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PEDAGOGÍA DEL INGLÉS COMO LENGUA EXTRANJERA**

Error Analysis on the Use of Simple Past Tense in Narrative Texts in Online Learning

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TITLE: Error Analysis on the Use of Simple Past Tense in Narrative Texts in Online Learning

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Abstract

This study aims to analyze the different types of errors made in Simple Past Tense in narrative texts by students in the EFL classroom in a high school from Quito. The group of learners of this study present difficulties in their English writing skills, structuring sentences, writing paragraphs in a correct way and narrating events in past. The participants selected for this study were 39 students between 16 and 17 years old. All of them were native Spanish speakers and learners of English as a foreign language. Three narrative

documents written by the students were collected during synchronous and asynchronous environments. The researcher identified, classified and analyzed the errors in Simple Past Tense made by the participants and based the study on Error Analysis theory. The author found 309 errors items which were classified into Omission, Addition, Misformation, and Misordering errors (Dulay et al., 1982). These errors were made in Synchronous and Asynchronous environments. The study found more Misformation errors in students' writings – 193 total errors, 87 errors in the Synchronous modality and 96 in the Asynchronous environment. The findings in this study revealed that the high frequency of errors is caused by Intralingual interference.

Keywords: Error Analysis, Narrative texts, Synchronous study, Asynchronous, Interlingual and Intralingual interference.

Resumen

Este estudio tiene como objetivo analizar los diferentes tipos de errores que cometen los estudiantes en el tiempo pretérito perfecto simple en textos narrativos, en la clase de Inglés como Lengua Extranjera en un colegio de la ciudad de Quito. El grupo de estudiantes de este estudio presenta dificultades en sus habilidades de escritura en Inglés, estructuración de oraciones, redacción de párrafos de manera correcta y narración de eventos en pasado. Los participantes seleccionados para este estudio fueron 39 estudiantes entre 16 y 17 años. Todos ellos hablantes nativos de español. Se recolectaron tres documentos narrativos escritos por los estudiantes durante las modalidades sincrónica y asincrónica. El investigador identificó, clasificó y analizó los errores en pretérito perfecto simple cometidos por los participantes y basó el estudio en la teoría del Análisis de Errores. El autor encontró 309 errores que se clasificaron en errores de omisión, adición, errores por forma errónea y mal ordenamiento (Dulay et al., 1982). Estos errores fueron cometidos en

los entornos sincrónico y asincrónico. El estudio encontró más errores por forma errónea en los escritos de los estudiantes: 193 errores en total, 87 errores en la modalidad sincrónica y 96 en el entorno asincrónico. Los hallazgos de este estudio revelaron que la alta frecuencia de errores es causada por la interferencia intralingual.

Palabras clave: análisis de errores, textos narrativos, estudio sincrónico, asincrónico, interferencia intralingual e interlingual.

1. INTRODUCTION

English is taught as a foreign language in Ecuadorian schools. However, students face difficulties in the learning process and the development of language skills. According to a study conducted by Education First (2019) in 2017 and 2018 with a sample of Ecuadorian students of different ages, it did not find any evidence of English proficiency, even considering that this subject is mandatory at high school. Some learners struggle producing writing or speaking skills. Sermsook et al. (2017) state that writing is the most difficult skill to be developed in English learning. According to Cabrera et al. (2014) writing skill is one of the main challenges that high school students from Ecuador need to improve in their academic process. Some of the errors in writing are attributed to the negative effect of the mother tongue interference on language learning.

In this regard, students of a public high school in Quito usually present errors in their written tasks, since it is difficult for them to structure sentences, write paragraphs in a correct way and narrate events in past. Hence, the importance of conducting linguistic studies that analyze the types of errors that learners often produce in their writing in order to support teachers to develop strategies that improve English proficiency in students and encourage increasing their English level to B1 when they finish high school, which is stated in the academic program.

This article is about error analysis on the use of Simple Past Tense in narrative texts developed by students in online learning. Khansir (2012) states that the analysis of errors is an important field of Linguistics and they are part of the natural learning process in second language acquisition. Thus, the importance of considering error analysis as part of the teachers practice in order to understand learners' difficulties and find better teaching

strategies. This study covers the theoretical framework which emphasizes on Error Analysis, the types of errors and online learning. Dulay et al. (1982) refer to error as any variation from a specific norm of language production. Making errors is an expected factor of learning (p.139). Individuals cannot acquire knowledge of a language without making errors in their speech or writing regularly. Khansir (2012) states that learners' errors are not only because of the native language interference but also dealing with the way people learn a language (p.1027).

Some studies have focused on Error Analysis on using Simple Past Tense in writing. In a recent study developed by Aminah (2016) the researcher analyzed the errors made by students on the use of simple past tense in English narrative text. Cabrera et al. (2014) researched the influence of the Spanish language in EFL writing skills at several Ecuadorian senior high schools in Loja. However, there are not studies related to error analysis in Ecuadorian context at public high schools in online learning. This study attempts to fill this gap by identifying and analyzing the morphological and syntactic errors produced by students.

Furthermore, the research methods used in this study are the qualitative and the quantitative. The researcher collects the errors and establishes the frequency, as well as analyses and interpretes the results. The instruments used in this study are narrative texts collected through Google form and the Classroom platform. The aim of this study is to analyze the different types of errors made in Simple Past Tense in narrative texts by students in the EFL classroom in a high school from Quito. The specific objectives are to identify the errors that students make in narrative texts, to classify the types of errors into Omission, Addition, Misformation, and Misordering, to stablish the frequency of errors made in Simple Past Tense in writing and to compare errors made during synchronous and

asynchronous classes. Considering the purpose of this study, the research question is: What are the morphological and syntactic errors made in Simple Past Tense in narrative texts written by EFL learners during Synchronous and Asynchronous environments?

2. THEORETICAL FRAMEWORK

2.1. Error Analysis

Error Analysis theory was established by Stephen Pit Corder in the sixties in order to analyze the errors produced by language learners. Error Analysis has supported teachers to understand their students' errors and the difficulties in the second language learning. Additionally, teachers have used EA as a useful tool to improve their teaching practice and support students.

Many studies have been carried out in the field of Error Analysis. Corder (1967) cites that students' errors demonstrate how the components of language are being used and these errors are significant because the teacher can know about the learner's progress, errors can reveal evidence of how language is learned or acquired, and they are necessary to the learner because they can consider the making of errors as part of the process of learning. Gass and Selinker (2008) state that error analysis is a type of linguistic analysis that focuses on the errors that learners make. Furthermore, Amara (2018) says the purpose of Error Analysis is to notice the learner's knowledge about the language and to provide teachers with useful information and right sort of data to form a more adequate concept of a rule in the target language. According to Richards & Schmidt (2002) "Error analysis may be carried out in order to identify strategies that learners use in language learning, try to identify the causes of learner errors, obtain information on common difficulties in language learning, as an aid to teaching or in the preparation of teaching materials" (p. 201).

2.2. Errors

Dulay et al. (1982) refer to error as any variation from a specific norm of language production. Making errors is an anticipated part of the learning process. People are able to understand a language including making errors in their speech or writing. Jobeen et al. (2015) state that “errors are the result of incomplete learning and linguistic incompetency of the learners and errors cannot be self-corrected” (p.53).

