

AYÍKÁ

ISSN: 2664-3030 (Print)
2664-3022 (Online)

**JOURNAL OF ENVIRONMENT AND
POLITICS IN AFRICA**

AYIKA: JOURNAL OF ENVIRONMENT AND POLITICS IN AFRICA

DOI: <https://doi.org/10.69778/2664-3022/2026/8.1/EN>

Editorial Note

This issue of *AYIKA* brings together a rich and timely collection of scholarship that underscores a central truth: in Africa, environmental questions are deeply political, and political realities are increasingly shaped by environmental change. The contributions in this volume reflect the growing complexity of this relationship, engaging themes that span governance, technology, security, sustainability, and identity across diverse African contexts and beyond.

A defining feature of this issue is its strong engagement with the role of digitalisation in advancing sustainability. From the systematic review on how digitalisation enables decarbonisation, to analyses of agri-tech adoption in Nigeria and South Africa, the volume highlights the transformative potential of technology in addressing environmental challenges. These contributions move beyond optimism, carefully examining the mechanisms and constraints that shape technological uptake. They remind us that digital solutions are not neutral; their effectiveness depends on policy frameworks, institutional capacity, and socio-economic conditions.

Equally prominent is the question of governance, particularly in relation to service delivery and institutional performance. The examination of water service failures in Gauteng Province offers a sobering account of how governance lapses can translate into environmental and public health crises. Similarly, the discussions on public service reform and parliamentary oversight reveal the persistent challenges of accountability and administrative effectiveness across the continent. Together, these studies point to a critical insight: sustainable environmental outcomes are contingent on capable, transparent, and responsive institutions.

The issue also engages deeply with questions of political order, security, and regional cooperation. Analyses of Zimbabwe's political history, hybrid regimes in Central Africa, and border conflicts involving Nigeria reveal how political instability and governance structures shape environmental management and development trajectories. The exploration of indivisible security within the SADC region further highlights the interconnectedness of peace, cooperation, and sustainable development. These contributions reinforce the idea that environmental sustainability cannot be pursued in isolation from broader political and security dynamics.

Another important strand in this volume is the emphasis on economic strategies and livelihoods, particularly in rural contexts. Articles on organic agribusiness, marketing strategies aligned with climate action, and the challenges faced by women in agribusiness illuminate the everyday realities of sustainability. They foreground the experiences of local actors, especially women entrepreneurs, whose resilience and innovation are often overlooked. By examining the socio-economic factors shaping revenue growth and participation, these studies contribute to a more inclusive understanding of development.

The volume also makes a significant intellectual contribution by foregrounding indigenous knowledge systems and alternative epistemologies. The exploration of

Ubuntu as a framework for regional governance offers a human-centred perspective that challenges dominant policy paradigms. Similarly, the critique of epistemic violence in transboundary conservation highlights the marginalisation of local knowledge and agency. These interventions are particularly important in rethinking whose knowledge counts in environmental governance and how more equitable frameworks can be developed. Urban spaces and cultural expressions are not left out of this conversation. Contributions on city branding in Harare and the intersection of art, space, and identity in Durban demonstrate how environmental and political dynamics are experienced and expressed in urban contexts. These studies expand the scope of environmental politics by incorporating cultural and spatial dimensions, offering fresh insights into how cities in the Global South are responding to climate change.

Notably, this issue also extends its analytical reach beyond Africa, with a study on urban climate initiatives in Brazil and a comparative examination of socio-economic vulnerability in Sub-Saharan Africa and the Pacific Islands. These contributions enrich the volume by situating African experiences within a broader global context, encouraging cross-regional learning and dialogue.

Finally, the inclusion of research on language and education, such as the study on tense substitution errors among Tshivenda-speaking students, serves as a reminder of the interconnectedness of knowledge production, communication, and development. It highlights the importance of education in shaping the capacity to engage with complex environmental and political issues.

Taken together, the articles in this issue reflect a vibrant and interdisciplinary field of inquiry. They challenge simplistic narratives and instead offer nuanced analyses that recognise the interconnected nature of environment and politics in Africa. As the continent continues to navigate the pressures of climate change, population growth, and political transformation, the insights presented here are both timely and necessary. This volume invites scholars, policymakers, and practitioners to think more critically and act more collaboratively. It is our hope that the conversations sparked within these pages will contribute to more just, sustainable, and context-sensitive approaches to environmental governance in Africa and beyond.

Managing Editor

Prof. Kayode EEsuola

Institute of African and Diaspora Studies.

University of Lagos, Nigeria

oeesuola@unilag.edu.ng

Editor

Dr. Bamidele Olajide

Department of Political Science

University of Lagos, Nigeria

contactdele@gmail.com

TABLE OF CONTENT

1. How Digitalisation Enables Decarbonisation: A Systematic Review Of Mechanisms, Pathways, And Boundary Conditions
Misheck Musaigwa, Innocent Simphiwe Nojiyeza
6-27
2. Lapses in Water Services Management Within Gauteng Province- A Scoping Review Of Hammanskraal Water Woes
M. Diedericks, S. Sikwela, G.M. Solomons
28-57
3. Soldiered Democracy and Peace: The Smithan Syndrome Of Politics And Administration In Zimbabwe, 1965–2018
Timothy Chibuike Anyanwu, Kelechi Johnmary Ani
58-76
4. Aligning Marketing Strategies with Climate Action and Sustainable Development Goals in South Africa
Gugulethu Mhlanga and Andrisha Beharry-Ramraj
77-98
5. Agri-Tech And Livestock Management: Economic And Policy Drivers Of Digital Adoption In Nigeria And South Africa
Olukayode Idris Lasisi, Bisiriyu Abiodun Taleat, Muslim Akinbola Akintola Kedibone Phago
99-119
6. Indivisible Security And Sustainable Development In The Sadc Region: Assessing Stability And Cooperation Among The Drc, Rwanda, And Uganda
Masila Joshua Masipa
120-134
7. Reforming Public Service In Africa: Strategies, Challenges And The Future
Kazeem Oyedele Lamidi, Costa Hofisi
135-156
8. Organic Agribusiness In Rural South Africa: Marketing Strategies Amid Stiff Competition
Ishmael Obaeko Iwara
157-16
9. Minimising English Tense Substitution Errors: A Case Of Tshivenda-Speaking Students At A South African University
Farisani Thomas Nephawe
168-185
10. Institutional Dynamics And Hybrid Regime: Liberal And Authoritarian Democracy In The Central Africa
Muhlya Tshombe Lukamba, Bisiriyu Abiodun Taleat, Eunice Chesa
186-206
11. Ubuntu Philosophy And Regional Governance In Africa: A Human-Centred Framework For Regional Integration And Sustainable Development
Onuk Bulus Ojem, Phemelo Olifile Marumo
207-226

