Error Analysis of Verb Tenses Among Japanese ESL Learners

Yaweh Lady E. Mencias
Pangasinan State University – School of Advanced Studies

Presley V. De Vera
Pangasinan State University – School of Advanced Studies

Abstract

The study anchors on the Linguistic research tradition of Error Analysis (EA), focused on the grammatical errors, specifically on "verb tenses" manifested in the sentences of Japanese ESL learners. The entire respondent population was drawn from the pool of registered learners in 2017 at the Clark Institute of the Philippines Foundation, Inc., Angeles City, Pampanga.

The researcher classified the learner errors using Corder's Taxonomy of Errors, with a tripartite error typology that includes "selection", "omission", and "addition". Moreover, the frequency and types of errors were statistically correlated to the learners' profile variables that include age, sex, years of exposure to English, educational level, and hours spent per day on different mass media in English.

Descriptive and correlational research designs were employed, with the use of a researcher-developed data-gathering instrument. The instrument includes two parts, i.e. a questionnaire for profiling the respondents and a writing activity. Aside from the researcher's assessment of the written discourses, professional assistance was sought from three (3) ELT experts, namely: the Training Director of the research locale's academic team, an IELTS/TOEFL trainer, and a TESOL trainer who co-evaluated the respondents' written compositions using the Cambridge Grammar of English Language.

As to the learners' profile, majority of them are female and register to ages ranging from 11 to 30 years old. The learners' highest educational attainment ranges from Elementary School graduate to Post-Graduate Studies. All learners spend from one to more than three hours accessing a variety of mass media in English.

From the error analysis of the learners' written discourse, they accounted for errors in certain types of verb tenses. Moreover, the errors are distributed in all the three types of errors in Corder's taxonomy, with most of their errors registered under "selection", followed by the frequency of their errors in "omission". The learners have few traces of errors under "addition".

On the merits and essentials drawn from the study's findings and conclusions, several recommendations are offered. Also, learners are advised to spend more time on the internet to reduce their omission errors. Likewise, teachers have to exploit the use of mass media in the instructional design, taking advantage of the learners' high frequency of access to these social amenities.

Introduction

English serves as a second language by a quarter of the world's population, enabling a true single market in knowledge and ideas, i.e. referring to the imperial place of English as a language in most economic and social commerce. Moreover, non-native speakers have substantially outnumbered the native speakers and, as a result, English is increasingly becoming the language of the world rather than of any one country. The British Council forecasted that two billion people would be using—or learning—English by 2020. It is the more economically active language. Thought leaders, business decision makers, the young, and the movers and shakers of the present and future are learning and speaking English. These people will pave more discourses in this language, indicating more solid evidenc to English as the operating system of global conversations.

Also, Global English, or access to one of the many global Englishes, is a highly valued technical skill. It is generally regarded as a passport to international positions, an asset in diplomacy, foreign relations, and advancement in the global media and entertainment and financial worlds. Gauck (2012), former President of Germany, called for English to be made the language of the European Union in his speech on Europe's future. To encourage a greater sense of commonality and a stronger economy, Europe has realized the need for a common language, adjacent his campaigns for a balanced promotion of multilingualism. (Gauck, 2012) argued that

> "[…] one of the main problems … in building a more integrated European community is the inadequate communication within Europe … both can live side by side. The sense of being at home in your mother tongue, with all its poetry, as well as a workable English for all of life's situations and all age groups.'

Besides its propensity to unify differing cultures, the financial incentive to learning English is also compelling. The skill to communicate in English is a

clear-cut competitive edge for an individual compared to those who cannot use the language.   Ample opportunities await English speakers anywhere in the world. The so-called "English effect" does not only prevail in the West but in Asia as well.