2.3. Type of Error: Interlingual and Intralingual errors

There are two types of major sources of errors; they are interlingual and intralingual errors. According to Selinker (2008) Interlingual errors are those which can be attributed to the native language. Interlanguage or internal errors refer to “errors which are caused by the interference of the learner’s mother tongue”. Napitupulu (2017) describes interlingual errors as the outcomes of the learners’ application of the mother tongue elements in their spoken or written production of the target language. Errors are caused by the learner’s native language. On the other hand, Richards & Schmidt (2002) define an intralingual error as one which results from faulty or partial learning of the target language.

In accordance with Jobeen et al. (2015) there are different causes of errors made by the learners. Some reasons could be related to the lack of material for teaching a language and the need to improve the teaching practice. Some other causes of errors are related to Language transfer, Simplification, Underuse, Fossilization, Lack of the knowledge of the rules and Interference. Furthermore, Richards (1970) divides intralingual errors in four categories, they are: Overgeneralization, Ignorance of rule restrictions, Incomplete application of rules, False concepts hypothesized. Over-generalization covers instances where the learner creates a deviant structure on the basis of his experience of other structures in the target language. Ignorance of rule restrictions involves the application of

rules to contexts where they do not apply. Incomplete application of rules involves a failure to fully develop a structure. False concepts hypothesized are made when the learner does not fully comprehend a distinction in the target language.

2.4. Categories of errors

Corder (1974) classifies EFL learners' errors into four categories: omission, selection, addition, or misordering of some element. Furthermore, Dulay et al. (1982) say that students tend to omit essential items, add unnecessary structures or they may misform or misorder items. All these types of errors belong to a surface strategy taxonomy which emphasizes in the ways surface structures are changed. This taxonomy is classified into the following categories: Omission, Addition, Misformation and Misordering.

2.4.1. Omission

These errors are characterized by the absence of an item that must appear in a well-formed utterance. For example: *Mary work in her office yesterday*. It should be: *Mary worked in her office yesterday*. The omission of “ed in the word work” is called morphological omission. At syntactic level, omission occurs when learners leave out a subject or a predicate in a sentence, for instance, *Tommy not say the true*.

2.4.2. Addition

These errors are characterized by the presence of an item, which must not appear in a well-formed utterance. For example: *She didn't went to the park the last weekend*. It should be: *She didn't go to the park the last weekend*. There are three types of Addition errors:

Double Marking. Two items rather than one more marked for the same feature.

Example: *We didn't went to the swimming pool.* It should be: *We didn't go to the swimming pool.*

Regularization. Learners apply the rule used to produce the regular ones to those that are irregular. Example: *She putted the cookies in the bag.* It should be: *She put the cookies in the bag.*

Simple Addition. An addition of error which is not a double marking or a regularization. Example: *My parents were liked the valley.* It should be: *My parents liked the valley.*

2.4.3. Misformation

These errors are characterized by the use of the wrong form of the morphemes or structure. The learners supply something, although it is incorrect. For example: *I go to the park yesterday.* The learner provides a past tense marker, but it was not the right one. There are three types of Misformation errors:

Regularization. Errors Misformation category in regular to irregular ones.

Example: *She runned into her bedroom.* It should be: *She ran into her bedroom.*

Archi-forms. The wrong form selected by the learners. Example:

They lived in Ecuador since 2003. It should be: *They have lived in Ecuador since 2003.*

That dog was on the corner. It should be: *That dogs were on the corner.*

Alternating forms. The learner uses alternative way of various member of a class with each other. When the participle form is learnt, it may be alternated with the past irregular. Example: *I seen her yesterday.* It should be: *I saw her yesterday.*

2.4.4. Misordering

These errors relate to the incorrect placement of a morpheme or group of morphemes in an utterance. For example: I didn't know where was my bag is an example of syntactic misordering.

Some studies have focused on Error Analysis on using Simple Past Tense in writing. In a recent study developed by Aminah (2016) the researcher analyzed the errors made by students on the use of simple past tense in English narrative text. The research finding showed that the most dominant error students made was error of Misformation.

2.5. Errors related to Morphology and Syntax

Likewise, Linguistics is divided in a number of sub-fields. Errors related to Morphology and Syntax are analyzed in this study. Aspiatun (2014) defines morphology as a branch of linguistics which studies the forms of words. Morphology studies the internal structure of words and their relationship to other words within paradigm. Moreover, Gass and Selinker (2008) defines morphology as the study of word formation. These words can be formed by one or more parts. Yule (2010) says that "a morpheme is a minimal unit of meaning or grammatical function" (p.67). There are two classes of morphemes that we can identify: bound and free.

Additionally, Yule (2010) says that Syntax is the study of the structure and ordering or sequencing of components within a sentence. Faisyal (2015) states that "Syntax seeks to describe formally exactly how structural relations between elements (lexical items/words and operators) in a sentence contribute to its interpretation" (p. 42).

2.6. Narrative texts

Writers have the ability to express their thoughts in a significant way through writing a text. Kusumawardhani (2018) states that there are different types of writing, such as, narration, description, classification, comparison and contrast, argumentation and etc. Anwar (2014) states that narration or story telling is writing a sequence of events in order and done in a period of time. A Narrative text tells a story that can be fiction or nonfiction. According to Kusumawardhani (2018) people use their creativity and imagination to write a narrative text. It is not necessary researching scientific theory or citations to narrate a paragraph. Furthermore, Bulut and Turkozu (2019) say that narrative writings allow people to share their personal stories and anecdotes. Writers narrate events that took place in the past or may happen. Narrations tell people's feelings and experiences that they have lived in different situations. On the other hand, there are fiction or not real narrative texts, such as, fairy stories, fables, mystery stories, science fiction, romance, horror, etc.

Narrative texts have strategical elements that allow the writer to develop a story in a logical way. According to Ningsih (2015) the organization of a narrative text has the following sequence:

Orientation. The writer introduces the characters (who), the primary conflict of the story (what), the time (when the story happens) and establish the setting (where).

Complication. The writer describes the conflict and the main character attempts to solve the problem.

Resolution. The conflict is resolved by the characters. This is the last part of the story.

Meanwhile, according to Muslimah (2018) narrative texts have significant language features that support the form of a narration, such as, the use of simple past tense, adverbs of time, time conjunction, action verbs and focusing on specific characters of the story.

2.7. Narrative Tenses

Past events are a strategic part of narration. According to Drgová (2017) narrative tenses are verb tenses used to tell a story, describe past events or situations. There are four narrative tenses that express past events, the Past Simple, Past Continuous, Past Perfect and Past Perfect Continuous. The most common tense taught to the learners in the first levels is the simple past. This tense express actions that started and finished in the past. This tense is the base to move on to the other tenses within the narrative tenses category. Subsequently, the past continuous, past perfect and past perfect continuous are taught to learners. These tenses describe the situation or make the story more realistic, effective and easy for the reader. Furthermore, Sari S. (2020) states that the Simple Past is a tense that expresses actions that started and ended in the past. This is one of the tense forms that learners must understand and know in order to write significant narrative text.