12. Nigerian Border Conflict With Neighbours And Implications For Regionalism
Kelechi Johnmary Ani

227-239
13. Epistemic Violence: Transboundary Conservation's Subjugation Of Basubiya
Eco-Missiology And Riverine Agency
Phemelo Olifile Marumo, Sethunya Michael Gaarekwe

240-262
14. Strategies To Mitigate The Challenges Faced By Women In Agribusinesses In
Rural Uphongolo, Kwazulu-Nata
Ndlangamandla, Wiseman Siboniso

263-283
15. In What Ways Do Intersecting Socio-Economic Factors Shape Revenue Growth
Among Rural Women Entrepreneurs in KZN, South Africa?
Lindokuhle Senamile Ntuli, Innocent Simphiwe Nojiyeza

284-307
16. Climate Change and Socio-Economic Vulnerability in Sub-Saharan Africa and
Pacific Islands
Mandisa Jili and Andrisha Beharry-Ramraj

308-328
17. Transformative city branding in the face of climate change in the global south:
A case of Harare
Kazaka Chiyambire

329-349
18. Mapping of urban climate initiatives in Brazil: promoting mitigation and
adaptation in the transport sector
**Ana Clara Vieira Pedrosa, Ana Clara de Roure, Mateus Bernardino
Mata, Andréa Souza Santos**

350-378
19. Ancestral Voices in Modern Crises: Traditional Leadership and Climate
Adaptation in Zimbabwe
Douglas Nyathi

379-396

MINIMISING ENGLISH TENSE SUBSTITUTION ERRORS: A CASE OF TSHIVENDA-SPEAKING STUDENTS AT A SOUTH AFRICAN UNIVERSITY

Farisani Thomas Nephawe

University of Venda, South Africa

farisani.nephawe@univen.ac.za

ORCID ID: <https://orcid.org/0000-0002-6746-2766>

Abstract

Tense substitution poses a significant challenge to effective communication. The present study aimed to investigate a suitable strategy for minimising English tense-substitution errors among Tshivenda-speaking students at a South African university. The study adopted a mixed-methods approach to integrating quantitative generalisability with qualitative contextual meaning. Using triangulation, the mixed-methods approach ensures a flexible, multifaceted investigation. The population consisted of 152 first-year entering English majors in the 2025 academic year. Fifteen randomly selected students participated in this study. The researcher used a closed-ended questionnaire to collect data because it provides predetermined responses, facilitating informed decision-making. A thematic analysis enabled the research to identify, analyse, and interpret themes, as it is flexible across research topics and transforms complex, unstructured text into meaningful, structured insights, thereby enabling an in-depth understanding of the phenomenon. Before the 'syntax surgery strategy' was employed, the participants were unable to minimise their errors. However, the key finding was that they could minimise English tense-substitution errors. The findings of this study contribute to the proper application of English tenses by the Tshivenda-speaking students. However, it was limited by sample and time constraints, as only the stipulated periods were utilised. The study recommends continuous use of the identified strategy by English language lecturers. Also, curriculum developers must promote the use of this strategy in teaching and learning. Future researchers are encouraged to conduct further research in longitudinal studies, larger-sample studies and studies comparing different intervention strategies.

Keywords: *Communication, syntax surgery strategy, tense substitution errors,*

1. INTRODUCTION

The strategy for minimising English tense substitution errors is indispensable because it enhances verbal and written communication in English. Without the appropriate use of the 'syntax surgery strategy,' poor competence reigns supreme in disseminating ideas amongst the interlocutors. Although writing

requires appropriate organisation of thoughts and error-free creation of statements and texts (Lusiana & Setiani, 2024), the difference between verbal and written communication is insignificant (Hajiyeva, 2024). Nonetheless, some Tshivenda-speaking students, for example, face challenges when communicating in English, as there is no one-to-one correspondence between the Structures and functions of

English and Tshivenda. Nevertheless, English tense substitution errors usually develop if there is a lack of fundamental skill in applying appropriate tenses in spoken and written forms.

Tense substitution in English is when a specific tense is erroneously and intuitively replaced by a different one (Nordquist, 2020) in a sentence, resulting in progressive sentences showing the continuity of action, such as ‘Why are you sleeping at seven o’clock every day?’ and ‘Where are you coming from?’ instead of present tenses indicating habitual action, for example, ‘Why do you sleep at seven o’clock every day?’ and ‘Where do you come from? In this instance, the speaker or writer demonstrates a limited understanding of tenses by confusing a habitual tense with a progressive tense.

English tense substitution errors are a nuisance to the academic community because they often impact the misinterpretation of the intended meaning. This challenge is exacerbated by changes in the verb forms used to indicate events that occurred in the past, the present (Nursea & Watters, 2023), and the near future (Nosa, 2023). Zhao (2023) asserts that tenses deal with the duration of verb tenses and the associations of events occurring at different times. Therefore, students whose native language is not English can experience difficulties speaking or writing English sentences (Nippold, 2023).

Despite several researchers, including Do (2023), El-Nezamabadi (2023), El-Mahdy (2023), Ellyawati et al. (2023), and Melinda (2023), who

have studied tense substitution, little is known about errors in English tense substitution. This literary gap prompted the researcher to investigate a suitable strategy for minimising English tense-substitution errors, which pose challenges for Tshivenda-speaking students at a South African University. For example, Do (2023) investigated tense usage and found that 57 university students experienced difficulties with these errors. El-Nezamabadi (2023) conducted a study on tenses and found that English tense substitution errors challenged students who were first-time registrants at a university. El-Mahdy (2023) investigated tense usage among 200 students and found that they committed tense-substitution errors.

Ellyawati et al. (2023) conducted a study on the appropriate use of tenses and found that 21 Second-semester Computer Science students had trouble using them. Similarly, Meylinda (2023) investigated tense usage among 10 students with varying levels of grammar mastery at Pamulang University and found that students were troubled by tense substitution in English. These findings are well-suited to addressing the challenges Tshivenda-speaking students face at a South African university, as they often have limited exposure to English.

