

People's Democratic Republic of Algeria
Ministry of Higher Education and Scientific Research
University 'Des Frères Mentouri', Constantine
Faculty of Letters and Languages
Department of Letters and English

**Incorporating Role Play and Simulation Games to Teach
the Present Perfect Tense Effectively**

**The Case Study of Second Year Students of English at the University
'Des Frères Mentouri', Constantine**

**Thesis submitted to the Department of Letters and English in candidacy for the Degree
of Doctorat LMD in "Didactique des Langues Etrangères"**

By: Mrs. CHOUIEB Samia

Supervisor: Prof. ABDERRAHIM Farida

Board of Examiners:

Chairman: Prof. BELOUAHEM Riad

University 'Des Frères Mentouri', Constantine

Supervisor: Prof. ABDERRAHIM Farida

University 'Des Frères Mentouri', Constantine

Member: Prof. OUSKOURT Mohamed

University 'Emir Abdelkader', Constantine

Member: Prof. NEMOUCHI Abdelhak

University 'Larbi Ben M'hidi', Oum El Bouaghi

Member: Prof. MERROUCHE Sarah

University 'Larbi Ben M'hidi', Oum El Bouaghi

Member: Dr. CHELLI Madjda

University 'Des Frères Mentouri', Constantine

Dedication

I dedicate this modest work to:

the dearest people in my life, my parents: Sebti and Farida

my dear husband Fayçal, my daughter Meriem Rahma

and my son Mohamed Anouar

my twins Elhacen and Elhoucine

my brothers: Mohamed Lamine and Youcef

my sisters: Nora, Rofia and Ilhem

my mother, father, brother and sisters in law.

my faithful friends Hasna and Ikram

Acknowledgments

I would like to express my deepest gratitude to my life-coach, my second mother, my eternal model and supervisor Professor Farida ABDERRAHIM because I owe it all to her. Thank you so much Professor! My forever interested, encouraging and always enthusiastic teacher, you have always been curious to know what I was doing and how I was proceeding in my research work, I will miss all your comments and your valuable advice. Special gratitude goes out to Professor LARABA Samir who was supposed to be the chairman of the outstanding board of examiners for this research work before he has died very recently. May Allah bless you very dear teacher. I also thank all the members of the board of examiners: Chairman, Prof. Belouahem, Prof. Nemouchi, Prof. Ouskourt, Prof. Merrouche and Dr. Chelli.

I shall not forget to acknowledge all my fellow students, and those who have answered the test, for their feedback, cooperation and of course friendship. I am really grateful to all the teachers of grammar who have kindly answered my questionnaire. In addition, I would like to voice my sincere thankfulness to the staff of colleagues at the Department of Letters and English, University 'Des Frères Mentouri', Constantine, especially Mrs. SAHLI Fatiha, who have supported me along the way.

Great thanks go to my uncles Bouziane and Salim who have supported me in the course of this research work with all what I needed. Thanks uncles.

And finally, last but by no means least, I acknowledge everyone who has helped me in whichever way all along my educational and professional life.

Thanks for all your encouragements!

Abstract

This research aims at investigating the effectiveness of implementing Role Play to teach the Present Perfect. It also inquires the attitudes and experience of the teachers of grammar, at the Department of Letters and English, University 'Des Frères Mentouri', Constantine, as to the use of Role Play to teach the Present Perfect. We hypothesize that, first, if teachers of Grammar are made aware of the importance of practising role play to teach the Present Perfect, they will have positive attitudes towards its implementation in their own classes. Second, if teachers practise role play in their teaching of the Present Perfect, it will help the students understand and use this tense adequately. To test our hypotheses, a Teachers' Questionnaire and a Students' Test have been used. The Teachers' Questionnaire is meant to investigate the teachers' opinions as to the use of the new treatment in teaching the Present Perfect which has totally confirmed our first hypothesis: the analysis of the teachers' questionnaire shows that teachers of Grammar hold positive attitudes towards practising role play to teach the Present Perfect tense. The test has been developed to check the second hypothesis about the students' use of the Present Perfect tense. It is made up of three parts: 'Identification of the correct answer', a 'Fill in the gaps' activity and a 'Multiple Choice' activity and aims to assess the learners' knowledge of the Present Perfect before and after instruction. The sample (70 learners) is taken from second year students of English, at the Department of Letters and English, University 'Des Frères Mentouri', Constantine, during the academic year 2014/2015. The results obtained partially confirm the second hypothesis. When we calculate the average of correct answers for the Experimental Group in the pre-test and post-test, we find that there is a difference of 11.70% between the learners' performances in the pre-test and post-test.

List of Abbreviations

- CG:** Control Group
- CLL:** Cooperative Language Learning
- CLT:** Communicative Language Teaching
- EFL:** English as a Foreign Language
- EFL:** English as a Second Language
- Exp. G:** Experimental Group
- F Perf. C:** Future Perfect Continuous
- F Perf. S:** Future Perfect Simple
- FC:** Future Continuous
- FL:** Foreign Language
- FS:** Future Simple
- GTM:** Grammar Translation Method
- L:** Learner
- Ls:** Learners
- L1:** First Language
- L2:** Second Language
- MT:** Mother Tongue
- N:** Number of Students/ Number of Teachers
- NL:** Native Language
- PC:** Past Continuous
- Pr. C:** Present Continuous
- Pr. Perf. C:** Present Perfect Continuous
- Pr. Perf. S:** Present Perfect Simple
- Pr. S:** Present Simple

PS: Past Simple

RP: Role Play

SFG: Systemic Functional Grammar

SFL: Systemic Functional Linguistics

SLA: Second Language Acquisition

TBLT: Task Based Language Teaching

TG: Traditional Grammar

TGG: Transformational Generative Grammar

UG: Universal Grammar

Viz. Videlicet

Vs. Versus

List of Tables

	PAGE
Table 2.1. The Intersection of Tense and Aspect (Leech, 1987, p. 4)	50
Table 2.2. Verb Tenses in English (Gregori and Garcia, 2008, p. 119)	63
Table 2.3. Markers Usually Used To Indicate Future Tense (Penston, 2005, p. 29)	93
Table 2.4. The Different Uses of the Modal 'Shall' (Penston, 2005, p. 30)	94
Table 4.1. : Experience in Teaching First Year Grammar.....	129
Table 4.2. : Experience in Teaching Second Year Grammar	130
Table 4.3. Teachers' Opinions about Time Allocation to Second Year Grammar	131
Table 4.4. : Teachers' Suggestions about Time Allocation to Grammar Second Year	132
Table 4.5. Methods of Teaching Grammar	132
Table 4.6. Teachers' Opinions about the Choice of the Teaching Method	133
Table 4.7. Methods of Teaching Tenses	136
Table 4.8. Teachers Opinions about the Students' most Complicated Tense	138
Table 4.9. Teachers' Opinions about the Use of Role Play in Teaching	140
Table 4.10. Teachers' Use of Role Play to Teach the Present Perfect	142
Table 5.1. Pre-test, Control group, Part One, Dialogue 1, Blank 1	156
Table 5.2. Pre-test, Control group, Part One, Dialogue 1, Blank 2	156
Table 5.3. Pre-test, Control group, Part One, Dialogue 1, Blank 3	157
Table 5.4. Pre-test, Control group, Part One, Dialogue 1, Blank 4	158
Table 5.5. Pre-test, Control group, Part One, Dialogue 1, Blank 5	159
Table 5.6. Pre-test, Control group, Part One, Dialogue 1, Blank 6	160
Table 5.7. Pre-test, Control group, Part One, Dialogue 1, Blank 7	160
Table 5.8. Pre-test, Control group, Part One, Dialogue 1, Blank 8	161
Table 5.9. Pre-test, Control group, Part One, Dialogue 2, Blank 1	162
Table 5.10. Pre-test, Control group, Part One, Dialogue 2, Blank 2	162

Table 5.11. Pre-test, Control group, Part One, Dialogue 2, Blank 3	163
Table 5.12. Pre-test, Control group, Part One, Dialogue 2, Blank 4	164
Table 5.13. Pre-test, Control group, Part One, Dialogue 2, Blank 5	164
Table 5.14. Pre-test, Control group, Part One, Dialogue 2, Blank 6	165
Table 5.15. Pre-test, Control group, Part One, Dialogue 2, Blank 7	165
Table 5.16. Pre-test, Control Group, Part Two, Blank 1	167
Table 5.17. Pre-test, Control Group, Part Two, Blank 2	168
Table 5.18. Pre-test, Control Group, Part Two, Blank 3	169
Table 5.19. Pre-test, Control Group, Part Two, Blank 4	170
Table 5.20. Pre-test, Control Group, Part Two, Blank 5	170
Table 5.21. Pre-test, Control Group, Part Two, Blank 6	171
Table 5.22. Pre-test, Control Group, Part Two, Blank 7	172
Table 5.23. Pre-test, Control Group, Part Two, Blank 8	173
Table 5.24. Pre-test, Control Group, Part Two, Blank 9	174
Table 5.25. Pre-test, Control Group, Part Two, Blank 10	175
Table 5.26. Pre-test, Control Group, Part Two, Blank 11	176
Table 5.27. Pre-test, Control Group, Part Two, Blank 12	177
Table 5.28. Pre-test, Control Group, Part Three, Blank 1	178
Table 5.29. Pre-test, Control Group, Part Three, Blank 2	179
Table 5.30. Pre-test, Control Group, Part Three, Blank 3	180
Table 5.31. Pre-test, Control Group, Part Three, Blank 4	181
Table 5.32. Pre-test, Control Group, Part Three, Blank 5	181
Table 5.33. Pre-test, Experimental Group, Part One, Dialogue 1, Blank 1	182
Table 5.34. Pre-test, Experimental Group, Part One, Dialogue 1, Blank 2	183
Table 5.35. Pre-test, Experimental Group, Part One, Dialogue 1, Blank 3	183
Table 5.36. Pre-test, Experimental Group, Part One, Dialogue 1, Blank 4	184
Table 5.37. Pre-test, Experimental Group, Part One, Dialogue 1, Blank 5	185