2.8. Online learning

The role of technology in education in the 21st century has been significant. The use of computers and other devices have been some of the indispensable tools in schools. Moreover, Lee (2000) cites that the Internet and the use of electronic devices have changed the learning process through computers.

According to Cojocariu et al., (2014) Online learning is the capacity to use a device connected to a network, that is used in different places at any time. Online education has become a new modality in the teaching and learning process in our society. Singh and

Thurman (2019, as cited in Dhawn, 2020) defines Online learning as “learning experiences in synchronous or asynchronous environments using different devices with internet access” (p.7). These course formats have increased due to the development of different online platforms, such as Zoom, Google meet, Classroom, Moodle and others.

2.8.1. Synchronous environments

Jackson (2012) states that Synchronous environments are similar to a regular class where students and the teacher interact in an online class in a specific period of time. This type of course uses the web, videocam in online platforms. Teachers develops their lesson, there is interaction among students, presentations, debates, feedback, work in groups and the use of other interactive webpages that are useful for the learning process.

2.8.2. Asynchronous environments

According to Jackson (2012) Asynchronous environments are done when students learn in a self-paced manner. The learning process doesn't have a specific period of time and students can organize their time. Skylar (2009) cites that during synchronous modality students interact in real time and they can participate, ask questions and receive answers from the teacher. Likewise, teachers give instructions through different electronic tools such as, emails, videos, audio files, online platforms, forums, blogs and others.

2.8.3. Online learning during pandemic time in Ecuador

Currently, online learning is mandatory in Ecuadorian's schools because of COVID- 19 pandemic. English teachers of public schools plan the lessons for the virtual classes based on the prioritized curriculum (Currículo Priorizado) which was developed for Ecuadorian public schools during the health emergency caused by the pandemic. Ministerio de Educación del Ecuador (2020) states that the prioritized curriculum (Currículo

Priorizado) is based on the essential performance criteria skills and the English Modules distributed digitally on the Ministry of Education website.

Moreover, synchronous and asynchronous environments have been established during the periods of teaching. Teachers use a wide range of online applications to facilitate student's comprehension. According to Dhawn (2020) Google has offered a range of useful tools for virtual learning, such as Gmail, Google Forms, G-Drive, Google Hangouts, Google Jam board and Drawings, Google Classroom, and Open Board Software. Likewise, applications are significant tools to reinforce language skills in students.

3. METHODOLOGY

3.1. Research question

The research question of this study is: What are the morphological and syntactic errors made in Simple Past Tense in narrative texts written by EFL learners during Synchronous and Asynchronous environments?

3.2. Objectives

3.2.1. General objective:

To analyze the different types of errors made in Simple Past Tense in narrative texts by students in the EFL classroom in a high school from Quito.

3.2.2. Specific objectives:

- To identify the errors that students make in narrative texts.
- To classify the errors made by students into Omission, Addition, Misformation, and Misordering categories.
- To establish the frequency of errors in the Simple Past Tense made in each category.

-To compare the types and frequency of errors made during synchronous and asynchronous classes.

3.3. Methodology

This study identified and established the frequency of errors made in the Simple Past Tense into Omission, Addition, Misformation, and Misordering categories. Regarding the aims, the research design of this study was quantitative descriptive. The quantitative method was used at the moment that the researcher collected the errors and established the frequency in each category. According to Hernández et al. (2010) Quantitative research is the process of collecting and analyzing numerical data in order to test theories.

Atmowardoyo (2018) states that “Descriptive research is defined as a method used to describe the existing phenomena as accurately as possible” (p.198).

3.3.1. Description of Method

This study identified errors in Simple Past in written narrative texts made by students in a high school of Quito. The development of the students’ texts was in different moments during the school year 2020 – 2021. The lesson plan about Narrative texts took five weeks. 117 narrative texts were collected in three moments. The learners wrote the first text at the end of the first week, the second text was written at the end of the third week and the last text was collected at the end of the fifth week.

3.4. Procedure

The research process was developed in different steps. First, the researcher developed a lesson plan about narrative texts. The lesson plan used the Module of Ecuador Ministry of Education which engages student to develop their language skills in a meaningful and significant way. The lesson plan took five weeks. During the five weeks the

lesson included the curricular threads of reading, writing and listening with activities related to myths, legends and suspense stories. Moreover, the themes that were covered by the lesson were the definition and examples of narrative texts, components, plot or structure, planning a story, grammar with the use of the Simple Past tense in narrative as the discrete point of language, sequence words and vocabulary. Second, the students were engaged to write narrative texts during synchronous and asynchronous environments. A narrative text is a fiction or nonfiction story developed by a writer. These narratives have specific components, such as, characters and events that occur through the story. They can be written in past and use sequence words. The researcher used Google Form and the Classroom platform to collect the narrative texts. Third, the errors in Simple Past Tense were identified and classified into four types: errors of omission, addition, misformation, and misordering. Finally, comparison between the frequency and types of errors in narrative texts during synchronous and asynchronous environments was done.

To obtain the information regarding the most common errors made by the students, this study analyzed narrative texts of the students' written production. Students had to write narrative texts. The narrative writings were fiction and nonfiction. Therefore, five lesson plans were developed during five weeks. They included reading and writing tasks related to suspense stories from the English Module as well as activities connected to personal experiences about students' lives. The English Modules are pedagogical textbooks implemented by the Minister of Education in EFL classrooms of Ecuadorian public schools. These modules focus on the communicative language approach. According to the Ecuadorian Ministry of Education learners must be competent in the use of a second language for oral and written communication. The Module covers five curricular threads of language which are Communication and Cultural Awareness, Oral Communication,

Reading, Writing, Language Through the Arts. Each thread includes different elements, such as, grammar, vocabulary for mysteries and scary stories, topics related myths and legends from around the world, narrative storytelling, superstitions and writing a fictional ghost story. The lessons covered real, nonreal stories and the use of Simple Past Tense as the discrete point of language. Moreover, the definition, the components and structure of the narrative texts were explained. According to the English curriculum, students had to create original, imaginative stories using appropriate vocabulary and elements of the literature learners have read or heard. After, working significant tasks and activities, students narrated their texts in three different moments. First, the learners had to choose a topic and write about their own personal experiences related to their favorite vacation, the first day at a new school, the best day of their life or a day when they felt depressed. After, the students created and wrote their own suspense stories. Finally, they narrated a text related to their experiences in their last vacation.

3.5. Instruments

Three narrative documents were collected to obtain the information regarding the errors in the simple past tense. The researcher worked online English classes with the participants during 2020-2021 school year. Students developed narrative texts during synchronous and asynchronous classes. These narrations were related to the creation of a story and anecdotes about their vacations and Christmas holidays. Additionally, Google Classroom platform and Google form tools were used to collect students' writings. The errors in Simple Past Tense were identified and classified into four types: errors of omission, addition, misformation, and misordering. Then, the results were measured using the following formula:

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

TN

P : Percentage of error

F : Frequency of errors

TN : Total number of errors

3.6. Participants

The participants selected for this study were 39 students between 16 and 17 years old who belong to a high school from Quito city. Of the 39 students 17 were female and 22 were male. All of them were EFL learners whose native language was Spanish. English as a foreign language class is part of the English curriculum designed by the Ecuadorian Ministry of Education. All public secondary schools had English classes of five periods of forty minutes every week. However, due to Covid-19 pandemic, students had two periods of online English synchronous classes every week.