2. LITERATURE REVIEW

This study was underpinned by Stephen Pit Coder’s error analysis (EA) strategy. This theory was singled out over others as it explicitly deals with the appropriate use of the ‘syntax surgery strategy’ to minimise errors committed by the first-entering English majors at a South African university. As Do (2023), El-Nezamabadi (2023), El-Mahdy (2023), Ellyawati et al.

(2023), and Melinda (2023) claim that English tense substitution errors can be minimised using a suitable strategy, it is relevant for the syntax surgery to enhance competence in tenses.

Corder (1967) postulated that when English language learners are presented with an entire language system alongside their native language knowledge, they make errors in learning. According to Cangir et al. (2026), learners' errors provide valuable insights into their developing interlanguage system. Corder proposed a 3-stage process for error analysis: 1) Recognising errors by comparing learner sentences to correct forms, 2) Accounting for errors by describing patterns in the learner's interlanguage system, and 3) explaining errors by determining their sources, such as transfer from the first language or gaps in learner knowledge (Ning & Washington, 2026). Therefore, Corder's theory views errors as natural parts of the language learning process rather than signs of deficiency.

Errors showed students' progress to teachers. Learners can assess their understanding of the phenomenon (Yaqin, 2024). Errors help researchers understand how a language is acquired and which strategies learners and their teachers can use. The steps for error analysis include collecting a sample of learner language, identifying errors, describing them, explaining them, and evaluating them (Ning, 2026). Additionally, Zhang (2022) argues that interpreting and explaining the unacceptable forms produced by students, using any of the principles provided by linguists, systematically explains the causes of English tense-substitution errors. These errors interfere with target language learning, including intralingual errors related to

learning strategies, as well as induced errors resulting from classroom situations, such as materials-induced errors (Uvodić, 2025), teacher-talk- and exercise-induced errors, errors caused by pedagogical priorities, and look-up errors.

English tense substitution errors give insights to teachers and students. For example, teachers can assess students' learning (Agustinasari et al., 2022) by minimising English tense substitution errors. Error signals indicate the status of students' achievement (Mashoor & Abdullah, 2020), as they elucidate what students learn and how they learn it when studying a second language. Students can evaluate their mastery of tense, sort it, and describe it (Berthelsen et al., 2021). Abdullah et al. (2022) postulate that English tense substitution errors are a source of discomfort in writing English. Also, it is a competence-based deviation caused by a lack of knowledge.

2.2 Syntax Surgery Strategy

The syntax surgery strategy has become versatile in the teaching and learning of grammatical elements because it ensures the cutting and rearranging of sentence strips into a correct and meaningful word order (Khaleel & Mohammed, 2022), enabling students to identify haphazard associations among sentence components. The English grammatical strategy for setting goals in teaching effective communication to L2 students involves engaging in social and cultural interactions through verbal and written communication to enhance proficiency. Additionally, the syntax surgery strategy enhances professionalism in constructing grammatically correct

sentences and imparting consistent content to students.

The syntax surgery strategy reduces selected instances of English tense substitution errors (Khaleel & Mohammed, 2022: 11) by enabling students to construct error-free tenses in English sentences. This strategy can be employed to enhance the appropriate use of English tenses by 1) Identifying troublesome areas to the students in the classroom environment, 2) Putting sentence strips on a piece of paper to allow for identification and visualisation of difficulties experienced by the students, 3) Relocating and putting the words into their appropriate grammatical order in tenses, 4) Reiterating the understanding English word order in tenses against that of their native languages to show areas of their differences. 5) Working on tenses that bear similar patterns and sentence strips to be read by the students, and 6) Guarding against the lessons that may interrupt the relations between students and their educators. Thus, this strategy refines framed syntax models, evaluates students' progress, and provides them with directives promptly.

The objectives of the present study were to identify a strategy for minimising English tense substitution errors by first-year entering English majors at a South African university, describe it, evaluate its effectiveness in communication, and assess the extent to which first-year entering English majors are affected by tense substitution errors. The study attempted to answer the following questions: 1)

What type of English tense substitution errors are committed by the of Tshivenda-speaking students at a South African University?, 2) How can the English tense substitution errors committed by the Tshivenda-speaking students at a South African University?, and (3) To what extent are the Tshivenda-speaking students at a South African University affected by the tense substitution errors?

3. RESEARCH METHOD

The study adopted a mixed-methods approach to integrating quantitative generalisability with qualitative contextual meaning. Using triangulation, the mixed-methods approach ensures a flexible, multifaceted investigation (Mandor, 2021). Also, it minimises bias and produces precise and reliable data from a larger population. Buckley et al. (2024) also maintain that a quantitative research approach enhances transparency in reporting meaningful empirical studies. Also, a quantitative research approach can simplify complex phenomena by reducing them to numerical data.

3.1 Research Design

Given the research design's direct impact on the study's quality, credibility, and findings (Hassan, 2024), this study employed a descriptive research design, which is well-suited to identifying, describing, explaining, and validating the study participants' conclusions. Furthermore, it provides a comprehensive and accurate picture of the strategy for

mitigating selected English tense substitution errors, as well as relationships, patterns, and trends within the data collected from participants (Weiss, 2023). Nevertheless, Cornell and Drew (2024: n.p.) postulate that the limitations of using descriptive design are that descriptive studies cannot establish cause-and-effect relationships, respondents may not be truthful when answering survey questions or may give socially desirable responses, the choice and wording of questions on a questionnaire may influence the descriptive findings, and regarding the type and size of the sample, the results may not be generalised or accurately described the population of interest.

3.2 Participants

The population of this study consisted of 152 first-year entering English majors in the 2025 academic year. Fifteen (15) students were randomly selected to ensure equal participation (Rahman, 2023). As this study's population comprised 15 students, the researcher used a 10% sampling rate to provide reliable and valid results (Nephawe & Miftah, 2024). Participants aged 23 to 28 were given pieces of paper because they shared similar characteristics at that time. The researcher determined whether the sampled participants could provide representative and generalisable estimates of the target population and recognised sampling characteristics, including age, gender, ethnicity, and experiences that aligned with the study's inclusion/exclusion

criteria (Doran et al., 2026). Eight females and seven males were selected to participate in the study. These traits ensured sample relevance, enabling data analysis and enhancing the study's generalisability. The researcher determined the sample size and selection criteria for a compelling pilot study and tested the measurement instrument (Hassan, 2024). The sampled participants shared characteristics like those of the target group. Also, the researcher determined the participants' demographics and characteristics, prepared questionnaires, explained the study purpose, provided a timeline, analysed results to identify patterns, provided feedback, and reported the results in writing (Lee et al., 2025).