Table 5.38. Pre-test, Experimental Group, Part One, Dialogue 1, Blank 6	185
Table 5.39. Pre-test, Experimental Group, Part One, Dialogue 1, Blank 7	186
Table 5.40. Pre-test, Experimental Group, Part One, Dialogue 1, Blank 8	186
Table 5.41. Pre-test, Experimental Group, Part One, Dialogue 2, Blank 1	187
Table 5.42. Pre-test, Experimental Group, Part One, Dialogue 2, Blank 2	187
Table 5.43. Pre-test, Experimental Group, Part One, Dialogue 2, Blank 3	188
Table 5.44. Pre-test, Experimental Group, Part One, Dialogue 2, Blank 4	189
Table 5.45. Pre-test, Experimental Group, Part One, Dialogue 2, Blank 5	189
Table 5.46. Pre-test, Experimental Group, Part One, Dialogue 2, Blank 6	190
Table 5.47. Pre-test, Experimental Group, Part One, Dialogue 2, Blank 7	191
Table 5.48. Pre-test, Experimental Group, Part Two, Blank 1	192
Table 5.49. Pre-test, Experimental Group, Part Two, Blank 2	193
Table 5.50. Pre-test, Experimental Group, Part Two, Blank 3	194
Table 5.51. Pre-test, Experimental Group, Part Two, Blank 4	194
Table 5.52. Pre-test, Experimental Group, Part Two, Blank 5	195
Table 5.53. Pre-test, Experimental Group, Part Two, Blank 6	196
Table 5.54. Pre-test, Experimental Group, Part Two, Blank 7	197
Table 5.55. Pre-test, Experimental Group, Part Two, Blank 8	197
Table 5.56. Pre-test, Experimental Group, Part Two, Blank 9	198
Table 5.57. Pre-test, Experimental Group, Part Two, Blank 10	199
Table 5.58. Pre-test, Experimental Group, Part Two, Blank 11	200
Table 5.59. Pre-test, Experimental Group, Part Two, Blank 12	200
Table 5.60. Pre-test, Experimental Group, Part Three, Blank 12.....	201
Table 5.61. Pre-test, Experimental Group, Part Three, Blank 12.....	202
Table 5.62. Pre-test, Experimental Group, Part Three, Blank 12.....	203
Table 5.63. Pre-test, Experimental Group, Part Three, Blank 12.....	203
Table 5.64. Pre-test, Experimental Group, Part Three, Blank 12.....	204

Table 5.65. Post-test, Control group, Part One, Dialogue 1, Blank 1	205
Table 5.66. Post-test, Control group, Part One, Dialogue 1, Blank 2	206
Table 5.67. Post-test, Control group, Part One, Dialogue 1, Blank 3	207
Table 5.68. Post-test, Control group, Part One, Dialogue 1, Blank 4	207
Table 5.69. Post-test, Control group, Part One, Dialogue 1, Blank 5	208
Table 5.70. Post-test, Control group, Part One, Dialogue 1, Blank 6	208
Table 5.71. Post-test, Control group, Part One, Dialogue 1, Blank 7	209
Table 5.72. Post-test, Control group, Part One, Dialogue 1, Blank 8	210
Table 5.73. Post-test, Control group, Part One, Dialogue 2, Blank 1	211
Table 5.74. Post-test, Control group, Part One, Dialogue 2, Blank 2	211
Table 5.75. Post-test, Control group, Part One, Dialogue 2, Blank 3	212
Table 5.76. Post-test, Control group, Part One, Dialogue 2, Blank 4	212
Table 5.77. Post-test, Control group, Part One, Dialogue 2, Blank 5	213
Table 5.78. Post-test, Control group, Part One, Dialogue 2, Blank 6	214
Table 5.79. Post-test, Control group, Part One, Dialogue 2, Blank 7	214
Table 5.80. Post-test, Control Group, Part Two, Blank 1	215
Table 5.81. Post-test, Control Group, Part Two, Blank 2	216
Table 5.82. Post-test, Control Group, Part Two, Blank 3	217
Table 5.83. Post-test, Control Group, Part Two, Blank 4	218
Table 5.84. Post-test, Control Group, Part Two, Blank 5	219
Table 5.85. Post-test, Control Group, Part Two, Blank 6	220
Table 5.86. Post-test, Control Group, Part Two, Blank 7	221
Table 5.87. Post-test, Control Group, Part Two, Blank 8	221
Table 5.88. Post-test, Control Group, Part Two, Blank 9	222
Table 5.89. Post-test, Control Group, Part Two, Blank 10	223
Table 5.90. Post-test, Control Group, Part Two, Blank 11	223
Table 5.91. Post-test, Control Group, Part Two, Blank 12	224

Table 5.92. Post-test, Control Group, Part Three, Blank 1	225
Table 5.93. Post-test, Control Group, Part Three, Blank 2	226
Table 5.94. Post-test, Control Group, Part Three, Blank 3	226
Table 5.95. Post-test, Control Group, Part Three, Blank 4	227
Table 5.96. Post-test, Control Group, Part Three, Blank 5	228
Table 5.97. Post-test, Experimental Group, Part One, Dialogue 1, Blank 1	229
Table 5.98. Post-test, Experimental Group, Part One, Dialogue 1, Blank 2.....	230
Table 5.99. Post-test, Experimental Group, Part One, Dialogue 1, Blank 3.....	230
Table 5.100. Post-test, Experimental Group, Part One, Dialogue 1, Blank 4.....	231
Table 5.101. Post-test, Experimental Group, Part One, Dialogue 1, Blank 5.....	232
Table 5.102. Post-test, Experimental Group, Part One, Dialogue 1, Blank 6.....	232
Table 5.103. Post-test, Experimental Group, Part One, Dialogue 1, Blank 7.....	233
Table 5.104. Post-test, Experimental Group, Part One, Dialogue 1, Blank 8.....	233
Table 5.105. Post-test, Experimental Group, Part One, Dialogue 2, Blank 1	234
Table 5.106. Post-test, Experimental Group, Part One, Dialogue 2, Blank 2.....	234
Table 5.107. Post-test, Experimental Group, Part One, Dialogue 2, Blank 3.....	235
Table 5.108. Post-test, Experimental Group, Part One, Dialogue 2, Blank 4.....	236
Table 5.109. Post-test, Experimental Group, Part One, Dialogue 2, Blank 5.....	236
Table 5.110. Post-test, Experimental Group, Part One, Dialogue 2, Blank 6.....	237
Table 5.111. Post-test, Experimental Group, Part One, Dialogue 2, Blank 7.....	238
Table 5.112. Post-test, Experimental Group, Part Two, Blank 1	238
Table 5.113. Post-test, Experimental Group, Part Two, Blank 2.....	239
Table 5.114. Post-test, Experimental Group, Part Two, Blank 3.....	240
Table 5.115. Post-test, Experimental Group, Part Two, Blank 4.....	240
Table 5.116. Post-test, Experimental Group, Part Two, Blank 5.....	241
Table 5.117. Post-test, Experimental Group, Part Two, Blank 6.....	242
Table 5.118. Post-test, Experimental Group, Part Two, Blank 7.....	242

Table 5.119. Post-test, Experimental Group, Part Two, Blank 8	243
Table 5.120. Post-test, Experimental Group, Part Two, Blank 9	244
Table 5.121. Post-test, Experimental Group, Part Two, Blank 10	244
Table 5.122. Post-test, Experimental Group, Part Two, Blank 11	245
Table 5.123. Post-test, Experimental Group, Part Two, Blank 12	245
Table 5.124. Post-test, Experimental Group, Part Three, Blank 1	246
Table 5.125. Post-test, Experimental Group, Part Three, Blank 2	247
Table 5.126. Post-test, Experimental Group, Part Three, Blank 3	248
Table 5.127. Post-test, Experimental Group, Part Three, Blank 4	248
Table 5.128. Post-test, Experimental Group, Part Three, Blank 5	250
Table 5.129. Pre-test, Part 1, Comparison of the Results	250
Table 5.130. Pre-test, Part 2, Comparison of the results	251
Table 5.131. Pre-test, Part 3, Comparison of the results	251
Table 5.132. Post-test, Part 1, Comparison of the Results.....	251
Table 5.133. Post-test, Part 2, Comparison of the Results.....	252
Table 5.134. Post-test, Part 3, Comparison of the results.....	253

List of Figures

	PAGE
Figure 1.1. Syntactic and Morphological Relations (Thornbury 1999, p. 2).....	8
Figure 1.2. Structural Analysis of Statements and Yes/No Questions in English (Purpura 2004, p. 9).....	16
Figure 1.3. Phrase Structure Diagram (Cowan, 2008, p. 3)	19
Figure 1.4. Taxonomy of Approaches to Teaching Grammar (Celce-Murcia, 2015, p. 4)	26
Figure 2.1. Semantic Features of Aspectual Classes (Slabakova, 2001, p. 23)	42
Figure 2.2. Classification of Aspectual Opposition (Comrie, 1976, p. 81)	62
Figure 2.3. The Conceptualization of the Time Line in English (Declerck et al 2006, p. 149)	66
Figure 2.4. Conceptualization of Time by an Indian sub-continent Language (Aitken, 2002, p. 6)	71
Figure 2.5. The Present Simple to Express an Action Happening around Now	72
Figure 2.6. The Present Simple to Express States and Feelings that are Always True...	73
Figure 2.7. The Present Simple to Express permanent Feelings and states.....	75
Figure 2.8. Present Progressive to Express an Action Happening Around Now	76
Figure 2.9. Present Progressive to Express Repeated or Habitual Actions	76
Figure 2.10. Present Progressive to Express Change over Time	79
Figure 2.11. Past Simple to Express Momentary Past Events	79
Figure 2.12. Past Simple to Express a Sequence of Past Actions in Stories	79
Figure 2.13. Past Simple to Express a Continuous Past Action.....	80
Figure 2.14. Past Simple to Express a Non-continuous Past Action.....	80
Figure 2.15. Past S. to Express a Past Action interrupting a continuous Past Action....	81
Figure 2.16. Past Simple to Express Two Simultaneous Continuous Past Actions	83