3.7. Sources

This study used primary sources that included: original written narrative tasks and original research. Moreover, it used secondary sources that included dictionaries, encyclopedias, research and articles.

4. RESEARCH FINDINGS AND DATA ANALYSIS

Table 4.1. Types of errors found on the use of Simple Past Tense in students' narrative texts in the synchronous environment.

Narrative text 1 – 100 words

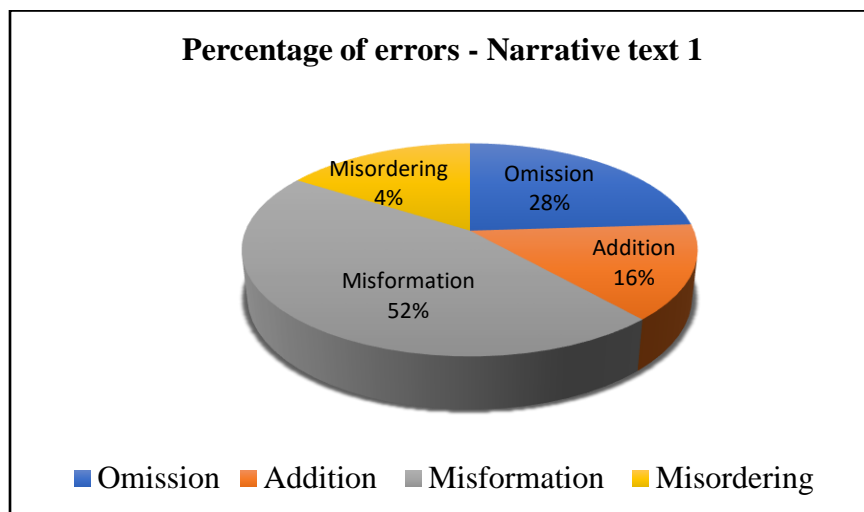
Types of Errors / Students	Omission	Addition	Misformation	Misordering	Total errors
Student 1	4	-	1	-	5
Student 2	2	-	3	-	5
Student 3	-	-	-	-	-

Student 4	-	-	1	-	1
Student 5	2	-	2	-	4
Student 6	1	-	3	-	4
Student 7	-	-	1	1	2
Student 8	1	-	1	-	2
Student 9	1	-	-	-	1
Student 10	1	-	1	-	2
Student 11	-	-	-	-	-
Student 12	-	1	1	-	2
Student 13	1	-	4	-	5
Student 14	-	-	3	-	3
Student 15	-	-	-	-	-
Student 16	-	-	2	-	2
Student 17	1	1	3	-	5
Student 18	-	8	-	-	8
Student 19	-	-	-	-	-
Student 20	-	-	3	-	3
Student 21	-	-	1	1	2
Student 22	-	-	-	-	-
Student 23	1	-	2	-	3
Student 24	1	-	2	-	3
Student 25	3	-	-	-	3
Student 26	3	-	3	-	6
Student 27	-	1	2	1	4
Student 28	-	-	1	-	1
Student 29	-	-	-	-	-
Student 30	-	1	-	-	1
Student 31	1	1	1	-	3
Student 32	-	-	-	-	-
Student 33	-	-	3	1	4
Student 34	-	1	-	-	1
Student 35	-	-	1	-	1
Student 36	-	1	1	-	2
Student 37	2	1	7	-	10
Student 38	3	1	1	-	5
Student 39	2	1	3	-	6
Total errors	30	18	57	4	109
Percentage of students' errors	28%	16%	52%	4%	

Done by: Oviedo, (2022)

Chart 4.1 - Percentage of errors in narrative text 1

The chart presents the percentages of errors made by the students in the narrative text 1.



Done by: Oviedo, (2022)

Analysis of errors made by the learners in the synchronous environment

Narrative text 1

After reading and checking the students' narrative texts of 100 words, the researcher found 109 error items in Narrative text 1 in the synchronous environment – Table 4.1. The number and frequency of errors made by students in simple past tense are Omission errors 30 items or 28%, Addition errors 18 or 16%, Misformation errors 57 items or 52% and Misordering errors 4 items or 4%. The findings show that the participants made more Misformation errors in their writings.

Examples of errors made by the group of students in Narrative text 1 in the synchronous environment are:

Type of error	Examples:
Omission	Example 1: I only cry that day. Example 2: We return to the hotel. Then, we had a meeting.

	<p>Example 3: My sister was a little baby when she travel with my family.</p> <p>Example 4: First, we watch tv. After that, we ate crabs.</p>
Addition	<p>Example 1: We were play videogames yesterday</p> <p>Example 2: I was watch TV the last night.</p> <p>Example 3: We didn't swam in the beach.</p> <p>Example 4: When the plane was arrive I saw the island.</p>
Misformation	<p>Example 1: We was bored and very tired.</p> <p>Example 2: We decides to eat.</p> <p>Example 3: We spoken about vacations.</p> <p>Example 4: We take photos.</p> <p>Example 5: They don't want be my friends.</p> <p>Example 6: Pilar give us advices for pandemic time.</p>
Misordering	<p>Example 1: The best day of my life was when was born my sister.</p> <p>Example 2: It was a trip exciting.</p> <p>Example 3: With the family I went to church.</p> <p>Example 4: I didn't knew where was my classroom.</p>

Table 4.2. Types of errors found on the use of Simple Past Tense in students' narrative texts in the synchronous environment.

Narrative text 2 – 100 words

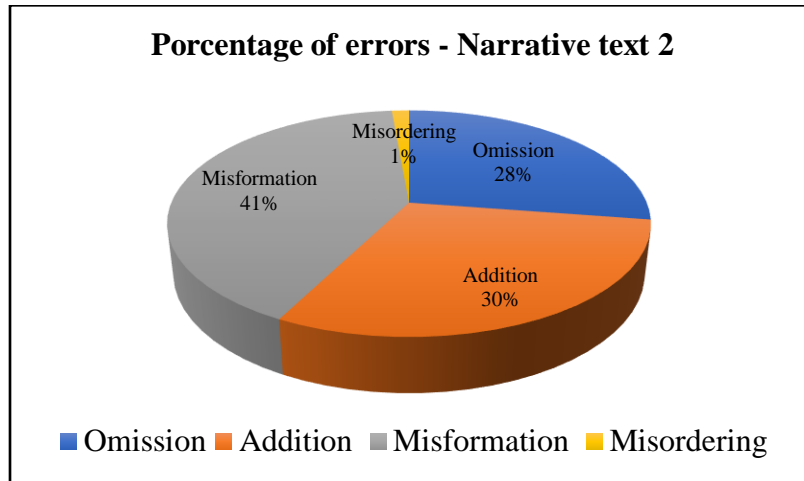
Types of Errors / Students	Omission	Addition	Misformation	Misordering	Total errors
Student 1	3	-	2	-	5