3.3 Data collection

Data were collected from 15 selected participants using a closed-ended questionnaire because it offers a limited number of options and is easier to analyse (Whang et al., 2023). The researcher chose a questionnaire over other instruments as it is easy to use. Nevertheless, essential and generalisable data from questionnaires demands careful planning and imaginative design. Four multiple-choice questions were organised and placed on a table for students to choose their answers. Additionally, one multiple-choice question was included in the pie chart, from which the students selected an appropriate answer to investigate the suitability of using the syntax surgery strategy for minimising the development of English tense substitution errors in texts written by Tshivenda-speaking students. To ensure the reliability and validity of the instrument, a questionnaire was

initially answered by 10 participants who were not part of the target group but shared similar characteristics (McCartney & Kwok, 2023). These participants responded to the questionnaire under the researcher's supervision.

Permission to conduct the study was obtained from the Research Offices at the University of Venda before data collection commenced. The researcher used numbers instead of students' names or the university's name. The researcher ensured the participants were not subjected to physical, psychological, emotional, social, or legal harm. Furthermore, the researcher ensured that after data collection, analysis, and interpretation, the participants' results are kept safe for at least 5 years for future reference and further references.

3.4 Data Analysis

A Statistical Package for the Social Sciences (SPSS) Version 29 was employed because of its new interpretive flexibility, which improved data management after sorting and grouping based on participants' responses (Bragazzi et al., 2023). SPSS was opened; the researcher loaded the data, clicked the 'Analyse' icon, selected the appropriate test from the list, and moved the variable to test to the Test Variable box. Moreover, the researcher clicked OK to run the analysis process. A thematic analysis enabled the research to identify, analyse, and interpret themes, as it is flexible across research topics and transforms complex, unstructured text into meaningful, structured insights, thereby enabling an in-depth understanding of the phenomenon (Lomas, 2025).

An identification of the error sample and classification of the selected English tense substitution errors was employed to answer the first research question (Bragazzi et al., 2023). The selected tense substitution was described and explained to answer the second research question. The utilised steps for data analysis comprised 'collecting data using the questionnaire,' 'reducing unnecessary aspects from data,' and 'displaying data concerning syntax surgery strategy for dealing with selected English tense substitution errors. The third research question was answered in the conclusion drawn from this study's findings.

4. RESULTS

Data collected from 15 randomly selected students using a closed-ended questionnaire to provide predetermined responses facilitated informed decision-making. These students enrolled in the 2025 academic year at the University of Venda in Limpopo province, South Africa. Data were organised, sorted, and analysed to identify patterns and trends of the selected tense substitution. The study attempted to answer the question: 'What type of English tense substitution errors are committed by the Tshivenda-speaking students at a South African University?' 'How can the English tense substitution errors committed by the Tshivenda-speaking students at a South African University?' and 'To what extent are the Tshivenda-speaking students at a South African University affected by the tense substitution errors?'

The syntax surgery strategy necessary to improve the use of selected English tenses was identified,

described, and its effectiveness was analysed. To analyse the tense-substitution errors made by Tshivenda-speaking students, attention was paid to the use of Tshivenda sentences in line with English grammatical rules. The researcher found that participants selected English tense-substitution errors influenced by their mother tongue. This study confirms the

previous findings established by Do (2023), El-Nezamabadi (2023), El-Mahdy (2023), Ellyawati et al. (2023), and Melinda (2023) regarding English tense substitution errors. The following table contains the identified selected English tense substitution errors committed by the participants in this study:

Table 1. English tense substitution questions

Questions	Participants' rejoinders	
Choose the most appropriate tense.	Correct Responses	Incorrect Responses
1) A He is cleaning the car every day. He cleans the car every day.	B 14 (93%)	A 1 (7%)
2) A Where do you come from? B Where are you coming from?	A 13 (87%)	B 2 (13%)
3) A They have arrived last week. B They arrived last week.	B 12 (80%)	A 3 (20%)
4) A I had been waiting for you to leave now B Can you leave now? / May you leave now?	B 14 (93%)	A 1(7%)

The data visualisation in Table 1 is presented as a table with three columns and six rows. The column on the extreme left comprises the instructions: Choose the most appropriate tense, four multiple-choice questions for the participants to choose the correct answer, and two columns on the right of the table consisting of

correct and incorrect responses. The row at the top has ‘questions and participants’ rejoinders.

The following figure depicts the students’ response to the pair of English tense substitutions from which the students could make an informed decision:



Figure 1. English tense substitution question

The data visualisation in Figure 1 is represented in two colours: a dominant blue that shows the participants’ correct responses. However, the minuscule orange shows their incorrect reaction to the pair of questions provided. The blue colour represents 14 participants (93%), while the orange colour represents 1 participant (7%).

5. DISCUSSION

In Table 1, question 1, titled ‘He cleans the car every day’, shows that the 14 participants, amounting to 93%, were knowledgeable in understanding the difference between the present continuous and the present simple tenses, because they selected answer B, ‘He cleans the car every day’. They knew this sentence was appropriate as it showed a habitual action of ‘cleaning the car every day’. They knew the sentence ‘He is cleaning the car every day’ is incorrect because it shows the continuity of ‘cleaning the car every day’ represented by the present

participle marker ‘-ing’ to the verb ‘clean’.

They knew that the sentence ‘He is cleaning the car every day’ was inappropriate because cleaning the car cannot continue non-stop and almost every day. The presence of the auxiliary ‘is’ and the verb ‘cleaning’ signals a persistent action. Also, the participants knew that the main verb ‘cleans’ agrees with the sentence’s subject. The finding is in line with Kurniawan and Abdurrahim (2023), who indicate that non-native speakers of English may sometimes make English tense substitution errors in the simple present tenses, intuitively or not, although they have already mastered the rules regarding its usage.

However, 1 participant (7%) was unaware of the difference between the present continuous and present simple tenses, selecting answer A, ‘He is cleaning the car every day’, and ‘He cleans the car every day’. They did not know that a continuous action is distinct from a habitual action, as displayed by the presence of the two sentences,

because there is limited use of the present simple tense in the Tshivenda language. The participants might have been confused by the transference of their mother tongue to English. The finding supports El-Nezamabadi's (2023) suggestion that English tense substitution errors challenged students.