Figure 2.17. Past Progressive to Express an Action in Process over a Period of Time in the Past.....	83
Figure 2.18. Past Progressive to Express an Action in Process before a Named Period in the Past.....	84
Figure 2.19. Past Progressive to Express Two Simultaneous Past Actions.....	87
Figure 2.20. Present Perfect Simple to Express Actions that Started Some Time in the Past and Continued Up to Now.....	87
Figure 2.21. Present Perfect Simple to Express Actions that happened a Number of Times in the Past and Continued Up to Now and May Continue into the Future	88
Figure 2.22. Present Perfect Simple to Express Actions that happened in the Past and Continued Up to now and May Continue into the Future	89
Figure 2.23. The Present Perfect Progressive to Express Actions Up to Now	89
Figure 2.24. Using ‘for’ with the Past Simple	91
Figure 2.25. Using ‘for’ with the Present Perfect Tense	91
Figure 2.26. Using ‘since’ with the Present Perfect Tense	91
Figure 3.1. Example of a Free Role Play	107

CONTENTS

	PAGE
Dedication	I
Acknowledgment	II
Abstract	III
List of Abbreviations	IV
List of Tables	VI
List of Figures	XII
Contents	XI V
General Introduction	
Statement of the Problem	1
Aims of the Study	3
Research Questions and Hypotheses	3
Means of Research	4
Structure of the Study	4
Chapter One: Teaching Grammar	
Introduction	7
1.1 Definition of Grammar	7
1.2 Schools of Grammar	11
1.2.1. Traditional Grammar	11
1.2.2. Structural Grammar	14
1.2.3. Transformational Generative Grammar	17
1.2.4. Systemic Functional Grammar	20
1.2.5. Communicative Language Teaching	22
1.3. Approaches of Teaching Grammar	25

1.3.1. Deductive Grammar Teaching	26
1.3.2. Inductive Grammar Teaching	28
1.3.3. Eclectic Grammar Teaching.....	29
1.4. The Controversy of Teaching Grammar	30
Conclusion	33
Chapter Two: Teaching Tenses	
Introduction.....	34
2.1. Definition and Characteristics of Tenses	34
2.1.1. Time	34
2.1.2. Aspect	37
2.1.3. Mood.....	51
2.1.4. Voice	54
2.1.5. Verb Forms	55
2.1.5.1. The Main Verb.....	55
2.1.5.2. The Auxiliary Verbs	57
2.1.6. Types of Tenses	59
2.1.6.1. Absolute vs. Relative Tenses.....	60
2.1.6.2. Past vs. Nonpast Tenses	62
2.1.6.3. Tensed vs. Non Finite Verb Forms.....	63
2.2. Teaching English Tenses.....	64
2.2.1. Problems with Teaching Tenses	65
2.2.2. Planning for Teaching Tenses	67
2.2.2.1. Choose	67
2.2.2.2. Analyze	68
2.2.2.3. Sequence.....	68
2.2.2.4. Select	69

2.2.2.5. Identify the Context	69
2.2.2.6. Auxiliary Materials.....	70
2.2.2.7. Learner Error	70
2.2.3. Using Timelines to Teach Tenses	70
2.2.3.1. The Simple Present vs. Present Progressive	71
2.2.3.2. The Simple Past vs. Past Progressive	78
2.2.3.3. The Present Perfect Simple vs. The Present Perfect Progressive.....	84
2.2.3.4. The Future	91
Conclusion	95
Chapter Three: Practising Role Play to Teach the Present Perfect	
Introduction.....	97
3.1. Definition and Characteristics of Role Play	97
3.1.1. Context	102
3.1.2. Drama.....	104
3.1.3. Simulation	106
3.2. Types of Role Play	107
3.2.1. Free/Improvised Role Play.....	107
3.2.2. Controlled/Guided Role Play	109
3.3. Teaching the Present Perfect Practising Role Play	114
3.3.1. Conducting a Role Play	115
3.3.2. Tips for a Successful Role Play	123
3.3.3. Limitations of Practising Role Play	124
Conclusion	126
Chapter Four: The Teachers' Attitudes and Methodology of Teaching the Present Perfect	
Introduction.....	127

4.1. Description of the Teachers' Questionnaire	127
4.2. Analysis and Discussion of the Results of the Teachers' Questionnaire	128
4.3. Interpretation of the Results of the Teachers' Questionnaire	144
Conclusion	146
Chapter Five: The Students' Use of the Present Perfect	
Introduction.....	147
5.1. Description of the Study	147
5.1.1. The Sample and Procedure	147
5.1.2. Description of Test.....	149
5.1.3. Instruction of the Present Perfect	150
5.2. Analysis and Interpretation of the Results of the Test	155
5.2.1. The Pre-test.....	155
5.2.1.1. The Control Group	155
5.2.1.2. The Experimental Group.....	182
5.2.2. The Post-test.....	204
5.2.2.1. The Control Group	205
5.2.2.2. The Experimental Group.....	229
5.2.3. Overall Analysis of the Results.....	249
5.2.3.1. The Pre-test	249
5.2.3.2. The Post-test.....	251
Conclusion	254
Chapter Six: Pedagogical Implications	
Introduction.....	255
6.1. Contextualizing Grammar: Association of Form and Meaning	255
6.2. Temporal Relations and the English Tense	257
6.3. Importance of Practising role play to Teach the Present Perfect	259

Conclusion	263
General Conclusion	265
REFERENCES	269
APPENDICES	
Appendix I: The Teachers' Questionnaire	
Appendix II: The Test	

General Introduction

1. Statement of the Problem

2. Aims of the Study

3. Research Questions and Hypotheses

4. Means of Research

5. Structure of the Thesis

1. Statement of the Problem

The aim behind learning any language is to become a good speaker and writer of that language and approach the native speakers' way of communicating ideas and opinions as much as possible. Stern (1983, p. 341; cited in Cook, 2016, p. 5-6) argues that "the native speaker's "competence" or "proficiency" or "knowledge of the language" is a necessary point of reference for the second language proficiency concept used in language teaching"; however, this cannot be achieved if one is still unable to use tenses correctly to express the different temporal relations that they wish to communicate to the people around them. It is really an emergency call, for us as teachers of Grammar, to work hard to find a better technique that enables us to solve the problem of teaching tenses radically.

Throughout our experience as a teacher of Grammar, we have noticed that students are really seeking help to get rid of being frightened whenever the lesson tenses approaches. They consider that it is not easy to understand the large number of tenses, each in isolation, and to use them appropriately in their speech or writing. One of the tenses which is considered as the most problematic in the English tense system is the 'Present Perfect'. Thus, we have chosen to deal with it in the present piece of research to try to analyze it and search for the best method to teach it. Moreover, we have noticed that students are bored with the way they are taught tenses; that is the teacher explains and illustrates the explanation with some examples and reinforces, in the end, using some exercises. The passive role of the students in the classroom has a negative impact on their outcome. This is noticed in their unsatisfactory results in tests and examinations, not only in Grammar but in almost all the other modules, namely Written Expression and Oral Expression. Involving the students in making the lesson increases

their interest and motivation to learn more effectively which in turn improves their learning outcomes.

According to Poorman (2002, p. 32), “integrating experimental learning activities in the classroom increases interest of the subject matter and understanding of the course content”. In other words, the fact of being interested increases the learners’ chances to retain better. For this reason, we have chosen a very motivating activity to teach the Present Perfect tense that is Role Play. The choice of this type of activity is not random; some reasons have led us to such a choice. First, the students’ interest is raised; the students’ feeling that they are contributing something to the lesson boosts them to learn better as they are not just receiving knowledge but participating in real life situations and anticipating how they would behave if they come across such situations in reality. Role Play is based on the idea that learners are not empty vessels; they always have something to show if they are let free and comfortable. In addition to this, there is an increased involvement on the part of students in a Role Play lesson. The students in this case are not passive receivers of knowledge, but they are makers of that knowledge. Role Play activities decrease stress and increase motivation. The use of Role Play activities to teach tenses is rather psychological; the students will move, act, laugh and most importantly learn in a smooth environment. Furthermore, Role Play activities change the Grammar lesson from rigid and boring to smooth and fascinating. They are meant to change the students’ negative attitudes towards learning tenses and give them more opportunities to communicate in the classroom, since it is the only space where they can use the foreign language they are trying to learn.

2. Aims of the Study

In this research, we aim at practising role play to teach the Present Perfect tense. This stems from our strong belief that playing different roles in the target language may provide as much new situations as possible for the students to learn from. Furthermore, in the present piece of research, we will shed light on one of the very used English tenses, which is the Present Perfect tense that is, in addition to its being the most used tense in English, it is considered to be among the most difficult tenses for students to understand and use. This is observed during our experience as a teacher of Grammar at the Department of Letters and English, University “Des Frères Mentouri”, Constantine, and also from the different readings we have been making in the course of our study.

3. Research Questions and Hypotheses

In order to be able to achieve our aims, we need to answer the following research questions:

1. Do learners use other past tenses instead of the Present Perfect? What are they?
2. Are teachers at the Department of Letters and English, University “Frères Mentouri” Constantine aware of the importance of practising role play to teach the present perfect?
3. How much would the learners’ performance improve after the use of Role Play?

In search for the best teaching technique, we have always tried new treatments to see whether and to what extent they can help us in teaching foreign languages. The technique in question in this research work is Role Play. We thus hypothesize that, first, if teachers of Grammar are aware of the importance of practising role play to teach the Present Perfect, they will have a positive attitude towards its implementation in their

own classes. Second, if Role Play is used to teach the Present Perfect, this will help the students use this tense adequately.

4. Means of Research

To confirm or reject our hypotheses, we have followed an experiment that is made of a teachers' questionnaire and a students' test. The total number of teachers who have answered the questionnaire is 14 Grammar teachers at the Department of Letters and English, University "Des Frères Mentouri", Constantine. The aim of the questionnaire is to investigate the attitudes of teachers concerning the use of the suggested activity that is Role Play to teach the Present Perfect tense, as well as inquiring about the methods and techniques of teaching Grammar that those teachers employ to teach tenses.