Student 2	1	-	1	-	2
Student 3	-	-	-	-	-
Student 4	-	-	-	-	-
Student 5	-	1	-	-	1
Student 6	-	-	-	-	-
Student 7	-	-	-	-	-
Student 8	-	-	-	-	-
Student 9	-	-	-	1	1
Student 10	-	-	1	-	1
Student 11	1	-	1	-	2
Student 12	-	3	1	-	4
Student 13	1	-	4	-	5
Student 14	6	-	4	-	10
Student 15	-	-	-	-	-
Student 16	-	-	-	-	-
Student 17	2	1	4	-	7
Student 18	-	11	1	-	12
Student 19	-	-	-	-	-
Student 20	-	-	-	-	-
Student 21	-	1	1	-	2
Student 22	-	-	-	-	-
Student 23	-	-	-	-	-
Student 24	-	-	-	-	-
Student 25	2	-	2	-	4
Student 26	-	-	-	-	-
Student 27	-	-	-	-	-
Student 28	-	-	1	-	1
Student 29	-	4	1	-	5
Student 30	-	-	1	-	1
Student 31	-	-	1	-	1
Student 32	-	-	-	-	-
Student 33	-	-	1	-	1
Student 34	1	-	1	-	2
Student 35	-	-	-	-	-
Student 36	-	-	-	-	-
Student 37	-	1	-	-	1
Student 38	3	-	2	-	5
Student 39	-	-	-	-	-
Total errors	20	22	30	1	73
Percentage of students' errors	28%	30%	41%	1%	

Done by: Oviedo, (2022)

Chart 4.2 - Percentage of errors in narrative text 2

The chart presents the percentages of errors made by the students in the narrative text 2.



Done by: Oviedo, (2022)

Analysis of errors made by the learners in the synchronous environment

Narrative text 2

After reading and checking the students' narrative texts of 100 words, the researcher found 73 error items in Narrative text 2 in the synchronous environment – Table 4.2. The number and frequency of errors made by students in simple past tense are Omission errors 20 items or 28%, Addition error 22 or 30%, Misformation errors 30 items or 41% and Misordering error 1 item or 1%. The findings show that the participants made more Misformation errors in their writings.

Examples of errors made by the group of students in Narrative text 2 in the synchronous environment:

Type of error	Examples:
Omission	Example 1:

	<p>We talk about our future.</p> <p>Example 2: I not go to the party because I was sick.</p> <p>Example 3: My family not have COVID.</p> <p>Example 4: We afraid when we heard about the pandemic.</p>
Addition	<p>Example 1: The guides were start to give instructions.</p> <p>Example 2: My dad was drove to the Coast.</p> <p>Example 3: We did visit different places.</p>
Misformation	<p>Example 1: We don't enjoy the holidays.</p> <p>Example 2: I go out with my mother.</p> <p>Example 3: I am not do very much things.</p> <p>Example 4: I didn't disfrut much my vacations.</p> <p>Example 5: My mom do sick.</p> <p>Example 6: My vacation were very nice.</p> <p>Example 7: He spend time watching movies in my house.</p>
Misordering	<p>Example 1: not I could go to the party because I had to take care of my brother.</p>

Table 4.3. Types of errors found on the use of Simple Past Tense in students' narrative texts in the asynchronous environment.

Narrative text 3 – 200 words

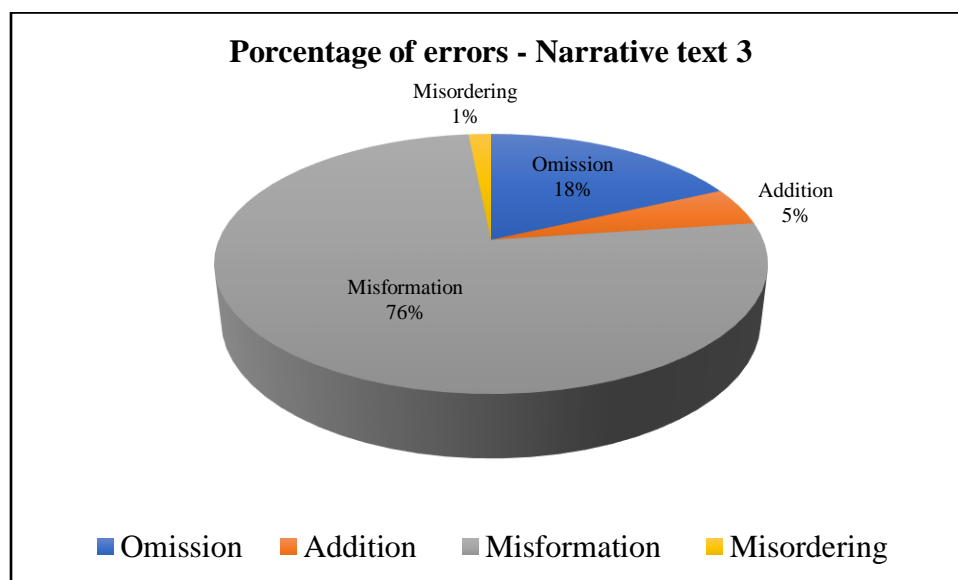
Types of Errors / Students	Omission	Addition	Misformation	Misordering	Total errors
Student 1	1	-	3	-	4
Student 2	2	-	3	-	5
Student 3	-	1	1	-	2
Student 4	2	-	2	-	4
Student 5	1	-	2	-	3

Student 6	-	1	-	-	1
Student 7	-	-	5	-	5
Student 8	-	-	-	1	1
Student 9	1	-	5	-	6
Student 10	1	-	7	-	8
Student 11	1	-	1	-	2
Student 12	-	-	-	-	-
Student 13	1	-	4	-	5
Student 14	2	-	7	-	9
Student 15	-	-	-	-	-
Student 16	1	1	2	-	4
Student 17	3	-	8	-	11
Student 18	1	1	5	-	7
Student 19	-	-	-	-	-
Student 20	-	-	1	-	1
Student 21	1	-	1	-	2
Student 22	1	-	1	-	2
Student 23	-	-	-	-	-
Student 24	-	-	-	-	-
Student 25	-	-	6	-	6
Student 26	-	-	1	-	1
Student 27	-	-	-	-	-
Student 28	-	-	1	-	1
Student 29	-	-	-	-	-
Student 30	-	1	2	1	4
Student 31	-	-	-	-	-
Student 32	2	-	2	-	4
Student 33	1	-	4	-	5
Student 34	-	1	-	-	1
Student 35	1	-	5	-	6
Student 36	-	-	2	-	2
Student 37	-	-	3	-	3
Student 38	-	-	9	-	9
Student 39	-	-	3	-	3
Total errors	23	6	96	2	127
Percentage of students' errors	18%	5%	76%	1%	

Done by: Oviedo, (2022)

Chart 4.3 - Percentage of errors in narrative text 3

The chart presents the percentages of errors made by the students in the narrative text 3.



Done by: Oviedo, (2022)

Analysis of errors made by the learners in the asynchronous environment

Narrative text 3

After reading and checking the students' narrative texts of 200 words, the researcher found 127 error items in Narrative text 3 in the asynchronous environment – Table 4.3. The number and frequency of errors made by students in simple past tense are Omission errors 23 items or 18%, Addition error 6 or 5%, Misformation errors 96 items or 76% and Misordering errors 2 items or 1%. The findings show that the participants made more Misformation errors in their writings.

