THE ANALYSIS OF ENGLISH TENSE USAGE AMONG EFL LEARNERS

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Annotation: This study examines the use of English tenses among learners of English as a Foreign Language. The main purpose of the research is to identify common errors in tense usage and analyze the factors that contribute to these difficulties. The study focuses on typical problems such as confusion between present and past tenses, incorrect verb forms, and overuse of simple tenses. Data for the research can be collected through written tasks and classroom observations. The findings suggest that these errors are mainly caused by the influence of learners' native language, lack of sufficient practice, and the complexity of English tense structures. The study also highlights the importance of effective teaching strategies, including communicative practice and continuous feedback, to improve learner's grammatical accuracy.

Overall, this research provides useful insights into the challenges EFL learners face and offers practical recommendatitons for improving tense usage.

Key words: tense usage, grammatical errors, language learning, grammar teaching, second language acquisition

Introduction: Tense is one of the most important aspects of English grammar, as it allows speakers to express time and meaning clearly.However, learners of English as a Foreign Language(EFL) often experience difficulties in using tenses accurately. These challenges can lead to misunderstanding and affect learners' overall language proficiency. This study aims to analyze the use of English tenses among EFL learners, focusing on common errors and their possible causes.

Tense Usage: Tense usage refers to the way in which different verb tenses are applied in language to express time, actions, and states. In English, accurate tense usage is essential for clear communication, as it helps indicate whether an action occurs in the past, present, or future.

This refers to how learners use different verb tenses (present, past, future) in speaking and writing. Tense usage is an important aspect of English grammar that helps learners express time and meaning accurately.

Grammatical Errors: Grammatical errors are deviations from the standard rules of a language. These errors commonly occur in sentence structure, verb forms, and tense usage, and they may affect the clarity and correctness of communication.

Meaning made in grammar, especially in sentence structure and verb forms

Example:

- She go to school (false)
- She goes to school (true)

You can write: Grammatical errors are common among EFL learners, particularly in the use of verb tenses.

Language Learning: Language learning is the process through which individuals acquire the ability to understand and use a new language. This process includes developing skills such as listening, speaking, reading, and writing as well as mastering grammar and vocabulary.

The process of learning a new language (like English). Language learning involves developing skills such as speaking, writing, listening, and reading.

Language learning is not only a cognitive process but also a social and interactive one.Learners improve their language abilities through practice, communication, and exposure to real-life situations.Factors such as motivation, learning environment,teaching methods, and individual differences can significantly influence the success of language learning.

Example:

A student learns English at school:

-Teacher explains grammar (Present simple)

-Student practices:

I study every day (true).

This shows formal language learning.

Grammar teaching: Grammar teaching refers to the methods and techniques used by teachers to help learners understand and correctly use the rules of a language. It focuses on developing learners' ability to form accurate sentences and use grammatical structure in communication.

There are different approaches to grammar teaching. Traditional methods often emphasize rules and memorization, while modern approaches focus more on communication and using grammar in real-life situations. Effective grammar teaching should balance both accuracy and fluency, allowing learners to practice grammar in meaningful contexts.

Example:

- Teacher: "Present simple" is used for daily routines."
- Structure: Subject+verb (s/es)
- Students make sentences:

-I go to school every day.

-She plays tennis.

Grammar teaching plays a crucial role in language learning, as it helps learners understand how to use grammatical structures accurately in both written and spoken communication. Grammar teaching is the process of helping learners understand and use the rules of a language through explanation, practice, and communication.

Second Language Acquisition: Second language acquisition is the process of learning a language other than one's native language. It involves cognitive, social, and linguistic factors that influence how learners understand and use the target language.

SLA is influenced by several factors, including age, motivation, exposure to the language, and teaching methods. Unlike first language acquisition, which happens naturally in childhood, second language acquisition often takes place in a classroom setting, especially for EFL learners.

Example:

A student in Uzbekistan learners English in class:

- I go to school yesterday (false)
- Later improves- I went to school yesterday (true)

Second language acquisition is a complex process that involves the gradual development of linguistic competence through exposure, practice, and interaction.Second language acquisition is the process of learning a language after one's first language, often influenced by factors such as environment, practice, and teaching methods.Unlike first language acquisition, which happens naturally in childhood, second language acquisition often takes place in a classroom setting, especially for EFL learners.

Conclusion: In conclusion, the analysis of English tense usage among EFL learners demonstrate that mastering tense forms remains one of the most challenging aspects of language learning. The study shows that learners frequently produce grammatical errors, particularly in distinguishing between similar tense structure such as present simple and present continuous, as well as past simple and present perfect. These difficulties are not accidental;rather, they are closely connected to the broader process of second language acquisition, where learners rely on their existing linguistic knowledge and are influenced by the structure of their native language. In addition, limited exposure to authentic English and insufficient opportunities for practice further contribute to inaccurate tense usage.

Overall, improving tense usage among EFL learners requires a comprehensive approach that integrates effective grammar teaching, meaningful practice, and increased exposure to the target language. With consistent effort from both teachers and learners, it is possible to reduce grammatical errors and achieve a higher level of language proficiency. This, in turn, will enable learners to communicate more clearly,accurately, and confidently in English.

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