Within the circle of Asia's business power elites like Japan's leading business tycoon Hiroshi Mikitani of Rakuten, i.e. Japan's largest online marketplace, mandated in March 2010 that English would be the company's official language of business relative to the company's goal to become the number one Internet service company in the world. Mikitani believed that the new policy, which would affect some 7,100 Japanese employees, was vital to achieving that end, especially as expansion plans were projected outside Japan. Moreover, he envisioned that the proliferation of English would mark a legacy for contributing to an expanded worldview for his country, which is stigmatized for many years as a conservative island nation.

However, acquiring English skills is laborious and protracted. The results of the sixth edition of the Education First English Proficiency Index (EF EPI), which ranks 72 countries by English skills and involves 950,000 adults who took English tests in 2016 worldwide, show that the Netherlands has the highest English proficiency band overall.   Among Asian countries, only Singapore, Malaysia, and the Philippines placed at the top of the rank.   Singapore was categorized to be very highly proficient and placed sixth, while Malaysia and the Philippines belonged to the highly proficient bracket at twelfth and thirteenth, respectively.   Other Asian countries placed much lower such as Hong Kong, India, Indonesia, South Korea, Taiwan, and Vietnam in the mid-range, and Japan below the median.

With many countries recognizing English being the language of the world, it has drawn the attention of international students and professionals alike. In addition to this, a series of research by the British Council, each year since 2010, reveals that over 600,000 international students from 200 countries go to the UK to study at local universities and colleges, and about 700,000 attend short English language courses in English as a Foreign Language (EFL), surprisingly those coming from countries or nations whose second language is English.

Predicted to have a fourfold increase by 2020 (British Council, 2013), this burgeoning interest in the English language learning has swiftly paved its way for the rise of many language academies and certification tests all around the world. As useful as acquiring English skills as it is, learning the language, though, comes with an expensive price. The average course fee in an English country like Australia, America and Britain for a 15-hour class (i.e. 45 minutes for five days a week in a month) is around 150 USD, excluding books, accommodation and food (http://www.ihaberdeen.com/course-fees/).

Despite these academies' high rates, however, many English as a Foreign

Language (EFL) Learners and English as a Second Language (ESL), learners continue to avail of their services. Besides, ESL learners endure the burden of these academies' cost because of the reality that developing language skills takes time and such services offer specific programs from beginner to advanced levels. Learning the language is just way too difficult especially in the case of Japanese learners. Writing and speaking, in particular, are the most problematic areas of learning for Japanese learners.

According to a survey by Izzo (2006) of 34 English professors in Japan, most Japanese students are not proficient in writing and speaking because of errors in subject-verb agreement as well as aspects and tenses of verbs. Japan's Ministry of Education in an interview in 2015, told Japan Times that high school students in their final year majorily fell short on government targets in the English proficiency test and had particular difficulties with speaking and writing. However, even long before this problem attracted serious attention in Japan, prior research on the issue have already been published, indicating the high frequency of errors among Japanese students when it comes to verb inflection and verb tenses. (Bryant, 1984)

In relation to the abovementioned research, Sasaki's (2011) study has concurrent findings wherein he identified that the average Japanese ESL student spends, at least, 11 months in language schools abroad to study writing and speaking, which is excessively longer compared to other Asian learners. Reinforcing the research mentioned above findings, Geminiano (2008) also notes that it had been a problem to many language schools in the Philippines that offer English classes to Asian learners. Accordingly, most of their Japanese clients often feel frustrated and behind among others because they spend an average of 9 months to improve their English writing and speaking skills.

Because of the problems mentioned above, many researches on Japanese learners' learning strategies focused on intrinsic and extrinsic factors that affect their English writing and speaking proficiency. However, the framework of these studies do not transcend merely pointing at factors that may cause erroneous writing like wrong usage of verb tenses with regard to Japanese learners. Exhaustive investigation is lacking to explain and analyze the subject further. Corder (1967) believes that if learner errors are dissected and analyzed, then teachers will have a better grasp of the problem, thenceforth enabling them to formulate remedial actions to reduce and prevent errors. In addition, it fosters awareness-raising on the part learners, attending more closely to the details, types and probable factors to their inaccuracies and, thus, will have the chance for self-correction.