Examples of errors made by the group of students in Narrative text 3 in the synchronous environment:

Type of error	Examples:
Omission	Example 1: The lady answer them. Example 2:

	<p>The Morales family very sad.</p> <p>Example 3: These boys very bad at that time.</p> <p>Example 4: They not get it.</p> <p>Example 5: A dragon born with the universe.</p> <p>Example 6: She ask him a question the day before.</p>
Addition	<p>Example 1: I didn't went to the swimming pool.</p> <p>Example 2: We didn't visited more tourist places that day.</p>
Misformation	<p>Example 1: He drunk alcohol.</p> <p>Example 2: Pedro explain everything.</p> <p>Example 3: He wakes up early. Then, he went to the forest.</p> <p>Example 5: The fishermen go to the river and called the golden fish.</p> <p>Example 6: The lady lives in the town many years ago. She is a very beautiful woman.</p> <p>Example 7: The dragon don't want to damage the planet.</p>
Misordering	<p>Example 1: The king asked them where was the treasure.</p> <p>Example 2: That forest lived a monster.</p>

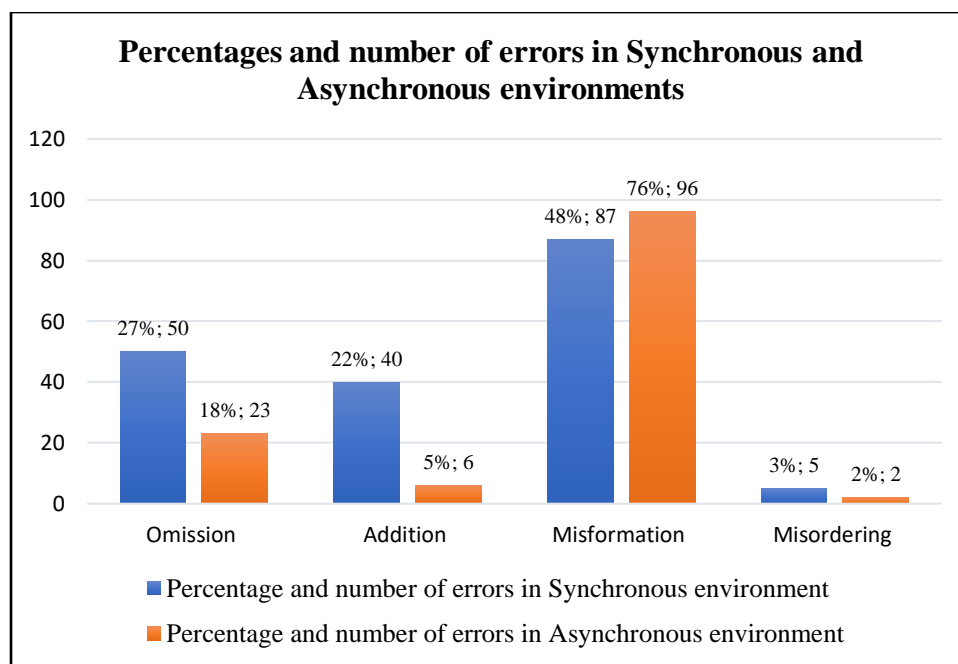
Table 4.4. Result of the students' errors in narrative texts in the synchronous and asynchronous environments.

Types of errors	Number of errors in synchronous environment	Number of errors in asynchronous environment	Total number of errors in synchronous and asynchronous environments	Percentages
Omission errors	50	23	73	24%
Addition errors	40	6	46	15%

Misformation errors	87	96	183	59%
Misordering errors	5	2	7	2%
Total	182	127	309	100%

Done by: Oviedo, (2022)

Chart 4.4. Result of the students' errors in narrative texts in the synchronous and asynchronous environments.



Done by: Oviedo, (2022)

Analysis of errors made by the students in the synchronous and asynchronous environments.

The results show that the highest frequency of errors is found in Misformation with 183 or 59% out of 309 of total errors. The second group of errors are part of the Omission with 73 or 24% out of 309. The third group of errors are part of Addition with 46 or 15% out of 309. The lowest frequency of errors is found in Misordering with 7 or 2% out of 309.

The results reveal a high frequency of Misformation errors in the synchronous environment, 87 or 48% out of 182 of the total errors. This study also found 50 or 27% Omission errors, 40 or 22% Addition errors and 5 or 3% Misordering errors.

Furthermore, this research found a high frequency of Misformation errors in the asynchronous environment, 96 or 76% out of 127 of the total errors. The results also describe 23 or 18% Omission errors, 6 or 5% of Addition errors and 2 or 2% of Misordering errors.

5. DISCUSSION

Omission errors

Omission is the absence of an item in a well-formed utterance. The common errors found in this study are morphological related to the omission of the suffix “-ed” in inflectional morpheme of regular verbs in the simple past tense. Students made 42 errors of the total number 50. They did not add the suffix -ed in regular verbs in their writings developed in synchronous environments. For example, “*My sister was a little baby when she travel with my family.*” The sentence is not correct because the verb to be in past is used in the first statement “*My sister was a little baby*” and the second part “*when she travel with my family*” should be in past, too. Therefore, the student must add the inflectional morpheme suffix “-ed” to the lexical morpheme “*travel*” [[travel][ed]]. So, the correct sentence should be “*My sister was a little baby when she traveled with my family.*” Moreover, other verbs in students’ writings present the omission of the suffix-ed in inflectional morpheme, such as: *talk, watch, return, cry, play, walk, visit, laugh, plan* and *need*. Hence, the source of error presented in learners’ narrative texts is Intralingual due to the wrong use of grammatical features of the target language. Richard (1970) argues that “Intralingual errors are those which reflect the general characteristics of

rule learning, such as faulty generalization, incomplete application of rules and failure to learn conditions under which rules apply” (p.5). The limited knowledge of grammar has caused students’ errors in the use of regular verbs in simple past due to the lack of practice or significative activities that reinforce the use of the past form of the verb in context. Thereby, in a study made by Anwar (2014) with 20 students and their narrative texts more than 100 words, the researcher found that the second common error made by learners is omission of suffix *-ed* in the past form of the verbs with 40 errors or 26%. The researcher argues that learners make this type of errors because they are confused about how to write correct sentences in Simple Past Tense.

On the other hand, the common errors found in the asynchronous environment are 23, 12 morphological errors are related to the omission of the suffix “*-ed*” and 6 syntactic errors related to the omission of the main verb “*be*” in past “*was -were*” as well as 3 errors related to the omission of the auxiliary “*did*”. The example “*The boys very bad at that time.*” omits the verb “*were*”. The omitted verbs “*was and were*” may be the result of Intralingual error as consequence of the lack of knowledge of the past form of the verb “*to be*”. Moreover, the example “*They not get it.*” omits the auxiliary verb “*did*”. It shows an Interlingual error. This is a common interference from the mother tongue. Rohend and Herlina (2015) argue that a writer can translate structures of students’ sentences into learner’ first language in order to analyze similarities between F1 and F2. According to Richard (1970) Interlingual errors are caused by the interference of the learner’s mother tongue. Hence, students did not write the auxiliary verb “*did*” because there is not a similar rule in Spanish.