Both the experimental and the control groups have taken the same pre-test to determine the students' starting level before they go under instruction. The Experimental Group has gone through a special type of instruction where Role Play activities are implemented; however, the Control Group has been taught using the traditional method of teaching the Present Perfect tense. The post-test has been distributed to the sample of students after instruction. Both the Control Group and the Experimental Group have taken the same post-test which was spaced away from the pre-test by a period of time of one month. We note ,here, that the same test has been taken before and after instruction; this is to avoid any false interpretations of the results and to obey the two criteria of reliability and validity.

4. Structure of the Thesis

Our research is laid out in six chapters: the three first ones are theoretical and the three second ones are practical. The first chapter, "Teaching Grammar", focuses on the different schools of grammar, their dominance and contribution to the improvement of

the concept of grammar teaching. Furthermore, the chapter investigates the various methods that are used to teach Grammar. The second chapter, “English Tenses”, is divided into two parts: the first part is devoted to talking about all the aspects related to the issue of tense viz. time, aspect, voice and mood, in addition to the different verb forms and the types of tenses. The second part is about teaching tenses; it investigates this area of language teaching, its problems and procedures. The third chapter, ‘Practising role play to Teach the Present Perfect’, is made up of three parts. First, it deals with the importance of context in teaching, the example of simulations and Role Plays as two dramatic activities. Second, it includes the types of Role Play, and finally it refers to teaching the Present Perfect practising role play where the focus is on the procedure of conducting Role Plays, some beneficial tips and the limitations of practising role play for pedagogical purposes.

The fourth chapter, ‘The Teachers’ Attitudes and Methodology of Teaching the Present Perfect, deals with the presentation and analysis of the teachers’ questionnaire results. In this chapter, the results obtained from the teachers’ questionnaire are presented, analyzed and interpreted to find out about the teachers’ awareness of practising role play to teach the Present Perfect tense.

The fifth chapter of our thesis, ‘The Students’ Use of the Present Perfect tense’, deals with the analysis and interpretation of the data gathered from the test. The procedure followed in the analysis of the results obtained from the test is in terms of ‘test’ (and not ‘group’). In other words, we start with the pre-test and present the results obtained by the Control and Experimental groups and compared between the two. After that, we move to the post-test and do the same thing. At the end of the chapter, we have provided an overall analysis of the results obtained by the two groups. Here again, the

focus is on whether there is any difference in the performance of the learners in the two groups.

The sixth chapter, 'Pedagogical Implications', is concerned with further implementations of the present research in the domain of teaching English as a Foreign Language. It is constituted of three points: the importance of the contextualization of Grammar teaching which is the key to the association of form and meaning, temporal relations and the English tense and the importance of practising role play to teach the Present Perfect.

Chapter One

Teaching Grammar

Introduction

1.1. Definition of Grammar

1.2. Schools of Grammar

1.2.1. Traditional Grammar

1.2.2. Structural Grammar

1.2.3. Transformational Generative Grammar

1.2.4. Systemic Functional Grammar

1.2.5. Communicative Language Teaching

1.3. Approaches of Teaching Grammar

1.3.1. Deductive Grammar Teaching

1.3.2. Inductive Grammar Teaching

1.3.3. Eclectic Grammar Teaching

1.4. The Controversy of Grammar Teaching

Conclusion

Introduction

Grammar is the backbone of language. It has been so since almost all debates about foreign language teaching and learning have been centered, for years, upon teaching grammar. This very focus on grammar has made it the most important language element in Second Language Acquisition research. Questions like how to teach grammar, when to teach grammar and even why to teach grammar have been raised by teachers, researchers and psychologists. Some of these questions have been successfully answered, while others are still the subject of investigation.

1.1. Definition of Grammar

If you want to understand the role of grammar in language, you have to imagine the role of the policeman or that of the traffic lights at the crossroads. If you are a car driver, you will understand the importance of the policeman instructions or the traffic signals' lights in telling you whether it is your turn to go or not and sometimes obliging you to follow a given direction because the other directions may lead you to the abyss. The word grammar has originated from the Greek word '*grammatike technē*' which means the '*art of letters*', from '*gramma*', '*letter*', itself from '*graphein*', '*to draw, to write*'. Ur (1988, p. 4) defines grammar as being "the way a language manipulates and combines words (or bits of words) in order to form longer units of meaning". Ur's definition of grammar focuses on the fact that grammar is the manipulation of language. He illustrates his definition by the example of the verb "to be" and how we manipulate it to get different forms that either agree or disagree with a particular subject. He considers the sentence 'this is a book' as acceptable and grammatical, and the sentence 'this are a book' as unacceptable and ungrammatical.

Thornbury (1999, p. 1), says that "grammar is partly the study of what forms (or structures) are possible in a language". In this definition, it has become clear that the

mission of grammar is not only the study of the possible structures in a given language; since this is only part of the work grammar does, as it is mentioned in the former definition. He carries on his definition of grammar by saying that “traditionally, grammar has been concerned almost exclusively with analysis at the level of sentence. Thus a grammar is a description of the rules that govern how a language’s **sentences** are formed.” The writer has illustrated his definition by the following examples which he considers as acceptable:

We are not at home right now.

Right now we are not at home.

On the contrary, the following examples are considered as unacceptable:

Not we at right home now are. (does not obey the syntactic rules).

We is not at home right now. (does not obey the morphological rules).

An operational definition of grammar is given by the writer at the end of a long discussion of the constituents of the word “grammar” and its different connotations.

Grammar is conventionally seen as the study of the syntax and morphology of sentences. Put another way, it is the study of linguistic **chains** and **slots**. That is, it is the study both of the way words are chained together in a particular order, and also of what kinds of words can slot into any link in the chain. (Thornbury, 1999, p. 02).

The following table illustrates the two kinds of relations:

1	2	3	4	5
We	are	not	at	home
They	are		at	work
Dad	is		in	hospital
I	am		in	bed

Figure 1.1 Syntactic and Morphological Relations (Thornbury, 1999, p. 02)

By 'chains' we mean that words in a particular sentence occur in a specific order or chain to express a certain meaning, for instance, a simple sentence may include a noun, a verb and an adjective like 'she looks nice'. If we change the position of one of these elements, the meaning will change, or the sentence may become meaningless like 'looks she nice' or 'nice looks she'. Besides, the term 'slots' refers to the different substitutions that may happen at the level of each word in the sentence. For example, 'he looks nice' (substitution at the level of the subject) and 'she is tall' (substitution at the level of the complement) ...etc.

Grammar is also referred to as the "sentence-making machine", by Thornbury (2006, p. 12). This means that grammar is a system that is responsible for the construction of all types of sentences which leads us to focus on its teaching and learning processes. Grammar, in simple terms, is the set of rules that govern the use of language; it tells us whether what we say or write makes sense, or is just a group of words put together to mean nothing. The fact that a sentence is a group of words does not mean that all words put together make meaningful sentences, since only words in a particular order and form are grammatically meaningful and acceptable.

According to Gregori and Garcia (2008, p. 98), "the grammar of a language may be understood as a full description of the form and meaning of the sentences of the language or else, it may cover only certain, variously delimited, parts of such a description". They, furthermore, discuss the two notions of morphology and syntax. The former has to do with the smallest meaningful unit that is the morpheme and the latter concerns how words are related within sentences. The writers illustrate their explanation with the following example:

- Middlebury's summer programmes are the international standard for excellence in language instruction.

This example, according to Gregori and Garcia, can be analyzed in two ways. The first being the division of this sentence into two parts: the subject and the predicate i.e. into functions: ‘Middlebury’s summer programmes’ is the subject and ‘are the international standard for excellence in language instruction’ is the predicate. The second syntactic analysis has to do with the identification and description of the parts of speech that make up the sentence i.e. referring each word to its grammatical category. Grammatical categories include ‘verbs’, ‘nouns’, ‘adjectives’, ‘adverbs, ...etc.

The Oxford Learners Pocket Dictionary (2008) defines the word grammar as being “the whole system and structure of a language or of languages in general, usually taken as consisting of syntax and morphology (including inflections) and sometimes also phonology and semantics”. In other words, grammar consists of the study of meaning and the internal structure of words and the organization of these words in sentences and larger linguistic units. This definition of grammar is complete and detailed compared to the one provided by Webster’s dictionary. Meriam Webster’ dictionary defines grammar as follows: “[it is] the set of rules that explain how words are used in a language”. Moreover, Wikipedia, the free encyclopedia, attempts the following definition for the term grammar:

Grammar is the set of structural rules governing the composition of clauses, phrases, and words in any given natural language. The term refers also to the study of such rules, and this includes morphology, syntax, and phonology, often complimented by phonetics, semantics and pragmatics.

Another very simple and significant definition of grammar is what Hinzen and Sheehan (2013, p. xv) say about it: “grammar is among the things most immediately present as we open our mouths and talk”. In other words, grammar is prior to our

discussion of it, before we start arguing for or against its existence, it shows us that it is part of our speech or writing. It has become very clear that grammar is concerned with what types of words can be inserted in a particular chain, and how this chain should be ordered. In conclusion, we may say that grammar determines to what extent is our speech or writing convenient with the rules of the language we are using in a given situation to mean something that we are willing to express to others in the best manner.

1.2. Schools of Grammar

Grammar has been looked at from different perspectives over the years because language learning has witnessed the emergence of a variety of approaches, theories, methods and techniques. This variation of thought has resulted from the different schools of grammar which appeared in the form of a chain leaving behind them a large number of advocates as well as oppositionists. The very remarkable among these schools are ‘The Traditional Grammar School’, ‘Structural Grammar’, ‘Transformational Generative Grammar’, ‘Systemic Functional Grammar’ and the ‘Communicative Language Teaching’ approach.

1.2.1. Traditional Grammar

The traditional school of grammar is the oldest school of grammar that dominated the SLA field of research for centuries being the leading theory in the domain of teaching and learning languages all around the world. Purpura (2004, p. 8) defines it as follows:

Originally based on the study of Latin and Greek, traditional grammar drew on data from literary texts to provide rich and lengthy descriptions of linguistic form. Unlike some other syntactocentric theories, traditional grammar also revealed the linguistic meanings of these forms and provided information on their usage in a sentence.