The Tshivenda language has three permissible forms of the simple present tense. The Vhavenda speakers of English are allowed to say *U tanzwa goloi duvha na duvha/ duvha linwe na linwe* 'He cleans the car every day' (grammatically correct), *U khou tazwa goloi duvha na duvha/ duvha linwe na linwe* '*He is cleaning the car every day' (Ungrammatical) or *U kha di tanzwa goloi duvha na duvha/ duvha linwe na linwe* '*He is still cleaning the car every day' (Ungrammatical). These native language forms might have prompted the Vhavenda-speaking students to select their answers based on their L1 background knowledge.

This suggests that the Tshivenda language does not indicate a definite period of communication usage. The two distinct varieties: *U khou tazwa goloi duvha na duvha/ duvha linwe na linwe* '*He is cleaning the car every day' and *U kha di tanzwa goloi duvha na duvha/ duvha linwe na linwe* '*He is still cleaning the car every day' show the existence of present continuous instead of present indefinite tenses in the Tshivenda language. Therefore, the participants' sentence construction depicted a 'limited use of the present simple tense'. Correspondingly, the results align with Muqbel (2018), who suggests that non-native English speakers transfer information from their mother tongue languages to L2.

Nonetheless, in English, the sentence 'He cleans the car every day' indicates only one type of simple

present tense. In essence, selected English tense substitution errors can be attributed to language transfer emerging from the 'limited use of the present simple tense in the Tshivenda language. The finding is consistent with El-Mahdy (2023), who suggests that interlingual and intralingual transfer negatively affects the learning of English as a Foreign Language (EFL) because students tend to transfer knowledge from L1 to L2.

Question 2 shows that most (13) participants, amounting to (87 %), were conversant with the use of the question forms in the simple present tense because they selected the answer A 'Where do you come from?' rather than the present continuous tense question 'Where are you coming from?'. The participants knew that this question indicates the continuity of the action of 'coming', which is impossible in a normal situation. Also, they could understand the question 'Where do you come from?' which demonstrated a regular or habitual action of 'coming'. The finding supports Abdurrahim's (2023) suggestion that non-native speakers of English may sometimes commit English tense substitution errors intuitively. However, they have already mastered the rules for using the present simple tense.

In contrast, 2 participants (13%) faced challenges with the simple present tense because they rejected the question 'Where do you come from?' Instead, they opted for the present continuous tense question B, 'Where are you coming from?'. The Vhavenda-speaking students were troubled by mother-tongue interference because, in Tshivenda, there is no distinction between the two question forms. In the Tshivenda language, there is no distinction between the questions *Ni*

bva fhi/ngafhi? ‘Where do you come from?’ and *Ni khou bva fhi/ngafhi?* ‘Where are you coming from?’ There is no rule regarding using the two tenses in the Tshivenda Language. In this situation, the Vhavenda-speaking students are likely to make English tense-substitution errors. The finding is congruent with El-Mahdy’s (2023) suggestions that non-native students make English tense substitution errors because their L1 rules are unlike those of English. Moreover, Muqbel (2018) suggests that interlingual and intralingual factors are the sources of English tense substitution errors.

Question 3 depicts the 12 participants (80%) who mastered using the tense because they understood the difference between the present perfect and simple past tenses. They knew that statement B, ‘They have arrived last week’, was utterly different from ‘They arrived last week’. Participants could understand that such a statement is inappropriate when an adverbial phrase of time is present in the present perfect tense. However, they knew that only the simple past tense could take the adverbial phrase of time and still be correct. This finding differs from the claim made by Valipour and Bahrami (2023) that students could not use the present perfect tense and past simple tense appropriately.

However, it is concerning that 3 participants (20%) could not choose the correct answer. These participants were troubled using the present perfect tense because they could not distinguish between the two sentences, namely, ‘They have arrived last week’ and ‘They arrived last week’. The participants, in this case, chose the ungrammatical answer A ‘They have arrived last week’ because they thought it was appropriate. In this situation, the

challenge arose from using the Tshivenda language tense, which allows the Vho nwala mulingo vhege yo fhelaho to represent both ‘They have written an examination last week’ and ‘They wrote examinations last week’. The finding supports Meylinda’s (2023) suggestion that students commit English tense substitution errors when dealing with tenses. The finding supports Meylinda (2023), who claims students commit errors when dealing with tenses.

In the Tshivenda language, the distinctiveness between the present perfect and the simple past tenses is scant, as there are no formal changes in the form of verbs, which is the case between the past simple and the present perfect tenses. In this sense, the Tshivenda-speaking people see no significant difference between English and Tshivenda. This understanding leads to poor competence with tenses, as language transfer often occurs. Also, in the simple past and the present perfect forms, the last time point is indicated by applying the vowel sound –o /o/ tense markers, as the forms of verbs in the perfect tenses cannot be used simultaneously with a specific past period. Thus, this situation might be the source of English tense substitution errors. The results of this study align with Meylinda (2023), who claims that many Vhavenda-speaking students often make selected English tense-substitution errors in their written communication.

Additionally, the Tshivenda language marks the difference between the subjects of sentences using the adverbial phrases of time, namely, ‘on Sunday’ *nga Swondaha*, for example, ‘He preaches in the church on Sundays.’ (Indefinite tense) *U funza thembeleni nga dzi Swondaha*, and ‘He preached in

the church on Sundays' (Past tense) *O funza thembeleni nga dzi Swondaha*. This situation exacerbates the inability to distinguish between appropriate and inappropriate use of tenses, resulting in English tense-substitution errors. As in Tshivenda, only the subject forms differentiate between the present and past simple tenses, and Vhavenda-speaking students often make English tense-substitution errors when attempting to use English tenses appropriately. This study's results contrast with those of Mashoor and Abdullah (2020), who found that L2 students make English tense-substitution errors in written communication.

In the Tshivenda language, *U* (The subject 'He' when used in present tenses) and *O* (The subject 'He' when used in the past tenses) indicate the elapsed time. The subject *U* is used with the verb *da* (Come) in the present simple tense, while *O* uses a similar verb *da* to signal verb changes in the simple past tense. Based on this insight, the Vhavenda speakers of English often use the simple present tense even though they have an adverbial phrase of time showing the time in the 'past' time, and finally commit erroneous tense substitution errors due to the lack of a clear distinction between the present perfect tense and simple past tense forms in the Tshivenda language. In essence, the results of the present study support Padmanabhan et al. (2023), who argue that English tense-substitution errors confuse English L2 students.