Addition errors

Addition is the presence of an item which must not appear in a sentence. The common errors found in this study are syntactic related to the addition of the auxiliary verb “*was*” and morphological related to the omission of the suffix “*-ed*” in inflectional morpheme of regular verbs in the simple past tense. Students made 23 errors of the total number 40 in the synchronous environment. The examples are “*I was watch TV the last night.*” instead of “*I watched TV the last night.*” and “*We were play videogames yesterday.*” Instead of “*We played videogames yesterday.*” The auxiliary verbs “*was*” and “*were*” should be omitted and the suffix “*-ed*” should be added. The type of addition error made by the students is Simple addition. According to Dulay et al. (1982) Simple Addition is “the use of an item which should not appear in a well-formed utterance” (p.159). The source of error presented in learners’ narrative texts is Intralingual due to the wrong use of grammatical rule of the verbs in simple past.

In addition, the study found 6 Addition errors in the asynchronous modality. In the examples “*I didn’t went to the swimming pool.*” and “*We didn’t visited more tourist places that day.*” The learners use the auxiliary “*did*” to make negative sentences in simple past, but the simple form of the verb is not followed. Students should write “*I didn’t go to the swimming pool.*” and “*We didn’t visit more tourist places that day.*” The wrong use of the verb in past after the auxiliary “*did*” makes a Double Marking error in Addition, it means that the auxiliary and the main verb have the tense. According to Dulay et al. (1982) Double Marking is defined as “two items rather than one that are marked for the same feature” (p.156). Yulinar (2020) made a study about syntactical errors in writing descriptive text with twenty students of MTsN 8 Muaro Jambi. The result of the research showed 8 or 19,51% errors of addition from the 41 total items. These errors were categorized as 1

regularization, 2 double marking, 5 simple addition. The researcher deduced that the source error comes from the interlingual transfer. Consequently, learners have the influence of L1 in Double Marking errors due to Spanish speakers use the adverb “not” and the simple past form of the verb.

Misformation errors

Misformation is the wrong form of the morpheme or structure. This study found more Misformation errors in both synchronous and asynchronous modalities. There are 87 errors or 48% made in the synchronous modality and 96 errors or 76% made in the asynchronous environment. The highest type of Misformation error made by the students is Regularization. The most common errors are related to the wrong use of the tense, simple present is used in referring to the past, for example: *“He wakes up early. Then, he went to the forest.”*, *“The fishermen go to the river and called the golden fish.”*, *“The lady lives in the town many years ago.”*, *“She is a very beautiful woman.”* The learners should use the simple past of the verbs, such as: *“He woke up early. Then, he went to the forest.”*, *“The fishermen went to the river and called the golden fish.”*, *“The lady lived in the town many years ago.”*, *“She was a very beautiful woman.”* These errors are caused by the Intralingual interference, confusion in the use of the correct tense and poor understanding of the grammatical rule. These findings are consistent with the results of Hendrawaty (2018) who made a study with 30 EFL students from the third semester taking Basic Writing. The researcher concluded that regularization in 216 out of 375 or 57.6%. misformation errors were the most frequent made by students which cause was from poor understanding of grammatical structure.

Additionally, this research found 12 morphological errors in the synchronous modality and 6 errors in the asynchronous environment. These items are related to the

wrong form of the past marking morpheme “-ed” to the base form of irregular verbs. In the examples, “*They goed to the forest.*” and “*Juan and Pedro slepted to recover energy.*” The learners added the morpheme “-ed” to the irregular verbs “go” and “sleep” and made the past form of the verbs erroneously. The grammatical rule for regular verbs was applied in these examples. The source of error presented in the narrative texts is Intralingual because the learners overextended the grammatical rule of regular verbs in irregular verbs incorrectly. The students’ writings show Regularization errors. Dulay et al. (1982) state that “Regularization errors are those in which a regular marker is used in place of an irregular one” (p.158). In that way, in a study made by Anwar (2014) with 20 students of the first grade of senior high school who wrote more than 100 words texts, the researcher found 152 errors made by the students. The most frequent errors made by the students in their narrative writings focused on the use of simple past tense is Misformation which consisted of 82 errors or 54%. The researcher deduced that these errors were caused by lack of knowledge of the rule and confusion to differ between regular and irregular verbs.

Additionally, other Misformation errors were found in students’ narrative texts. The errors were related to the inappropriate use of the verb to be in simple past “was” and “were” according to the subject of the sentence. In the examples, “*My vacation were very different*”, “*We was bored and tired.*”, “*My favorite holidays was three years ago.*”, “*People was friendly when we arrived there.*” Students should write “*My vacation was very different*”, “*We were bored and tired.*”, “*My favorite holidays were three years ago.*”, “*People were friendly when we arrived there.*” Another Misformation error is the use of the auxiliaries “do” and “does” instead of “did” in negative sentences. Hence, learners failed to produce effective sentences. Students’ failure is attributed to Intralingual errors.

Misordering errors

Misordering refers to the incorrect placement of a morpheme or group of morphemes in an utterance. This study found few errors in students' narrative texts. 5 errors were identified in learners' writings developed in the synchronous modality and only 2 errors during the asynchronous environments. In the examples "*The best day of my life was when was born my sister.*", "*I didn't know where was my classroom.*", "*Not I could go to the party because I had to take care of my brother.*" The learners made syntactic errors because they confused in the correct order of the sentences. They should write "*The best day of my life was when my sister was born.*", "*I didn't know where my classroom was.*", "*I could not go to the party because I had to take care of my brother.*" These errors may be the result of Interlingual interference as consequence of the L1 influence in students' writing. Furthermore, in a study made by Murtiana (2019) with EFL learners and 38 compositions to identify interlingual and intralingual errors, the researcher found 4 errors in lexical misordering and syntactical misordering. Syntactical misordering showed that students confused the position of subject, predicate, and object in a sentence. The results demonstrated that the participants have understood the word order in sentences.

6. CONCLUSIONS

The results of this study revealed that EFL learners made a total number of 309 errors classified into Omission, Addition, Misformation, and Misordering. 182 errors were made in Synchronous and 127 errors were made in Asynchronous environments. Based on the high frequency of Misformation errors made in both environments because of Regularization, the researcher concluded that Intralingual interference is the main cause of learners' failure in the correct use simple past tense in narrative texts. These findings are consistent with the

results of other studies Hendrawaty (2018) and Anwar (2014) who attribute the errors to the poor understanding of grammar.

Moreover, the narrative texts written in the Synchronous modality registered more Omission and Addition errors than the texts developed in the Asynchronous environments. The omission of suffix “-ed” in inflectional morpheme of regular verbs in the simple past tense and the addition of extra verbs were reiterative errors caused by Intralingual interference. Furthermore, the evidence of Double Marking errors and the omission of the auxiliary “did” in negative sentences were produced by the Interlingual source of error. Then the factors that influenced in the students’ errors were the limited knowledge of grammar rules in the use of regular verbs in simple past as well as the lack of practice or significant activities that reinforce the use of the past form of the verbs in context. Additionally, the influence of L1 was another factor that caused a low frequency of Misordering errors in learners’ writings.