Based mainly on Latin and Greek literature, the TG school aimed at achieving an excellent mastery of the written form of languages neglecting, at the same time, all aspects related to the spoken or the informal language. It was a theory of language teaching that made use of the literary texts to teach English by providing very long and exhaustive lists of vocabulary and grammar rules with their exceptions. Besides, this very old theory of language teaching focused on the use of the grammar rules to identify meaning in a longer linguistic unit that is the sentence which limits the teaching context to a very large extent. The purpose behind instruction, at that time, was to enable learners to read literature written in Latin and Greek. In addition to this, school aimed at developing the learner's intellect which will accordingly control their will and action making out of them a virtuous member in society, according to Purpura (2004, p. 5). The term Traditional Grammar, for which the Grammar Translation Method to teaching is the classroom application, has always been referred to when studying SLA teaching and learning theories. If this means something, it surely means that they were and they are still influential in the domain of SLA. Traditionally speaking, grammar was thought of as a number of concrete rules with their exceptions that need to be learned through the use of 'intensive drills' and repetition of sentences or fragments of sentences that are meant to emphasize a particular grammar rule or aspect. Purpura (2004, p.8) gave the following typical grammar rule as an example:

The first person singular of the present tense verb 'to be' is 'I am'. 'Am' is used with 'I' in all cases, except in first-person singular negative tag and yes/no questions, which are contracted. In this case, the verb 'are' is used instead of 'am'. For example, 'I'm in a real bind, aren't I?' or 'Aren't I trying my best?'

The most important aspect that should be given attention is the pedagogical applications of each method. Thus, we seek to answer questions like: ‘How was school at the time when TG was dominating? What was the role of the teacher and that of the learner? The answer is that the traditional school looked like a number of rows with learners sitting down waiting for their teacher to present a particular grammar rule which will be reinforced through the use of what is called ‘intensive drills’ or ‘rote learning’. Those drills are examples sentences or dialogues following a model that is introduced to the learners at the beginning of the lesson. Grammar was taught deductively following the three famous steps: presentation, explanation and practice. The presentation of the rule is accompanied with long lists of vocabulary to be learned and memorized. The grammatical rules are learned through mechanical repetition and practice was in the form of translations of sentences and texts into and out of the target language. The classroom was teacher-centered and the learners were most of the time passive; recipients of knowledge and not active participants in the building of the lesson. Stern (1983, p. 455; cited in Purpura, 2004, p. 5-6) makes the following comment as to the use of the learners’ L1 as a medium in instruction: “the first language is maintained as the reference system in the acquisition of the foreign language”. In other words, the target language was taught using the first language of the learners as its basis; all the meanings are referred to it as the learners translate the target messages to their mother tongue.

After so many years of domination and popularity, the traditional view to language teaching started to diminish as a shift from reading comprehension to speaking proficiency was necessary. The International Phonetic Association was founded in 1886 (Richards and Rodgers, 2001, p. 9) which paved the way for a new restructuring of FL teaching and learning. This Reform Movement was translated through so many new

theories to language teaching such as the Direct Method, the Audio-lingual Method, and so many other views of language teaching since the poor GTM was said by (Richards and Rodgers, 2001, p. 7-8) to be "... a method for which there is no theory" neither linguistic nor psychological or cognitive. In spite of this, "Traditional Grammar has had an enormous impact on L2 teachers and testers throughout the centuries, and many L2 educators continue to find it a valuable source of information".

1.2.2. Structural Grammar

The father figure of Modern Linguistics, in general, and the Structuralist Theory to language teaching, in particular, is the Swiss Scholar '*Ferdinand De Saussure*'. He introduced the very first insights about structuralism in his very legendary book entitled "Cours de Linguistique Générale" published first in 1916. The book was in the form of lectures that were given by De Saussure to his students. Those lectures have been gathered by his colleagues or students and published in the form of a book after his death in 1913. His famed book was translated to so many languages; the English translation is "Course in General Linguistics". The book gave birth to a new science called 'linguistics' that consists of the study of language by itself and for itself. New dimensions of language teaching and learning came to life; factors like society were so neglected before De Saussure's arrival. Language was seen as a set of rules that do not get influenced in any way by the environment in which it is used, or by people who use it. However, by the beginning of the twentieth century, those aspects that make up the surrounding context in which language is used started to be taken into account gradually until they have become an inseparable part of it in the field of language research.

The main idea of De Saussure is based on the idea that the language is a social phenomenon that is by no means influenced by the environment in which it is used and the people who use it. This interrelation between language and society made the linguist

think of what he called “Langue” and “Parole”. Bouras (2006, p. 40) attempts the following definitions to these two terms.

Langue refers to the passively acquired set of habits of the members of the language community acquired in conformity with the conventions of that community enabling them to understand other speakers of the community. *Parole* includes all what the speaker might say – his utterances whether spoken or written.

In short, *Langue* refers to the linguistic *competence* of a given group of people, whereas *Parole* expresses everyone’s individual *performance*. De Saussure formulated his well-known linguistic dichotomies: ‘*Langue*’ and ‘*Parole*’, described above, ‘*diachronic*’ (historical) versus ‘*synchronic*’ study of language, ‘*prescriptive*’ vs. ‘*descriptive*’ methods of linguistic analysis, and ‘*subjectivity*’ vs. ‘*objectivity*’. By doing so, Ferdinand paved the way for other linguists and researchers to broaden his ideas and try to find a best way to teach languages. Purpura (2004, p. 9) believes that:

Structural grammars, associated with linguists such as Bloomfield (1933) and Fries (1940), offered a fairly rigorous method for describing the structure of a language in terms of both its morphology and its syntax. In these grammars, each word in a given sentence is categorized according to how it is used, and the ‘patterns’ and ‘structures’ are said to constitute a unique system for that language.

An example of how Structural Grammar might analyze statements and Yes/ No questions is the one given by Purpura (2004, p. 9) in figure 1:

Statements

Subject + Verb + Direct object + Prepositional phrase

Steve + reads + novels + during the summer.

Yes/ no questions

Auxiliary + Subject + Verb + Direct object + Prepositional phrase

Does + Steve + read + novels + during the summer ?

Figure 1.2. Structural Analysis of Statements and Yes/No Questions in English.

(Purpura, 2004, p. 9)

Some insights of the structural analysis are still used nowadays in the FL classroom. Class words or word categories like: verbs, nouns, adjectives, adverbs,... etc, as well as word functions such as subject, verb, object, complement and modifier are still part of teaching grammar to FL learners all around the world. The aim behind the structural analysis of languages is to get rid of the old prescriptive approach (Traditional Grammar) to language teaching and learning through the structuralists' attempts to describe the language as it is used by the members of society (Purpura 2004, p. 9). The stress is put on performance rather than competence. Al-Mutawa and Kailani (1989, p. 70; cited in Bouras, 2006, p. 41) described the type of grammar that characterizes FL teaching during the structuralism's era by saying that:

The type of grammar is descriptive. It postulates that language has a set of grammatical patterns in which words are arranged to convey meaning which is determined by word form, function words, word order and intonation patterns such as stress, pitch and junctions.

According to Al-Mutawa and Kailani, a shift from prescriptive towards descriptive grammar marked the FL teaching during the structural analysis period.

There was also a shift of attention from features related to reading and writing literary texts to a focus on intonation patterns which are related much more to listening and speaking. Unlike TG, the Structuralist doctrine brought some new insights into FL teaching. It focused on the deep structure of language, the functions of the linguistic forms in a given sentence (Immediate Constituent Analysis, Systemic Functional Grammar and Phrase Structure Grammar).

1.2.3. Transformational Generative Grammar

Research in the field of SLA has never stopped and it will never stop. New views towards FL teaching have been continuously emerging one after the other. Though structuralism did not succeed in providing a complete and comprehensive model of grammar teaching, SLA researchers did not give up. One of these scholars is Noam Chomsky who came with the idea of Transformational generative Grammar (TGG) in 1957 through the publication of his eminent book '*Syntactic Structures*'. Chomsky's idea emphasizes one of the most important language criteria that is '*creativity*' or '*productivity*'. Productivity is the capacity of human beings to say things that have never been said or heard before and the ability to produce an infinite number of sentences. Using the set of grammatical rules of a given language, speakers 'A', 'B' and 'C' may talk about the same thing in three completely different ways using sentences that are totally different. Likewise, the speakers of a given language may construct sentences that none has uttered before. In other words, every single individual is unique in her expression of a given meaning. Chomsky (2002, p. 15), differentiates between the two notions of '*grammaticalness*' and '*meaningfulness*' as he says that "the notion grammatical cannot be identified with meaningful or significant in any semantic sense." He illustrates his idea by the following pair of sentences:

(1) *Colorless green ideas sleep furiously.*

(2) *Furiously sleep ideas green colorless.*

Chomsky (2002, p. 16) argues that, though the two sentences are meaningless, the first one is more likely to be uttered naturally and unsurprisingly because it is conceived by speakers of the language as grammatical. However, the second one, is pronounced as he said with “a falling intonation on each word; in fact, with just the intonation pattern given to any sequence of unrelated words”. He continued his discussion of this idea when he explained that sentence (1) will be learned and recalled much more than sentence (2), for the simple reason that the first one is based on a given correct grammatical order while the second one is not. He added that: “the notion of “grammatical in English” cannot be identified in any way with the notion “high order of statistical approximation to English”. In addition to the notion of “grammaticalness” and “meaningfulness”, Chomsky had introduced another crucial concept similar to De Saussure’s *‘Langue’* and *‘Parole’* that is the *‘Competence/Performance’* conception. Furthermore, Chomsky did not limit himself to the study of transformations within languages, but he broadened his idea to what was called ‘Universal Grammar’ (UG). In this context, Radford (1988; cited in Purpura, 2004, p.10) explains:

Unlike the traditional or structural grammars that aim to describe one particular language, transformational generative grammar endeavored to provide a ‘universal’ description of language behavior revealing the internal linguistic system for which all humans are predisposed.

The idea of UG describes the shared aspects of languages and claims that all languages can be traced to the same common origin. Therefore, the deep structure of all languages is the same though they seem to differ as we look at their surface structure.

