oil tank to pass then the oil tank losses control of the steering wheel then the oil tank fell on top of the luxurious bus only the driver survived but injured, there were 50 people in the bus 49 died, at the back there was a lorry filled with animals the lorry was over speeding & was not able to slow down he went into the concrete of the road & fell down some of the animals were dead & some where alive in the other lane of the road one of dangotes truck was over speeding & couldn't look at his front there was a hold up but he didn't have no idea. The truck was full of bags of rice & guinea corns one of them was on top of the truck the truck driver to, losses the steering because the steering wheel removed from its position & the truck fell from the road the man that was on top fell & the bags of rice fell on top of the man that was a disaster I have never seen a person died in front of me but that I saw every thing I wasn't able to sleep that night I was thinking of what happened.

May god take care lives the way we want it to be because people die how in this world may god help us.

salim Ahmed

Jabir Sancusi RIKIJI S.S2B 10/02/2017. 2874

Narrative easy

On your way to Lagos from ~~your~~ Sokoto, you were an eye witness of ghastly motor accident that claimed lives Narrate that incident to your friend

ACCIDENT

A GHASTLY ~~OF AN MOTOR~~ THAT I WILL NEVER FORGET

On my way ~~from~~ Lagos to Sokoto on 15th ~~Feb~~ uary 2016, Me, ~~and my~~ mum, sister and my brother we ~~left~~ late Lagos by 12:30pm. ~~When~~ we late zamfara by 10:40am at night I saw a ghastly motor accident that I will never forget in my life, We are ~~to~~ gether with the ford escape, But I discovered ~~one~~ green Leaves on road I know that their is something wrong on the road talk to the driver To Slow down the car ~~when~~ we go Slowly I saw an accident that I will never forget in my life. The guy with his car 406, tried to overtaking the Infinity ~~when~~ he inter he discovered that their is one Nissan is coming time to him, he come back ~~but, b~~ for the first time, the second time he inter he met with one green ~~Bus~~ that carried 16 People, the 16 People that are inside the ~~Bus~~ only 4 of them are alive the others 12 ~~remaining 12~~ People are death.

We take the others 4 People to the hospital in Talatamafara town ~~my mum and~~ my sister she starting shooting and carrying in ~~the car we took~~ the car. ~~When~~ we go to the ~~two~~ 2 People are not alive by the result of that we ~~are~~ going to the Soko to that day.

9/10

Muhammad Salem Ahmad 2973 SS2A

Essay 10th February 2016 Friday.

The Accident

My name is Muhammad Salem Ahmad & I am in SS2A & I am writing this essay on an accident on the way to Lagos from Sokoto.

I was inside a toyota Car travelling from sokoto to Lagos when I was a Gulf Car also travelling, but I dont know whether we are all going to Lagos but we were all travelling together as a Convoy. When we got to a certain point & I saw our partners in the other Car shouting at each other through the windows, in the other Car, yelling & it almost got to a fight & I saw three trying to calm them down but it seems like they were just starting, & the arguement got to a fight & the driver was like kind of mad at them but non of them tried to attend to him & when he turned back leaving the steering wheel & trying to seperate them he veered straight into the other lane of the Cars coming opposite to us & that was how they accidentally passed each other & had their accident. The driver died & one other passenger when we passed our Car & rushed to them.

So, we now rushed them to the hospital nearest hospital & doctor said two of the people inside the Car died & three got injured & one painted.

Sefe, now went back & carry the damaged Car & take it to the mechanics & called some cleaners to clean the road & pack the broken glasses on the road & clean up the dead & injured people's blood from the road.

Salim Ahmed 25958 552B

BRIBERY AND CORRUPTION ARE WORSE ENEMIES TO OUR COUNTRY THAN ARMED ROBBERY

70%

Bribery and corruption are not enemies of our country. Indeed, they are thorns in our flesh and clogs in the wheel of social and economic progress of our country. But it is difficult to determine who is not corrupt since corruption is a relative term which is open to plenty interpretations.

politicians are the first people to be blamed in this stigma we are talking about, because they are the ones that are responsible for the country not to grow because all they care is about themselves, they don't care about people at all.

Nigeria have lost some lives because of bribery and corruption, because there is no money in the country and they don't have money to buy drugs or any sort of things to cater for their families.

Job employment is scarce in the country, because they don't have any place of work this means no work no money people are complaining of their inhabitants of their families.

Many people are going into rituals to sacrifice people just to get money for them to have a rich life and if they are caught if they are asked they will say that no money in the country due to corruption in the country.

Bribery and corruption are the most and worst enemies of our country but why we do;

Rabiatu Mahmud Yau 2595 222A

AN EYE WITNESS ACCIDENT.

It was on 29th August, 2014, On our way to Lagos with my sibling around 2:15pm when an accident happened right in front of our car. In Ewekoro around Tambuwal.

We were inside our car enjoying our drive when a car with high speed overtake us and infront of us were was big trucks. After he can have overtake us and we were shouting at our driver to quickly overtake he can cause our drive always obeys what we have said. Then our big brother asked us to keep quite After our short conversation in the car, we have heard a terrible sound. As we all kept quite he can was to so silent when we saw saw he car that overtake us and trucks clashes, it was terrible The car with high speed's tyre removed and he trunk fell down along he road side. Many people about 5 people where injured seriously and 2 were dead. while we packed our car and our driver went out to see what have happened. I was very scared, that I couldn't sleep that night.

Actually, that accident was too bad and he thing that even scares me more was he dead of two people. I hope you will enjoy reading this Essay. From your lovely friend:*

2688 552B IBRAHIM IBRAHIM

ARMED ROBBERY IS A WORSE ENEMY OF OUR COUNTRY

Chairman, Panel of judges, accurate Timekeeper, my co-debaters, ladies and Gentlemen and Fellow students, good morning. I am standing before you to oppose the motion that, "bribery and corruption are worse enemies of Nigeria ~~than~~ armed robbery. Though bribery and corruption and armed robbery are both serious ~~society~~. 50%

Firstly, Bribery and corruption are bad habit that affected the Nigerian society and armed robbery is a serious crime ~~to~~ danger dis-posing another danger into country

Then arm robbery, have been a very serious issue that have been wandering about the society due to the issue, many people lose their live and properties. Those who wanted to contribute to the development of the society have been killed through the issue.

This is a very trible issue that has to be solved.

Bribery and corruption has less issue than the armed robbery. Armed robbery underverpe the country. Even I won't be happy to see people saying things about you in that country It is the blood of Nigerian people that the government too follows more than bribery of corruption

Nigerians always live ~~in fear~~. Armed robbery is a very concerned issue in the country. No idea of the day or the way armed robbery will live the country. Arm robbery is the greatest secourge of the social malaise

I sincerely believed that the above points, I am able to convince you that