The aforementioned persistent problem among Japanese learners led to the conduct of this study as there is a need for language schools to analyze the verb errors in the written outputs of Japanese ESL learners to improve their discourse

competence in writing. Providers of various programs on ESL diploma courses and international certifications like Business English Certificates (BEC), International English Language Testing System (IELTS), Test of English as a Foreign Language (TOEFL), and Test of English for International Communication (TOEIC), Clark Institute of the Philippines, Inc. and other language academies will have the advantage to further their curriculum and choice of instructional designs and strategies that ensure higher satisfaction among learners.

Given the abovementioned scenario, this study analyzed the verb tenses in sentences of ESL Japanese learners. The merits of the study offer theoretical contributions to scholarly literature and research traditions in the ESL enterprise, as well as practical bases for new policy formulations and guidelines to further the effectiveness of instruction, design of materials, and all other aims of the ESL education system as a whole. Moreover, the study provides insights into how and which verb errors are commonly made. Likewise, Japanese learners may access this study as it provides a log of commonly committed grammatical errors to heighten their sensitivity to error avoidance and self-correction. Finally, this study's findings can support the need for instructional material designers and publishers to re-examine their current educational materials and enable them to identify their restrictions and limitations in scope that make certain materials relatively ineffective to deal with the specific needs of particular groups of learners. Since this study provides intensive qualifications and log to the types and extent of errors that Japanese learners are susceptible, then these can be treated as bases for planning book contents and design to reinforce their general appeal to a varied spectrum of Asian learners of English.

Related Studies

The following discussions highlight the conceptual framework and findings of other studies conducted in foreign and local contexts that were found to have bearing on the conceptual design of this study.

Research studies done on errors in written English committed by Japanese ESL learners have shown that the most common type of errors are grammatical errors and verb form errors. Grant (2000) found that verb tense errors occurred with the highest frequency. Thus, this current study was conceptualized having been inspired from a queue of previous researches such as that of Grant and others which found a very vivid isolation of tense-related verb errors committed by Asian ESL and EFL learners. These previous studies and their findings were taken as bases for the delimitation in this current to concentrate on verb tense errors.

In addition, Lin (2002), who studied 100 essays written by Japanese ESL

learners, found that there were no statistically significant differences in the use of verb tense between the younger and older beginners. She found that the errors with highest frequencies were selection forms, omission, followed by addition. Surprisingly, it was found out that the learners, regardless of age, the learners had difficulty choosing the correct simple present tense form of a verb.

The above stated study by Lin (2002) gave the cue for this researcher to consider the use of Corder's typology of errors in classifying and describing the errors in verb tense committed by the learners of this study. The error categories "omission, selection, and addition" are associated to Corder's Error Analysis Methodology as discussed in the foregoing paragraphs. Moreover, Lin's study takes up an even more intensive investigation of differences in verb-related errors as accounted for by older and younger learners. Lin (2002) controlled the sampling of the research population to purposively select older and younger learners to comprise the population. This current study did not employ such sampling method considering the limited number of Japanese ESL learners in the research locale which does not enable a balanced distribution of older and younger learners. Nevertheless, due to some noted differences in the age of the learners, the researcher included "age" among the variables in the profile of the learners. This was also included among the variables correlated in the error analysis results to discover the probability of its association with the learners' susceptibility to commit verb-tense errors.

Wee (2005) studied the errors made by 50 Malay ESL students in Sarawak. The results indicated that the most frequently committed errors are those in the category of selection, followed by errors under omission, and addition. Unlike Lin (2002), Wee (2005) found out that Malay students' highest commission of verb tense errors was in present progressive tense followed by simple past tense of the verb.

The above stated findings of Wee inspired the researcher to test the generalizability of such conclusions when projected to the case of Japanese ESL learners. Wee's (2005) analysis of errors were also anchored on Corder's Error Taxonomy, although Wee (2005) did not limit the analysis of errors merely on verb tense. The findings of this current study are, indeed, parallel to Wee's (2005) findings, thereby indicating certain adjacent weaknesses in English skills between Malay ESL students and Japanese ESL learners.