The English language does not accept present perfect tense forms with past-time adverbs. It can denote a time that stretches from the past to the present using perfect tense forms, such as 'We have located brain dysfunction

on Sunday'. Therefore, speakers and writers who understand the appropriate use of tenses are better positioned to minimise English tense substitution errors. The finding is in line with Do's (2023) suggestions that non-native students make English tense substitution errors because their L1 does not share similar rules with those of the English language. Hence, the lack of differentiation between the past simple and present perfect tenses stems from interlingual and intralingual errors (Muqbel, 2018).

Question 4, representing 'non-differentiation between past perfect continuous tense and present simple tense, demonstrates that 14 participants (93%) were exceedingly knowledgeable in using the past perfect tense. These participants were able to select the correct answers, namely, 'Can you leave now?' or 'May you leave now?'. They knew that the sentence *'I had been waiting for you to leave now' was not appropriately constructed because it constituted a mixture of the actions that took place in the past and ended in the past. The presence of the adverb 'now' stands for actions that appear recently. Hence, its presence indicated a combination of the past and present times. The finding contrasts with El-Mahdy (2023), who found that students are troubled by English tense-substitution errors.

These participants were never troubled by the rules regarding the past perfect tense (pluperfect). This rule states that the past perfect tense is not applied to indicate actions that are taking part now and consists of three tense verbs, namely, the first auxiliary 'had' + 'been' + the present participle (-ing) of the main verb 'ask'. In this instance, they did not know that this rule applies when the sentence is

affirmative. When the statement is in the interrogative forms, the auxiliary verb 'had' comes to the front, followed by the subject or subject noun phrase (NP), the auxiliary verb 'been', and the present participle of the main verb '-ing' as in 'waiting' like '*Had I been waiting for you to leave now?*'. However, in a negative statement, for example, the negative marker 'not' comes after the first helping verb 'had' as in '*I had not (hadn't) been waiting for you to leave now*'. The finding is incongruent with Ellyawati et al. (2023), who suggest that students commit English tense-substitution errors.

However, only 1 participant, amounting to 7%, was less competent because they could not select the correct answers: B 'Can you leave now?' or 'May you leave now?'. This performance shows that the participants had no idea about the incorrect answer A 'I had been waiting for you to leave now, which they chose. These participants might have been troubled by the rules mentioned in the preceding paragraph. In the spoken or written Tshivenda language, both the sentences 'I had been waiting for you to leave now' and 'Can you leave now?' or 'May you leave now?' mean *Ndo vha ndi tshi khou u lindela/imela uri ni tuwe zwino* or *Ni nga kona u tuwa zwino?* or *Zwi nga konadzea uri ni tuwe zwino?* There is no difference between past perfect continuous questions and present simple questions. The sentence *Ndo vha ndi tshi khou u lindela/imela uri ni tuwe zwino* serves two purposes, namely, it can be a declarative statement (giving information) or an interrogative sentence (asking for information), regardless of the absence of a question mark. The finding supports Do (2023) and Abdullah et al. (2022), who argue

that English tense-substitution errors trouble students.

Moreover, *Ni nga kona u tuwa zwino?* 'Can you leave now?' or *Zwi nga konadzea uri ni tuwe zwino?* 'May you leave now?' can be used to ask for permission. However, 'Can you leave now?' can either ask for the ability to leave or just for permission. 'May you leave now?' goes for a possibility to leave. Nonetheless, there is no formal rule regarding the formation of statement or question forms in the spoken or written Tshivenda language because of the non-differentiation of past perfect continuous tense and present simple tense. The discovery is consistent with Padmanabhan et al. (2023), who suggest that numerous errors, including English tense substitution errors, repletion of subject NP phrases, and word-order errors, are often committed when using English tenses.

Nevertheless, English uses only the present simple tense forms when addressing a request for permission to leave. In English, the modal 'had' and the adverb 'now' cannot co-exist in the same sentence. Contrastively, in the Tshivenda, they can go concurrently as in *Ndo vha ndi tshi khou u lindela uri ni tuwe zwino* meaning *'I had been waiting for you to leave now' and *Ni nga kona u tuwa zwino?* 'Can you leave now?' or *Zwi nga konadzea uri ni tuwe zwino?* 'May you leave now?'. Students' inability to distinguish between these sentences supports the suggestion made by Valipour and Bahrami (2023) that students confuse the understanding of the native-language tenses, specifically the past perfect and present simple.

In Figure 1, most (14) participants, totalling 93%, understood the English tense substitution errors

rules better because they could choose the correct tense /question A: “What time do you sleep?” *Ni edela nga tshifhinga de?* instead of ‘What time are you sleeping?’ *Ni khou edela nga tshifhinga de?* These rules indicate that tenses must be used with appropriate relevance to specific verb actions. These participants knew that the ‘-ing’ to the verb ‘sleep’ suggests the continuous action of getting to sleep, which is inappropriate. The finding opposes El-Nezamabadi (2023), who argues that students commit English tense-substitution errors.

Nevertheless, it is concerning that only 1 participant, totalling 7%, could not use the tense correctly because they selected the wrong answer B: ‘What time are you sleeping? Instead of ‘What time do you sleep? These participants in this study were unaware that selecting an answer with the -ing ending is inappropriate because of the continuity of action(sleeping), which is impossible because, in their mother tongue, it is permissible to say *Ni khou edela nga tshifhinga de?* (What time are you sleeping?) This suggests that these participants were not conversant with the rules governing the correct selection of tenses and were bamboozled by Tshivenda, which accepts both tenses as grammatically correct. The finding supports Meylinda’s (2023) suggestion that students commit English tense substitution errors when dealing with tenses.

This study contributes to the appropriate use of tenses by students, lecturers, and future researchers, helping them minimise tense-substitution errors. Also, future researchers can build upon established foundations, utilise validated

methodologies, and identify new questions from the identified research gaps (Jiang et al., 2026). They can obtain critical data, enhance understanding of the correct use of tenses and offer insights into successful research designs. The study highlights overlooked problems and guides future investigation, ensuring continuous academic progress and practical application. Also, they can further investigate the suitability of the ‘syntax surgery strategy’ for mitigating selected English tense-substitution errors. Although Do (2023), El-Nezamabadi (2023), El-Mahdy (2023), Ellyawati et al. (2023) and Melinda (2023) provided limited information, the implications of this study suggest that the syntax surgery strategy should be used in teaching and learning not only for South African Tshivenda-speaking students but also for all non-native students worldwide.