The writer considers the human beings predisposition to a certain common system that enables them to acquire a given language. He also refers, in his quotation, to the fact that human beings who are naturally ready to acquire the language that is their MT, are able to learn any other new language. Purpura (2004, p. 10) believes that the “underlying properties of any individual language system can be uncovered by means of a detailed, sentence level analysis”, through the use of phrase structure diagrams, according to the UG principles set by Noam Chomsky. The following example is taken from Cowan (2008, p. 3).

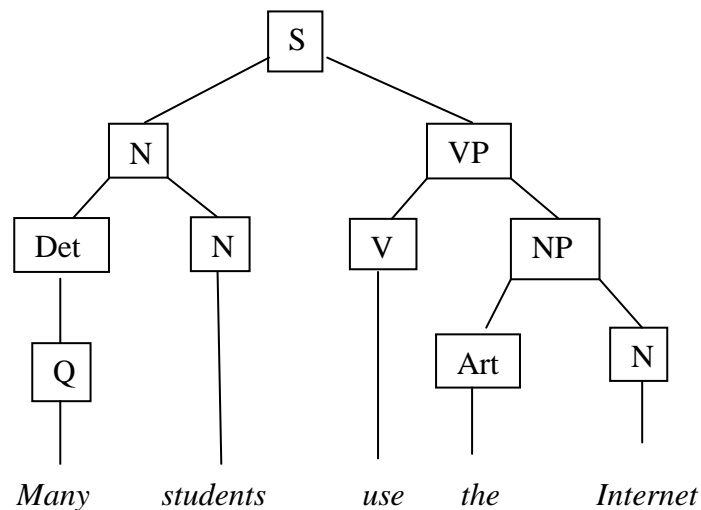


Figure 1.3. Phrase Structure Diagram (Cowan, 2008, p. 3)

Such analysis will define the set of rules that need to be learned by FL learners, as Chomsky believes that there exists a lot of similarities between language that do not need to be taught all together, or what was called ‘the Minimalist Program’. Chomsky (1995; cited in Purpura, 2004, p. 10) argues that “grammars should be described in terms of the minimal set of theoretical and descriptive apparatus necessary”. The idea behind the ‘Minimalist Program’ is to reduce, as much as possible, the number of linguistic structures to be taught to the learners and let exposure to the language continue the mission. As a result, teachers will not be obliged to teach all the grammar

of the learners of a given language since part of the language elements that are similar to those of the MT will be excluded from the syllabi.

According to Chomsky (1995, 2000, 2001, 2004; cited in Yi-An Lin, 2012, p. 56), “Universal Grammar ... is the theory of the initial stage of FL and might be seen as a unified model of the distinguishing features of human language”. The Faculty of Language, according to Chomsky, is the biological organ that is responsible for the process of language acquisition and is shared by all humans, thus, this faculty makes the learning of languages universal and common to all mankind. Although UG has distended our view of some characteristics of human language, it failed to account for more practical explanations of the shared characteristics of languages. It focused a lot on syntax discarding simultaneously aspects of semantics and pragmatics.

1.2.4. Systemic Functional Grammar

If you watch the development of the researchers’ viewpoints toward the concept of grammar and grammar teaching and learning, starting from the traditional school of grammar up to nowadays approaches to teaching grammar, you will notice that the shift towards the idea of language for communication has started to appear on the surface with the ‘*Systemic Functional Grammar*’ or some time just before this one. The idea of Systemic Functional Linguistics (SFL) was first tackled by the social semiotic linguist Michael Halliday at the beginning of the 1960s. The specific thing to this language theory is that it shifted attention from the focus on the sentence as a unit of analysis to the focus on a larger unit that is the text. In this context, Eggins (2004, p. 1) discusses the relation between texts and the speakers who transmit different meanings through the use of these texts, she says that:

The late twentieth saw theories from many approaches focus on texts and ask questions, such as: just how do texts work on us? How do we work to produce them? How can texts apparently mean different things to different readers? How do texts and culture interact?

Halliday and Matthiessen (2013, p. 3) believe that “the term ‘text’ refers to any instance of language, in any medium, that makes sense to someone who knows the language; we can characterize text as language functioning in context”. Their conceptualization of text is very important in the study of SLA behavior since language is always framed into oral or written texts that are used to convey meaning by the speakers of that particular language. Besides, these texts, whether oral or written, can be interpreted in different ways by different speakers in different situations.

Systemic Functional Grammar is an approach to grammar teaching that views language mainly as a means of communication and emphasizes the notion of language and meaning. As the name suggests, this approach to language teaching focuses on two main points; the first one deals with the idea that language is made up of ‘*systems*’ rather than being a simple set of rules, and the second idea concerns the ‘*functions*’ of language such as ‘*experiential*’, ‘*interpersonal*’ and ‘*textual*’, or in other words, ‘*Mood*’, ‘*Transitivity*’ and ‘*Theme*’. Those three language functions are defined by Purpura (2004, p.19) as the set of “...**experiential** functions used to express experience, **interpersonal** functions used to establish and maintain social ties, and **textual** functions used to structure information in oral and written texts”.

Language according to the SFG is the medium to establish and maintain different social relations such as greeting, describing, talking about feelings and emotions, singing, chatting...etc. The analysis of language systems or texts is based on

the notion of cohesion that is expressed through the use of the grammatical cohesive devices or ties. Cohesion is defined by Halliday and Hasan (1989, p. 48; cited in Purpura, 2004, p. 19) as being “a set of resources that every language has...for linking one part of a text to another.” An example of the grammatical cohesive devices that are used to refer to other parts at a sentential level is the pronoun, say ‘she’, which refers to the girl in a given sentence, or ‘he’ in reference to a boy, a father, a doctor, a car driver, ...etc. Other grammatical cohesive devices include adverbs like ‘here’ and ‘there’ which refer to a particular place whether near the speaker or far from her. Those grammatical cohesive devices are most of the time ‘deictic’, or impersonal; that is they do not refer to somebody or something specific. Their connotation is unknown to somebody who was not present in a given context, unless if it is stated clearly before any reference is made to them.

Research in the field of SLA has revealed so many of the secrets of FL teaching and learning. Yet, strong efforts have to be made by nowadays instructors to select among all these approaches and methods the one(s) that best suit(s) their classroom context. All the schools of grammar have positives and negatives, thus, the positive sides of each approach can be fittingly used in a FL class by teachers who should inevitably be knowledgeable about English Language Teaching particularly and Language Teaching in general.

1.2.5. Communicative Language Teaching

According to Richards and Rodgers (2001, p. 153), almost all the recent classroom applications in language teaching are stemmed from the Communicative Language Teaching (CLT) approach to FL language teaching and learning which came in the late sixties as opposed to the traditional Situational Language Teaching that

dominated the scope of SLA for centuries with no rival (Richards and Rodgers, 2001, p. 153). It was not an easy task, for teachers and linguists, to stand against the traditional doctrine of language teaching dating to the fourteenth century and maybe before. Yet, they had been trying with no stop to change the old views of language teaching. Nowadays, we can see the fruits of their hard labor along the years. ‘Language for Communication’ is the slogan that all language teachers and researchers today hold in their hands as they manifest their adherence of CLT. On the importance of CLT in nowadays FL teaching say Richards and Rodgers (2014, p. 81): “CLT marks the beginning of a major paradigm shift within language teaching in the twentieth century, one whose ramifications continue to be felt today”.

CLT is defined as the broad approach that encloses a number of methods that seek to best teach the language through the use of various communicative tasks and instruments such as: games and role plays in addition to the implementation of authentic materials such as videos, documentaries and songs. Thus, a shift from the notion of ‘*Linguistic Competence*’ to what Hymes called ‘*Communicative Competence*’ marked the field of SLA research at that time. CLT, also called the *notional-functional approach or functional approach*, is based on the idea that the first and most important function of the human language is to establish and maintain all kinds of relations between the members of a given society. Thus, if we want to teach languages, we have to teach, not only the grammar rules, but also the different language skills that enable and facilitate communication. Richards and Rodgers (2001, p. 155) argue that:

Both American and British proponents now see [CLT] as an approach
...that aims to (a) make communicative competence the goal of language
teaching and (b) develop procedures for the teaching of the four language

skills that acknowledge the interdependence of language and communication.

Learners, according to CLT principles, have to be engaged in problem solving tasks, they work in pairs or in groups to solve a given language-related problem. In other words, CLT is learner-centered. The teacher is considered as a guide who controls the process of learning and directs learners towards the desired language skills. Widdowson (1978, p.1) claims that language learning goes around the same single objective that is to enable the four skills of learners to function appropriately: the two receptive skills: '*reading*' and '*listening*', or as he called it '*understanding speech*' and the two productive skills: '*writing*' and '*speaking*'. He insists on the idea that learners have to read, write, understand and speak "the language they are learning". On the role of the learners as active participants in the process of learning, Littlewood (1981, p. xi) explains that "we must provide learners with ample opportunities to use the language themselves for communicative purposes" because the first objective of teaching any language is to help learners achieve the communicative ability to express themselves adequately. CLT did not succeed to dominate the field of SLA by accident, but rather through the combination of efforts of all the different parts in Britain and Europe in general. In this context, Richards and Rodgers (2001, p. 154) assert that:

The work of the Council of Europe; the writings of Wilkins, Widdowson, Candlin, Christofer Brumfit, Keith Johnson, and other British applied linguists [...]; the rapid application of these ideas by textbook writers; the equally rapid acceptance of these new principles by the British language teaching specialists, curriculum development centers, and even

governments gave prominence nationally and internationally to [...] Communicative Language Teaching.

The writers summarize the different factors that have led to the very quick dominance of CLT starting by the hard efforts of the Council of Europe that has continuously supported education-related issues through its sponsoring of national and international language conferences and other works. Second, the various writings of applied linguists and the immediate application of their ideas by curriculum designers and other educational staff, in addition to the government support. The combination of these efforts have contributed to the over spread of CLT and its dominance in a short period of time.

