

Proper Usage of Subject –Verb Agreement in English Simple Present Tense among Second Language Learners via Mind Maps

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ABSTRACT

Purpose: Students need to use sentences with proper subject–verb agreement for better English language communication. The objective of this research is to identify the difficulties in constructing correct present simple sentences in English through usage of appropriate subject-verb agreement rules of HNDE first year students. This action research examines how mind map activities can help the students on avoiding making errors in subject-verb agreement of English language communication.

Design/methodology/approach: The study collected data through various methods, including tests (pre-test, mid-test, and post-test), activities, observations, reflective journals, interviews with lecturers and students' written and spoken assignments. Focused attention was given to 20 selected participants based on their pre-test marks.

Findings: The average marks of the selected samples at the pre-test level were 36%. However when the post-test had been held it was 83%. Hence, this research finds that the mind map activities help students avoid making errors in subject-verb agreement of English language communication.

Practical implications: This study is essential in carrying the plans that permit all to concentrate on fine tuning the presentation of subject-verb agreement and functions as an important section to the management of the institute on the best practices. other tenses by using mind map activities. Furthermore, researches can be done on Subject verb agreement of other tenses by using mind map activities.

Originality value: The study highlights the importance of implementing language policies to enhance student performance. Its findings are valuable for helping lecturers improve teaching methods and support students in avoiding subject-verb agreement errors.

Keywords: *Subject-Verb, Descriptive Writing, Teaching Methods, Errors, Mind Maps*