6. CONCLUSION

The present study indicates that minimising selected erroneous English tense-substitution errors in texts or speeches by speakers/writers can be achieved using the syntax surgery strategy. In essence, if this strategy is well applied, selected English tense-substitution errors can be alleviated in communication. Although students face challenges with tenses, applying the syntax surgery strategy minimises English tense substitution errors in communication. Nonetheless, the teaching and learning tenses for L2 students can be improved if lecturers use the syntax surgery strategy. An outstanding achievement in the use of selected tenses was expected, given the irreplaceability of the syntax surgery strategy for promoting teaching and learning. The failure to distinguish

between the past perfect continuous and present simple tenses, and between the past simple and present perfect tenses, can no longer trouble these students. Furthermore, the present study indicated that the predominance of the present continuous and the restricted use of the present simple tenses can be phased out using a syntax surgery strategy in learning English tenses.

The indispensability of the syntax surgery strategy in teaching and learning tenses cannot be denied because English tense substitution errors can be alleviated. Furthermore, the syntax surgery strategy can benefit university lecturers by providing strategic interventions to minimise English tense substitution errors. Learners can avoid committing English tense substitution errors. This study suggests that the development of English tense-substitution errors is alleviated. Therefore, it is recommended that the syntax surgery strategy be frequently used in the teaching of English tenses.

REFERENCES

Journal Article with DOI:

- Abdullah, A. T. H., Latiff Azmi, M. N., Hassan, I., Engku Atek, E. S., & Jusoh, Z. (2022). Investigation into common errors in English writing among non-academic staff at a Malaysian Public University. *Arab world English journal (AWEJ)*, 12(4.29): 446-461. <https://dx.doi.org/10.24093/awej/vol12no4.29>
- Agustinasari, E., Simanjuntak, T., & Purwanto, M. B. (2022). A review of error analysis stages in teaching English structure. *Pioneer: Journal of language and literature*, 14(1): 253-268. <https://doi.org/10.36841/pioneer.v14i1.1702>
- Berthelsen, S. G., Horne, M., Shtyrov, Y., & Roll, M. (2021). Phonological transfer effects in novice students: A student's brain detects grammar errors only if the language sounds familiar. *Bilingualism: Language and Cognition*, 24(4): 656-669. <https://doi.org/10.1017/S1366728921000134>
- Bragazzi, N. L., Kong, J. D., Mahroum, N., Tsigalou, C., Khamisy-Farah, R., Converti, M., & Wu, J. (2023). Epidemiological trends and clinical features of the ongoing monkeypox epidemic: A preliminary pooled data analysis and literature review. *Journal of Medical Virology*, 95(1), e27931. <https://doi.org/10.1002/jmv.27931>
- Buckley, J. Araujo, J. A., Aribilola, I., Arshad, I., Azeem, M., Buckley, C., ..., & Zainol, I. (2024). How transparent are quantitative studies in contemporary technology education research? Instrument development and analysis. *International Journal of Technology and Design Education*, 34(2), 461-483. <https://doi.org/10.1007/s10798-023-09827-9>
- Corder, S. P. (1967). The significance of learners' errors. In J.C. Richards (Eds), *Error analysis: Perspectives on second language acquisition* (pp. 19-27). London: Longman.
- Cornell, D., & Drew, C. (2024: n.p.). Eighteen (18) Descriptive Research Examples. Helpful Professor. <https://helpfulprofessor.com/descriptive-research-examples/>
- Doran, K. M., Welch, A. E., Kepler, K. L., Jeffers, A., Chambless, D., Cowan, E., ... & McNeely, J. (2026). Peer navigator intervention and opioid-related adverse events for emergency department patients: a randomised clinical trial. *JAMA Network Open*, 9(2), e2555903. <https://doi.org/10.1001/jamanetworkopen.2025.55903>
- Do, P. T. V. (2023). Commonly written error analysis committed by EFL graders. A case study at a secondary school in Vietnam. *Pegem Journal of education and instruction*, 13(1):1-12. <https://doi.org/10.47750/pegegog.13.01.01>
- El-Mahdy, F. M. (2023). Error analysis of the grammatical errors of Egyptian EFL students and a suggested program for enhancing their grammatical competence. *Transcultural Journal of Humanities and Social Sciences*, 4(1), <https://doi.org/10.21608/tjhss.2023.283083>
- Ellyawati, H. C., Shinta, Q., & Tatas, H. L. (2023). An error analysis of students' writing assignments. *ETERNAL (English Teaching Journal)*, 14(1): 84-96. <https://doi.org/10.26877/Eternal.v14i1.14445>

- Hajiyeva, I. (2024). Oral and written communication skills summary. *AMEA Nəsimi adına Dilçilik İnstitutu, Dilçilik araşdırmaları*, pp.187-192. <http://doi.org/10.59849/2664-5432.2024.1.187>
- Hassan, M. (2024). Descriptive research design – types, methods and examples. ResearchMethod.net. <https://researchmethod.net/descriptive-research-design/>
- Jiang, X., Agolli, A., & Harold, C. M. (2026). Leader Role Transition: A Systematic Review and Agenda for Future Research. *Journal of Organisational Behaviour*, 47(2), 288-311. <https://doi.org/10.1002/job.2897>
- Karimi, F., Lutfi, N. A., & Ibraheem, S. J. (2023). Linguistic Errors Committed by Iraqi MA Students in Writing Theses. *International Journal of Linguistics, Literature and Translation*, 6(8), 163-173. <https://doi.org/10.32996/ijllt.2023.6.8.15>
- Khaleel, H. A., & Mohammed, R. K. (2022). Effect of syntax-surgery strategies on achievement among secondary school students. *Journal of STEPS for Humanities and Social Sciences*, 1(3), 1-18. <https://doi.org/10.55384/2790-4237.1065>
- Kurniawan, T., & Abdurrahim, A. (2023). Errors analysis towards collocation usage. *Dewantara: Jurnal Pendidikan Sosial Humaniora*, 2(1): 80-93. <https://doi.org/10.30640/dewantara.v2i1.665>
- Lee, K. A., Ul-Haq, A., Seo, H., Jo, S., Kim, S., Song..., & Kim, H. S. (2025). Characteristics of skin microbiome associated with disease severity in systemic sclerosis. *Journal of Microbiology*, 63(1), e-2409018. <https://doi.org/10.71150/jm.2409018>
- Lomas, C. D. (2025). A Thematic Analysis of British Rehabilitation Centres' Clients' Reviews 2020–2024. *Alcoholism Treatment Quarterly*, 43(2), 167-187. <https://doi.org/10.1080/07347324.2024.2441167>
- Lusiana, D., & Setiani, R. (2024). Analysis of errors in students' writing of analytical exposition text in the Eleventh Grade of SMA Negeri 2 Kotabumi Academic Year 2023/2024. *Griya Cendikia*, 9(2), 343-349. <https://doi.org/10.47637/griyacendikia.v9i2.1490>
- Mashoor, B. B. N., & Abdullah, A. T. H. (2020). Error analysis of the spoken English language among Jordanian secondary school students. *International journal of education and research*, 8 (5): 75-82. <https://doi.org/10.1080/1528008X.2021.2024782>
- McCartney, G., & Kwok, S. S. (2023). Closing the gap between the hospitality industry and academia research agendas: an exploratory analysis case study. *Journal of Quality Assurance in Hospitality & Tourism*, 24(2), 192-210. <https://doi.org/10.1080/1528008X.2021.2024782>
- Meylinda, L. (2023). A Grammatical error analysis in the narrative writing of the Third Semester of Pamulang University. *Lingua Educationist: International Journal of Language Education*, 2(1): 1-10. <https://doi.org/10.54099/le.v2i1.481>
- Nephawe, F. T., & Miftah, M. Z. (2024). Innovative teaching strategies for enhancing the use of designated English phrases. *LLT Journal: A Journal on Language and Language Teaching*, 27(2), 1062-1077. <https://doi.org/10.24071/llt.v27i2.9436>
- Nezamabadi, M. (2023). An error analysis of grammatical errors in the written productions of Swedish students in a Vocational High School. [Student essay, University of Gothenburg]. <https://hdl.handle.net/2077/74708>