In accordance to omission errors, a study conducted by Kam (2001) had shown that this type of error occurs in the present progressive form of verbs. His study include Chinese ESL students.

Further, the study of Alawi (2014) on error analysis on academic writing: A look into the interlanguage of university students described the interlanguage or the learners' knowledge of language via the analysis of errors made by first-year students of Surigao del Sur State University. It located areas of linguistic

difficulty in order to suggest remedial actions in terms of syllabus design, instructional materials preparation, curriculum review, and teaching strategies. Written compositions in English 101 (Basic Study and Thinking Skills) lessons were subjected to error analysis which concentrated on establishing the error density index (EDI) and error production frequency. The results showed that, among the 18 error categories, the top three in terms of frequency production are errors in verb usage (20%), followed by punctuation (16%), and capitalization (11%). Along the error typology, selection were the most committed, followed by omission and then addition.

The above stated findings of Alawi somehow reinforced the researcher's view that the outstanding emphasis of errors on verb tense is not only a phenomenon reported by foreign studies but even in local studies conducted among Filipino students. With the completion of this current study and in view of this researcher's own findings, it may be inferred that some characteristic grammar errors associated to ESL Japanese learners are encountered by Filipino learners as well. This reinforces further interest to synthesize the findings across studies dealing with Asian EFL learners which will enable a comparative and contrastive analysis of grammar errors among different Asian learners of English.

Moreover, the study of Gustillo & Magno (2012) explored the impact of Filipino learner's grammar errors in the ratings of their academic essays as rated by their teachers. Findings exposed that sentence-level errors have a noteworthy role in essay scores. The evaluators still have the grammar accuracy model when scrutinizing essays, although it is just measured secondary to other features of writing such as the capacity to address the prompt and organize the ideas logically.

The above mentioned study cued on one of the significance of grammar proficiency in English as it affects students' ratings in certain academic-related tasks such as essay writing, which remains to be a common type of test or course requirement prescribed by teachers across different academic subjects. Gustillo & Magno noted that the rubric used by teachers maintained the use of the grammar accuracy model as integrated into the rest of other criteria for rating essays. This added to the researcher's justification of the exigency of partaking in the research tradition in the area of Error Analysis to contribute to the further exploration of ESL learners' difficulties in their English skills which serves as basis for identifying concentrations and focus in instructional efforts and ESL curriculum design to address such problems. One of the major reasons in dealing with such problems is the apparent effects and impact that English language proficiency has on the performance of students in certain academic tasks.

Finally, the study of Mabuan (2015) investigated grammatical errors in a corpus of 58 blog posts written through weblogs. The participants were freshman University students enrolled at a Study and Thinking Skills class at Lyceum ofthe

Philippines University –Manila. Data come from students' blog posts, survey, and focus group interviews. Results show that the most pervasive errors committed by the participants were tenses, subject-verb agreement, prepositions, morphology, articles, verbs, and pronouns.

The above mentioned study made use of blog posts (in the internet) as corpus for the task of error analysis. In contrast, this current study's methodology presupposed a more controlled production of the corpus that was subjected to error analysis. The Japanese ESL learners were made to compose sentences in their written discussions of certain topics provided by the researcher for them to expound. Caution was taken so as not to divulge to the learners the purpose or the criteria in which their written compositions will be evaluated. This ensured that the written outputs resulted from the students' spontaneous expressions of their thoughts using English. In the case of using blogs as corpus, there is a possibility that the articles may have previously undergone expert mentoring and external editing. Thus, the blogs may not necessarily reflect the authentic writing skills of the students. Likewise, since the articles were intended as blog posts, extra efforts may have been considered by the students to purify their articles from errors. Hence, this current study preferred the use of an alternative corpus in which the criterion of authenticity was highly considered. The description of ESL learners' errors was supposed to be more authentic if their spontaneous utterance or writings in English are the ones employed as units of analysis. Moreover, Mabuan's study generated an inventory of pervasive errors found in the learners' writings (i.e. blogs), in which verb-tense errors was primarily stated in the rank of error categories noted. Such finding by Mabuan further reinforced the justification of research focus on the details and factors that explain the high rate of susceptibility in verb tense errors of ESL learners, which this current study also investigated.