CLT remains the most influential language teaching approach that inspires nowadays teachers and researchers to exploit it in renewable ways to get the maximum out of it. Yule (2010, p. 190) believes that the communicative approach to language teaching is different from the traditional one because it emphasizes “what the [language] is used for” rather than focusing on “correct grammatical or phonological structures” since the aim of learning languages is to communicate with the other speakers of the same language.

1.3. Approaches of Teaching Grammar

Over the years, researchers have stressed the impact of the methods used to teach grammar on its acquisition by EFL learners. Teachers mainly opted for two ways to teach grammar which can be joined together in one single eclectic method. These are the ‘*deductive*’ vs. the ‘*inductive*’ methods which are both parts of the explicit teaching

of grammar. Moreover, grammar may be taught eclectically depending on the needs of the learners and their level of proficiency.

1.3.1. Deductive Grammar Teaching

According to Celce-Murcia (2015, p. 3), grammar can be taught in two different ways; explicitly and implicitly. She explains that explicit grammar teaching is done “through rules”, however, implicit grammar teaching can be achieved “through meaningful input without recourse to rules”. Explicit grammar teaching, in turn, can be either deductive or inductive. Grammar can be taught inductively “through examples of language use from which rules can be generalized”, or deductively “through rules which can be applied to produce language”. The following diagram is taken from Celce-Murcia (2015, p. 4):

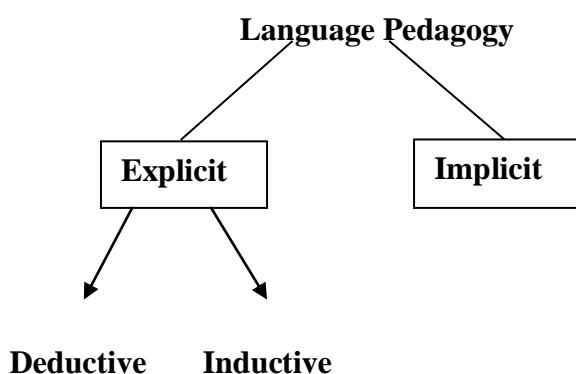


Figure 1.4. Taxonomy of Approaches to Teaching Grammar

Celce-Murcia (2015, p. 4)

According to Ur (2012, p. 81), “you can ask students to work out rules for themselves, based on a set of examples (*inductive process*), or you can give the rules yourself, and they later work on examples (*deductive*)”. The writer argues that if the rule is too difficult and the learners have little chance to guess it, it is better for the teacher not to waste time on guessing, but she has to go straightforward to the rule, or

she may provide learners with very simple examples of that rule and guide them toward the desired grammatical rule gradually. Deductive grammar teaching refers to the direct path of achieving understanding of the various grammatical structures and rules that make up the whole of a given language; by direct we mean the straightforward presentation of rules that is followed by explanation and illustration of these rules, and at the end, those rules are practised through the use of diverse activities or exercises. Thornbury (1999, p. 29) explains that “a **deductive** approach starts with the presentation of a rule and is followed by examples in which the rule is inferred”. He gave the name ‘*rule driven*’ learning to the deductive method of FL teaching and learning. He adds that it is true that the direct approach to grammar teaching has always been associated with the Grammar Translation Method, yet there are a lot of other ways that teachers can follow to make the best use of this approach.

Both methods of grammar teaching have positive as well as negative aspects. Thornbury (1999, p. 30) summarizes the disadvantages of the ‘*rule driven*’ approach as follows:

- Being unable to understand and grasp the grammar ‘*metalanguage*’ might be very disconcerting for some learners; the instructor starts directly by presenting the rules of the language which might be repellent.
- It is a teacher-centered style of teaching; the presentation and explanation of rules are done by the teacher and the learners’ interaction is extremely minimized.
- Explanation is most of the time forgotten.
- Presenting the rules first may mean for learners that learning a language implies the simple learning of its grammatical rules.

In spite of its disadvantages, the deductive approach has some other positive sides, according to the same writer:

- Teaching grammar deductively may be time saving for further practice.
- It gives more importance to the adults' internal cognitive thinking.
- It follows a logical flow of learning and does not waste time in turning around the point to arrive at the latter.

1.3.2. Inductive Grammar Teaching

Inductive Grammar Teaching refers to the indirect way of teaching grammar. It is called indirect since the teacher does not provide the learners with rules right from the beginning of the lesson, but she rather guides them through the use of adequate examples and linguistic context to the ultimate learning goal. When teaching grammar inductively, the instructor starts by the presentation of the set of activities that are supposed to develop a particular grammar point. The students are not given the rule, but they are supposed to derive it as they gradually go through the content designed for the purpose. Thornbury (1999, p. 29) says that: "an inductive approach starts with some examples from which the rules are inferred". He adds that we may use the term '*discovery learning*' for this second way to grammar teaching.

The Direct Method and the Natural Approach to FL teaching and learning are among the methods that strongly supported the inductive teaching style. They based their doctrine on the idea that the learners' L2 is best learned if teachers follow the same pattern of L1 acquisition when they teach it. Providing learners with examples and other authentic materials is an attempt to make them exposed to the language as much as

possible waiting for them to learn the desired rule unconsciously which is exactly the case in L1 acquisition route of development. (Thornbury, 1999, p. 49). According to Richards (2002, p. 164), the stage of language acquisition of learners is an important factor that determines the method that should be followed while teaching. He claims that:

...although it has been assumed that focus on grammar should always be an integral part of a communicative task and not a discrete activity isolated from meaningful communication, this claim requires much further study, since it will depend on which stage in the acquisition process is being targeted.

The learners' level and age have always been important factors in SLA and the content of instruction and the pedagogical tools to be used while teaching should always be selected with scrutiny, according to these factors, in order to achieve a maximum learning. Thus, teachers have to be so cautious in their choice of the method of teaching grammar that suits their teaching context because sometimes learners find it very tough to get to the rule from a given context, though they may do well in some other situations, that is why none of the two methods to teaching grammar (deductive and inductive) can be used separately.

1.3.3. Eclectic Grammar Teaching

Since neither the first nor the second approach could be used exclusively, a combination of the two is adopted by most grammar teachers. An eclectic approach to teaching grammar becomes accustomed. An eclectic view towards grammar teaching is founded on the idea that the two ways of teaching grammar are compulsory and

complementary. The choice of one method over the other is left for the teacher who knows the population of students in his own classroom; their needs and proficiencies.

1.4. The Controversy of Teaching Grammar

One of the hottest issues in SLA research is the issue of whether it is necessary to devote special time to the teaching of grammar or not. Researchers are divided into two categories: one that advocates grammar teaching and sees it as an inseparable part of FL teaching and learning process, and another which believes that it is a waste of time to try to fill the learners' minds with a stack of unnecessary and sometimes unused grammar rules. It has been believed for a very long time that teaching languages is unrealizable without the teaching of grammar. Many researchers, linguists and teachers have devised whole grammar books to teach the grammars of the different languages. Here are some examples of English grammar books: Ur (1988): 'Grammar Practice Activities', Yule (2006): 'Oxford Practice Grammar', Murphy (2011): 'English Grammar in Use', ...etc. Those are just examples, the list is still very long. Historically speaking, we can say that grammar has gone through three different stages: a period when it was too much depended on (during the Grammar Translation Method), a period of declination when traditional grammar was strongly fought for its inadequacy, and again a period of large dominance with the innovative communicative approaches that perceive it as very important in the development of L2 acquisition, whether taught directly on its own, or integrated within the various communicative tasks such as role plays.

Ur (1988, p. 4-5) points out that learning a language implies essentially the learning of its grammar, it is not possible for a learner to speak or write if she does not know how to organize her speech or writing to convey a particular desired meaning. He

adds that trying to teach the learner' L2 in exactly the same way as she acquires their mother tongue does not work because 'natural learning' is characterized by great motivation and is not limited by time. However, in the course of language study, time is limited to take in as much learning as possible in a shorter period of time.

According to Grauberg (1997, p. 34), the location of grammar teaching within FL learning and the way it was presented were "unchallenged" facts for a very long time. It was only by the emergence of audiolingualism in the United States in the 1960s that this issue was put to question. Before that time, nobody used to argue against grammar teaching since it was considered inevitable. At the very beginning of FL teaching and learning, there was no discussion about whether teaching grammar is important in learning foreign languages or not, this idea emerged only with the revolution against the traditional approaches to teaching languages, mainly the Grammar Translation Method.

Gregori and Garcia (2008, p. 98-99) state that "in the field of English language learning and teaching, grammar has always been a controversial topic which still raises strong opinions both for and against". They explain that this controversy is about *whether* and *how* grammar should be taught. The writers focus on the idea that language is meant for communication and that grammar should be the medium for this. They provide, accordingly, the following simple but comprehensive definition that is: "grammar is about turning words into messages, whose meaning is always negotiable and flexible". In other words, we turn words into messages when we arrange them in the form that best conveys the desired meaning. About their personal opinion as for the teaching of grammar, they say that they think of grammar as being a "precious feature" that should be focused on and included in the different programmes that seek to

investigate and study the English language. Furthermore, they insist that the materials to be used must be rigorously selected and as authentic as possible to ensure the maximum benefit. In the same context, Schlogel (2011, p. 4) argues that there is a controversy about the issue of teaching grammar among teachers and language researchers. She explains that the teachers' perception of language and grammar, as well as their point of view towards the importance of grammar in learning a particular language is what determines their adherence or disagreement about teaching grammar.

Nassaji and Fotos (2011) in their Preface argue that some researchers such as: (Krashen 1981, 1985, 1993 and Krashen and Terrell, 1993) consider the teaching of grammar as misleading and must be discarded from the FL class. This view was held by a considerable number of teachers and researchers. One of those researchers is Prabhu (1987, p. 2; cited in Nassaji and Fotos, 2011, Preface) who says that:

Attempts to systematize input to the learners through a linguistically organized syllabus, , or to maximize the practice of particular parts of language structure through activities deliberately planned for that purpose were regarded as being unhelpful and detrimental to the desired preoccupation with meaning in the classroom.