- Ning, R., & Washington, K. N. (2026). Catalan writing by Chinese multilingual adults in Catalonia: an error analysis. *International Journal of Multilingualism*, pp.1-20. <https://doi.org/10.1080/14790718.2026.2627372>
- Nordquist, R. (2020). Substitution in English Grammar. ThoughtCo, Dotdash Meredith. <https://www.thoughtco.com/substitution-grammar-1692005>
- Rahman, M. M. (2023). Sample size determination for survey research and non-probability sampling techniques: A review and recommendations. *Journal of Entrepreneurship, Business and Economics*, 11(1), 42-62. <http://dx.doi.org/10000-0002-7414-8291>
- Sherafati, N., & Mahmoudi Largani, F. (2023). The potential of computer-based feedback in fostering EFL learners' writing performance, self-regulation ability, and self-efficacy beliefs. *Journal of Computers in Education*, 10(1): 27-55. <https://doi.org/10.1007/s40692-022-00221-3>
- Singh, A., Astha, A., Thakur, I. S., & Krishna, D. (2023). A linguistic investigation of grammatical errors by Maithili ESL learners through error analysis. *Vivid: Journal of Language and Literature*, 12(1), 30-39. <http://dx.doi.org/10.25077/vj.12.1.30-39.2023>
- Valipour, M., & Bahrami, F. (2023). Perfect aspect or anterior tense? Rethinking the aspect in Persian. *Language-related research*, 13(6): 225-259. <http://dx.doi.org/10.52547/LRR.13.6.8>
- Wang, S. E., Roh, Y., Song, H., & Lee, J. G. (2023). Data collection and quality challenges in deep learning: A data-centric AI perspective. *The VLDB Journal*, 32(4), 791-813. <https://doi.org/10.1007/s00778-022-00775-9>
- Weiss, M. (2023). Self-Injurious thoughts & behaviours of firefighters: A Quantitative Descriptive Study. *Prehospital and Disaster Medicine*, 38(S1), s131-s132. <https://doi.org/10.1017/S1049023X2300345X>
- Yaqin, A. (2024). Error analysis of non-English students in writing narrative text. *Philosophica: Jurnal Bahasa, Sastra, dan Budaya*, 7(1), 57-64. <https://doi.org/10.35473/pho.v7i1.2882>
- Zhang, R., Zhou, J., Hai, T., Zhang, S., Iwendi, M., Shah, M. A., & Osamor, J. (2023). A big data study of language use and impact in radio broadcasting in China. *Journal of Cloud Computing*, 12(1):1-16. <https://doi.org/10.1186/s13677-023-00399-6>
- Zhao, R. (2023). The English past tense is a definite description. *Glossa: a journal of general linguistics*, 36(1). <https://doi.org/10.16995/glossa.5699>
- Thesis/Dissertation in Repository:**
- Mandor, E. J. (2021). *Analysis of English language errors in the writing of second-year students in a Ghanaian university* [Doctoral dissertation, Ghana].
- Nosa, L. (2023). *The use of WhatsApp (e-learning) toward students' grammar ability in the First Semester of the Seventh grade of MTS Negeri 2 Tanggamus in the academic year of 2021/2022* [Doctoral dissertation, UIN Raden Intan Lampung].
- Uvodić, B. (2025). *Analysis of common errors in writing of EFL learners* (Doctoral dissertation, Sveučilište u Splitu, Sveučilište u Splitu, Filozofski fakultet).
- Book:**
- Herrell, A., & Jordan, M. (1998). Fifty strategies for teaching English language students (2nd ed.), California State University.

- Nippold, M. A. (2023). *Grammar Guide for Speech-Language Pathologists: Steps to analysing complex syntax*. Plural Publishing.
- Nurse, D., & Watters, J. R. (2023). Tense in Proto-Bantu. *On reconstructing Proto-Bantu grammar* (Niger-Congo Comparative Studies 4). Language Science Press.
- Zhang, R. (2022, February). Corpus-Based Error Analysis of Students' Online Writings in an Automated Essay Scoring System. In *The International Conference on Cyber Security Intelligence and Analytics* (pp. 554-561). Cham: Springer International Publishing.

Book Chapter:

- Padmanabhan, J., Rajest, S. S., & Veronica, J. J. (2023). A study on the orthography and grammatical errors of tertiary-level students. In *Handbook of research on learning in language classrooms through ICT-Based Digital Technology* (pp. 41-53). IGI Global.

Book Reviews:

- Muqbel, M.N.H. (218). Error analysis. *International Journal of Research and Analytical Reviews (IJRAR)*, 5(4), 193-196.
- Cangır, H., Uzun, K., Can, T., Oğuz, E., & Kaya, Ö. F. (2026). Formal and semantic lexical errors in L2 English writing: How do errors affect writing quality? *Australian Review of Applied Linguistics*. John Benjamins Publishing Company.
<https://doi.org/10.1075/ara1.24136>