Methodology

This study used the descriptive and correlational methods of research where the results of the instrument used by the Japanese ESL learners are conducted, collected and rated by the evaluators. Correlation was used to find the relationship between the learners' performance in identifying morphological and syntactical errors and variables from the learners' profile, namely: age, sex, educational level, years of exposure to English, and hours spent per day on different mass media in English.

Descriptive research was used because it is devoted to the gathering of information about prevailing conditions or situations for the purpose of description and interpretation. This type of research method is not simply amassing and tabulating facts but includes proper analyses, interpretation,

comparisons, identification of trends and relationships (Aggarwal, 2008). Correlational research, on the other hand, determines if there is a relationship or correlated variation between the two variables, a similarity between them, not a difference between their means (Waters, 2010).

Respondents of the Study

This study analysed data that were sourced from thirty (30) Japanese ESL learners at Clark Institute of the Philippines, Inc.-Angeles City, Pampanga, who were enrolled at the time this study was conducted. The aforementioned number of learners represent the total number of enrolees at that time.

The learners were made to respond to the research's survey questionnaire as the means to retrieve their profile data along learner-related variables namely, age, sex, years of exposure to English, educational level, and hours spent per day on different mass media in English.

Data-Gathering Instruments

The sets of data analysed in this study presupposed retrieval of prior-existing data and those that are research-induced generated data. To secure these data, several instruments were employed. These are described as follows:

Survey Questionnaire on Learner Variables. This is a researcher-developed instrument composed of six (6) items, in which the questions involved the learners' selection from a set of choices provided. No content-validation procedure was further required for this instrument since it inquires on basic profiles such as age, sex, years of exposure to English, educational level, and hours spent per day on different mass media in English. A copy of this instrument appears in Appendix B. Data gathered with the use of this instrument were analysed in view of answering the first research question. The same set of data was employed in the correlational computation presupposed under the third research question.

Error Analysis Corpus-Elicitor. The purpose of this instrument was to induce or generate the corpus for the error analysis, i.e. samples of written compositions in English from the Japanese ESL learners. The corpus-elicitor is a set of two (2) writing activities (see Appendices D and E). The first activity invokes the skill for reading comprehension in which the respondents were exposed to a reading selection with a set of questions formulated to test their comprehension of the text. This part of the instrument was adopted from Go ESL Writing Worksheets, Book 1 by Maria Niven (2011).The second activity

presupposed visual comprehension ability in which the respondents were asked to write their comprehension about a photograph. This part of the instrument is adopted from The Offstage Training Writing Worksheets by Jann Huizenga (2016). All written compositions generated from both activities were collated and treated as corpus for the error analysis, focused on the respondents' usage of verb tense. Three (3) English language experts were invited to evaluate the content validity of the instruments, i.e. (1) the Training Director from the school's academic team; (2) an IELTS/TOEFL Trainer from the school's Special Course team; and (3) a TESOL Trainer from TESOL Asia, Philippines. Both the content validity questionnaire (see Appendix D) and the result of the ratings (see Appendix E) are attached. Data set generated from this instrument is in aid of answering the second research question, and utilized again for the requirement of correlational computation under the third research question.

Data Gathering Procedure

The proposal of this study, inclusive of its problem, methodology, and data-gathering instruments, was initially approved by the researcher's Thesis Committee. Upon the approval of the Committee, permission was obtained from the management of the target research locale, i.e. Clark Institute of the Philippines, Inc., (CIP), for the conduct of the study that will employ their Japanese ESL enrollees and the retrieval of research needed data from the latter. Permission was easily secured since the researcher is a faculty of the institution at the time this study was conducted. A copy of the formal letter of request to conduct the study indicates transparently the objective of the study and its supposed benefits to the research locale, as well as the consideration of research ethical principles in the retrieval and processing of data (see Appendix B).