Despite the limitations that this study faced, such as the few periods of Synchronous online English classes that the students received during the pandemic time, the objectives were achieved, to classify the types of errors into Omission, Addition, Misformation, and Misordering, to establish the frequency of errors made in Simple Past Tense in writing and to compare errors made during synchronous and asynchronous classes.

7. RECOMMENDATIONS

It is significant that teachers improve their teaching strategies based on the finding of errors. An effective process of error analysis in the learning process could give teachers more support about the reasons of students’ difficulties in their writing skills. It is also recommended to other researchers to conduct studies that propose strategies that help

teachers to improve their teaching process in online learning during the synchronous and asynchronous modalities.

Furthermore, it is recommended expanding this study with EFL learners. Future researchers can develop studies by analyzing errors based on other linguistic categories, such as, phonology or semantics and lexicon in EFL learners from Ecuadorian high schools or EFL learners from other Latin American countries. Finally, it is recommended to change the tools or the environments for future researchers.

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ANNEXES

ANNEXE 1

Google form instrument used to collect narrative texts during the online learning in the Synchronous modality.

The image shows a Google Form titled "My own story". At the top, there are links for "Cambiar cuenta" and "Se restableció el borrador". Below this, a red asterisk indicates that the following fields are mandatory. The form contains four input fields: "Student's name", "Course", "Date" (with a date picker showing DD/MM/AAAA), and "My own story". Below the "Date" field, there is a paragraph of instructions: "Choose one of the following topics and write your own story in 100 words. Remember to organize the beginning, the middle and the end of your story. Use the linking words learnt in class." This is followed by four radio button options: "Your favorite vacation with your family" (selected), "Your first day at a new school", "Talk about the best day of your life", and "A day when you felt depressed". At the bottom, there is an "Enviar" button and a "Borrar formulario" link. The footer includes the text "Nunca envíes contraseñas a través de Formularios de Google." and "Google no creó ni aprobó este contenido." with links to "Denunciar abuso", "Condiciones del Servicio", and "Política de Privacidad". The Google Form logo is at the very bottom.

My own story

[Cambiar cuenta](#) [Se restableció el borrador](#)

***Obligatorio**

Student's name *

Tu respuesta

Course *

Tu respuesta

Date *

DD MM AAAA

__ / __ / ____

Choose one of the following topics and write your own story in 100 words. Remember to organize the beginning, the middle and the end of your story. Use the linking words learnt in class. *

Your favorite vacation with your family

Your first day at a new school

Talk about the best day of your life

A day when you felt depressed

My own story *

Tu respuesta

Enviar [Borrar formulario](#)

Nunca envíes contraseñas a través de Formularios de Google.

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Google Formularios


ANNEXE 2

Google form instrument used to collect narrative texts during the online learning in the Synchronous modality.

The image shows a Google Form titled "My last vacation" for an "English Class". It includes a "Cambiar cuenta" link and a cloud icon. A red asterisk indicates a required field. The form has four input sections: "Student's name", "Course", "Date" (with DD/MM/AAAA format), and a paragraph question: "Write a paragraph of 100 words about your last vacations. Where did you go? What did you do? How did you feel?". At the bottom, there are "Enviar" and "Borrar formulario" buttons, a warning about passwords, and the Google Forms logo.

My last vacation

English Class

[Cambiar cuenta](#) 

***Obligatorio**

Student's name *

Tu respuesta _____

Course *

Tu respuesta _____

Date *

DD MM AAAA

__ / __ / ____

Write a paragraph of 100 words about your last vacations. Where did you go?
What did you do? How did you feel? *

Tu respuesta _____

Enviar [Borrar formulario](#)

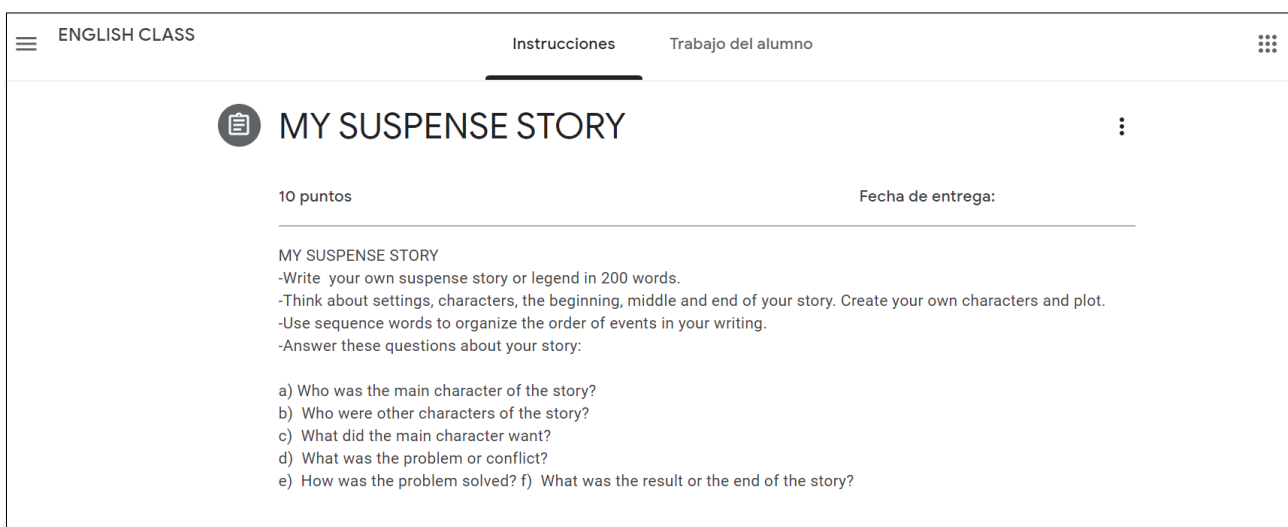
Nunca envíes contraseñas a través de Formularios de Google.

[Google no creó ni aprobó este contenido.](#) [Denunciar abuso](#) - [Condiciones del Servicio](#) - [Política de Privacidad](#)

Google Formularios

ANNEXE 3

Classroom platform instrument used to collect narrative texts during the online learning in the Asynchronous modality.



The screenshot shows a digital classroom interface. At the top left, it says 'ENGLISH CLASS'. In the center, there are two tabs: 'Instrucciones' (selected) and 'Trabajo del alumno'. On the right, there is a grid icon. Below the tabs, the main heading is 'MY SUSPENSE STORY' with a document icon on the left and a vertical ellipsis on the right. Underneath the heading, it indicates '10 puntos' and 'Fecha de entrega:'. A horizontal line separates the header from the instructions. The instructions are as follows:

MY SUSPENSE STORY

- Write your own suspense story or legend in 200 words.
- Think about settings, characters, the beginning, middle and end of your story. Create your own characters and plot.
- Use sequence words to organize the order of events in your writing.
- Answer these questions about your story:

- Who was the main character of the story?
- Who were other characters of the story?
- What did the main character want?
- What was the problem or conflict?
- How was the problem solved? f) What was the result or the end of the story?