The research instrument: Error Analysis Corpus-Elicitor was subsequently processed for content validation. Letters of invitation were sent to each of the three (3) evaluators (see Appendix C). Recommendations and comments from the evaluators were carefully integrated by the researcher in the final outline of the instrument.

A definite schedule was arranged with the Management of the research locale to gather the Japanese ESL learners for the researcher to administer to them the Error Analysis Corpus-Elicitor. The respondents were complete and very cooperative. It took approximately 30 minutes for all the respondents to accomplish the writing activities. The duration already includes the researcher's verbal introduction and explanation of the directions. Data were immediately retrieved at the end of the activities.

The researcher initially conducted her error analysis of the corpus based on the respondents' written compositions. However, to strengthen the reliability

of the error analysis, the researcher further employed the services of three (3) English language experts. These were the same persons invited to evaluate the content-validity of the instrument. The grammar criteria in Cambridge Grammar of English Language were considered as bases for the error analysis. The EA evaluators were further provided with specially prepared spread sheets to enable them to enlist the verb tense errors under their appropriate classification in the error typology.

Statistical Treatment of Data

Various modes of data treatment were employed for data analysis corresponding to the requirements set for each of the research questions.

Data set for research question no. 1 concerning the profile of the Japanese ESL learners along learner-related variables, i.e. their age, sex, years of exposure to English, educational level, and hours spent per day on different mass media in English were collated and statistically analysed using frequency count, percentage and ranking. The findings were tabulated and reflected in Chapter 4 as reference for data presentation and interpretation.

Data set for question no. 2 was processed using Corder's Error Analysis Method. As such, the concrete manifestations of verb tense errors were noted and registered and classified across the three (3) error types. This enabled statistical processing by determining the frequency and ratio of concrete manifestations of errors distributed into the three error types. These findings were tabulated and reflected in Chapter 4 as reference for data presentation and interpretation.

Data set for question no. 3 presupposed the use of the statistical tools: Spearman Rho and Pearson r in determining the degree of association or relationship between the errors committed by the learners and their profile along the learner-related variables. Level of significance was initially set at 0.05. The results of the statistical computation were tabulated and reflected in Chapter as reference for data presentation and interpretation.

In addressing the concern of problem number 4, the researcher proposed a set of practice exercises which concentrated on improving the competence of the students. The practice exercises focused on simple present, present progressive and simple past tense. These further concentrated on selection, omission and addition, respectively.

Results and Discussion

This study dealt on the description and classification of errors in verb tense as accounted for by Japanese ESL learners, particularly in their usage of verb tense in written composition. The analytical procedure followed the Error

Analysis (EA) methodology of Corder, and also adopted Corder's tripartite typology of language errors. The frequency and types of verb tense errors were also statistically correlated to a set of learner variables to determine their degree of association. The research process involved the participation of the entire batch of Japanese ESL learners enrolled at Clark Institute of the Philippines Inc. (Angeles City, Pampanga) at the time of this study was conducted. They are treated as respondents relative to the manner in which data were obtained from them. The following pages provide a summary of the salient points in the research findings.

Profile of the Japanese ESL learners along learner-related variables

The research population is comprised of male and female learners who subscribed to the ESL instructional services of Clark Institute of the Philippines Inc., with a larger fraction female learners (63 percent). Comprising the majority of the learners are the combined population of those in their teen age years, i.e. 11 to 20 years old (33.33 percent) and those in their early adult years (33.33 percent). Majority of the learners' exposure to English (i.e. their history of ESL learning) range from 5 years but not exceeding 7 years (66.67 percent). Considering the differences in the age of the learners, some of them reported as having been exposed to English for only 1 to 5 years and even less than a year. Majority of the learners (53.33 percent) are University graduates or are still in university, with some having finished as far as Graduate level (6.67 percent) and Post-Graduate level (6.67 percent). As to the remainder of the population, many of them are Elementary School graduates (23.33 percent). In terms of their exposure to varied English-infused mass media types, the learners' exposure to "music" stands out from the rest on a constant rate of 1 to 2 hours, on daily basis (60 percent), or even as long as 3 or more hours daily (6.67 percent). However, the most dense media exposure of the learners is that of the internet that they access for 1 to 2 hours daily (46.67 percent) or 3 or more hours daily (26.67 percent). They have due access or exposure to all the rest of the media types in the inventory, although in lower rates compared to music and internet.

Japanese ESL Learners' Errors in Verb Tense

As to the distribution of the learners' errors in the different verb tenses, they manifested a total 224 incidences of error in all the types of verb tenses namely, Present Tense (simple, progressive, and perfect progressive), Past Tense (simple, progressive, and perfect progressive), and Future Tense. Their total number of verb tense errors is broken down into errors in specific verb tenses, in which the most dense accounts of errors fall under the verb tense types: (a)

Simple Present Tense (94 or 42 percent); (b) Present Progressive Tense (61 or 27 percent); and (c) Simple Past Tense (52 or 23 percent). The learners' errors in the other verb tenses only represent a rate of 0.9 percent to 2 percent to the total number of errors.

As to the distribution of the learners' errors in the three error types of Corder's Error Typology, the learners accounted for verb tense errors across the three (3) types, i.e. selection errors (107 or 48 percent), omission errors (88 or 39 percent), and addition errors (29 or 13 percent).

Relationship of the Japanese ESL Learners' Verb Tense Errors and their Profile along Learner Variables

None of the learner variables were significantly related to the learners' selection errors and addition errors, thereby implying the rejection of this study's hypothesis tested at 0.05 level of significance. On the contrary, the learners' exposure to internet as an English-infused mass media type is significantly related to their omission errors.

Conclusions

Based on the merits of the findings, the following conclusions are drawn:
1. Japanese ESL learners who subscribe to the services of Clark Institute of the Philippines, Inc. are male and female, of various age range, have varied extent of exposure to English, have varied levels of education, and are exposed to varied types of English-infused mass media.
2. Japanese ESL learners manifest verb tense errors in their written composition across error types in selection, omission, and addition in simple present tense, simple past tense and present progressive tense, respectively.
3. Exposure to internet as an English-infused mass media type is significantly related to the commission of omission errors in verb tense.

Recommendations

Based on the findings and conclusions of the study, the following recommendations are hereby presented:
1. The Management of Clark Institute of the Philippines, Inc. should consider maintaining a databank of student profiles that includes the set of learner-variables employed in this study.
2. This study recommends reinforcing not only error correction by teachers but most importantly, self-correction by the ESL learners that should work to reduce their errors in verb tense.
3. Japanese ESL learners are advised to use the Internet to reduce their

omission errors in their verb tense usage

4. Practice exercises highlighting selection errors in simple present, omission errors in present progressive and addition in present progressive must be prepared in order to improve the performance of the students in using verb tenses

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Note on Contributors

Yaweh Lady E. Mencias is a MAEd in Communication Arts – English graduate at School of Advanced Studies, Pangasinan State University, Urdaneta City, Pangasinan. She currently works as a Special ESL Course Trainer at Clark Institute Philippines, Inc. in Pampanga, Philippines.

Presley V. De Vera holds a Doctorate degree in Education (Ed.D.) and a Master's Degree in Communication Arts-English. She also finished Bachelor of Laws (L.l.B.). She is affiliated at Pangasinan State University as an Associate Professor where she teaches both at the College and the Graduate Studies Department. She also served as the Chair of the Communication Arts Department in the University's satellite in Lingayen, Pangasinan as well as the Chair of the Master's Degree Programs of the University's Graduate School.