Prabhu emphasizes a very important aspect of instructional FL teaching that is the notion of meaningfulness. In other words, meaning is prior to all the other forms of language, and learners should be made aware of the fact that if they are to learn any foreign language, they have to focus on producing and understanding oral or written messages or fragments of sentences in a given FL context rather than focusing on form at the expense of meaning. If we look at nowadays communicative language syllabuses, we will see that grammar is always there since it has not been proved yet that learning a

particular language may be achieved without learning its grammar. It is until said to be the skeleton of the language and researchers are still carrying tremendous studies to find the best methods of teaching grammar.

Conclusion

Grammar has maintained a very important position in Foreign Language learning over the years and even those who argue against its teaching could not really provide a solid rationale for their position. This is clear from the researchers' continuous interest in enquiring grammar to better its learning and teaching strategies. Throughout history, grammar has been the focus in foreign language classes, for this reason, a huge number of books have been written about Grammar that EFL teachers may consult to deepen their knowledge of this subject matter.

Chapter Two

English Tenses

Introduction

2.1. Definition and Characteristics of Tenses

2.1.1. Time

2.1.2. Aspect

2.1.3. Mood

2.1.4. Voice

2.1.5. Verb Forms

2.1.5.1. The Main Verb

2.1.5.2. Auxiliary Verbs

2.1.6. Types of Tenses

2.1.6.1. Absolute vs. Relative Tenses

2.1.6.2. Past vs. Nonpast Tenses

2.1.6.3. Tensed vs. Non-Finite Verb Forms

2.2. Teaching English Tenses

2.2.2. Problems with Teaching Tenses

2.2.3. Planning for Teaching Tenses

2.2.3.1. Choose

2.2.3.2. Analyze

2.2.3.3. Sequence

2.2.3.4. Select

2.2.3.5. Identify the Context

2.2.3.6. Auxiliary Materials

2.2.3.7. Learner Error

2.2.4. Using Timelines to Teach Tenses

2.2.4.1. The Simple Present vs. The Present Progressive

2.2.3.2. The Simple Past vs. Past Progressive

2.2.3.3. The Present Perfect Simple vs. the Present Perfect Progressive

3.2.3.4. The Future

Conclusion

Introduction

We cannot understand the learners' problems in perceiving the notion of tense if we do not provide a comprehensive view of what are the primary elements that make up the whole complex system of tenses in English, the form and use of the English tenses and the difficulties encountered by the different learners of English, around the world, when learning tenses. The main concerns of the specialists in the field revolve around the importance of understanding the internal structure of the English tense, the problems with teaching tenses and the procedure that teachers of Grammar can follow to plan a given tense to teach.

2.1. Definition and Characteristics of Tenses

The English tense system is a multipart scheme consisting of a multiplicity of concepts viz. time, aspect, mood, voice, verb forms and types of tenses. Those concepts are not as separate as they may seem; they are very close and they incorporate to give a multiple complex whole called '*tense*'. Thus, it is extremely significant for EFL teachers to be as knowledgeable as possible about these concepts to best teach tenses for their students and to make them able to communicate effectively the different meanings that those tenses are said to express.

2.1.1. Time

The two words time and tense are used interchangeably in English; however, they mean two different things in the metalanguage of Grammar. Time is defined by Declerck, Reed & Capelle (2006, p. 94) as being "an extralinguistic category, i.e. it exists independently of language". We say 'past time' to refer to the entire period before the present that is unlimited in the past, and the same is true for the future which means

the unlimited period of time after now that is the present. Gregori and Garcia (2008, p. 118) define time as being “a universal, non-linguistic category that varies from culture to culture”. According to Quirck et al (1985, p. 175; cited in Declerck, 2015, p. 16), we may distinguish two types of time: *‘physical’* and *‘linguistic’* time. Physical time “exists in abstraction from any given language”. Whereas linguistic time is “time as it is perceived and talked about by language users”, linguistic time is also called “real, objective time” and “psychological time” by Lewis (1986, p. 49). This means that people’s conception of the notion of time is not the same and it is related to their culture and language. This may lead us to think that this difference in the conceptualization of time results in the difference between the various tense systems that exist in the entirety of the world languages. As opposed to tense, time does not exist in *‘sets of times’*, but we have instead *‘sets of tenses’* viz. ‘the set of past tenses’ and ‘the set of present or non-past tenses’ (Declerck et al 2006, p. 101).

Arguing that in spite of the huge number of books written on the subject of tense, Declerck (2015, p. 1) thinks that there is still absence of a “descriptive theory” that accounts for tense in English and works as a bridge between “the concrete data and the abstract hypothetical treatments of tense in theoretical frameworks”. According to him, this lack of theoretical framework has led to divergent claims concerning issues related mainly to the number of tenses in English and claims as to the existence of some controversial tenses viz. the present perfect and the future which are said to express aspect and modality rather than tense. He said at the very beginning of his introduction to his book ‘Tense in English’ (2015, p.1) that “tense is a subject on which the last word has not yet been said”.

Another gap that needs to be filled as to the issue of tenses, according to Declerck (2015, p. 6) is that the available theories are not “satisfactory”. The gap that

the writer talks about concerns the absence of a “temporal schemata” which explains fairly the internal structure of the tenses. Declerck based his analysis on the analysis of Reichenbach (1947) and that of Comrie (1985) which is itself based on Reichenbach (1947).

Comrie (1985; cited in Gregori and Garcia, 2008, p. 119) conceives tense as being “the grammaticalized expression of location in time which is made possible when some arbitrary reference point is established”. By “arbitrary point”, the writers are referring to the time of speech. In addition to this, Montrul and Salaberry (2003, p. 48) state that “tense is a deictic category that places a situation in time with respect to the moment of speech”. In other words, if you read a sentence like: she *visited* her friend yesterday; you cannot understand when the action of visiting took place unless you are present at the moment of speech. Deictic means dependent on the context; it is related to the temporal zero-point that is the moment of speech to which all actions are referred. Likewise, tense is defined by Declerck, Reed & Capelle (2006, p. 94) as follows:

A tense is the pairing of a morpho-syntactic form with a meaning being the specification of the temporal location of a situation. Thus, in the future tense, the form ‘will+ present infinitive’ is paired with the meaning ‘location after speech time’.

The speech time that is usually the temporal zero-point is the reference to which we refer all actions. A tense, thus, consists of a given form associated with a particular meaning in the past, present or future which is related to the temporal zero point. The authors explain that a particular tense is always related to the particular ‘zero-point’. Sometimes, the tense is related to another tense that is itself related to the temporal zero point. For example, the past perfect simple is related to the past simple that is itself related to the moment of speech or the temporal zero-point, according to Declerck,

Reed & Capelle (2006, p. 94). This is another issue of relative and absolute tenses that we will deal with later in this chapter.

According to Declerck et al (2006, p. 97), “the ‘temporal zero-point’ is the time from which all the temporal relations expressed by a tense ultimately take their starting point”. It is generally the moment of speech or the speech time. The meaning of the tense is strongly associated with its form; it is the form of the tense which distinguishes it from the other tensed verb forms. Declerck et al (2006, p.119) say in this context that “the semantics of a tense are found in the structure of the temporal relations that the tense represents”. Therefore, teaching tenses should always incorporate a clear explanation of their form and what difference in meaning they do add to the primary meaning of the verb.

Talking about the semantics of tenses, it is very important to draw the teachers’ attention to the fact that teaching tenses is not limited to the teaching of the different tensed forms that express different actions performed in different points in time, but it rather extends to the focus on how these various forms effect the meaning of the different verbs. For instance, the use of the past simple is to convey a particular meaning different from that meaning conveyed through the use of the present perfect simple. Though the two are said to be past tenses, the difference in the morphological structure leads to a difference in meaning.

2.1.2. Aspect

One of the most important issues related to our topic of discussion is that of tense-aspect distinction. Learners often confuse between those two verb-related concepts. They usually skip the morphological structure that represents aspect or the one that represents tense. If we take the example of the present perfect, learners generally puzzle the present tense with the perfect aspect as they sometimes use only

the morphology of the *perfect aspect* to mean the morphology of both the present tense “have/has” and the perfect aspect marked through the use of the “past participle”. This results in utterances like: **I done my work*. In this context, Bardovi-Harlig (2000; cited in Schneider, 2010, p. 3) argues that the conceptualization of the relation ‘*tense-aspect*’ is not easily conceived at the early stages of tense-aspect acquisition by EFL learners.

When we utter a sentence like ‘*she is speaking*’, we are referring to an action that is happening at the present time. However, this is not everything, because the action of speaking is not complete and fulfilled as we utter this sentence that is why we talk about aspect. The fact that the action is characterized by a progressive quality makes it different from another one like ‘*she speaks fluently*’ that is itself made up of tense and aspect. The aspect this time is ‘habitual, i.e. seen as repeated over time in different occasions. Tense and aspect marry to convey the meaning of happening at X time and in X manner.

We distinguish two types of aspect, lexical and grammatical. Before we start discussing the notion of grammatical aspect, that is our concern in the present piece of research, we must have a look at the so-called lexical aspect. The main difference between the two being that the lexical aspect has to do with the inherent nature of the verb, whereas the grammatical aspect is related to the morphological endings of verbs.

According to Salaberry and Shirai (2002, p. 3), the first studies on tense-aspect relation were introduced by Roger Anderson based on the work of Zeno Vendler, Weist and others. Montrul and Salaberry (2003, p. 48) believe that “the notion of different types of verbal predicates” that is mainly credited to Aristotle has shown the way to Vendler (1957) to categorize verbs into “four lexical aspectual categories”. These include:

1. States in which there is “no input of energy” like ‘to be’, ‘to have’, ‘to want’.
2. Activities that possess “arbitrary beginning and endpoint like ‘to run’, ‘to walk’ and ‘to breathe’.
3. Accomplishments with “durative and inherit endpoint”.
4. Achievements with “inherit endpoints but no duration”.

The semantic features of these aspectual classes are shown in the following table, from Slabakova (2001, p. 23):

	Process	Definite	Momentary
States	–	–	–
Activities	+	–	–
Accomplishments	+	+	–
Achievements	–	+	+

Table 2.1. Semantic features of aspectual classes

The second type of aspect which is more interesting for us in the present research is the grammatical aspect. It is one of the key elements in the English tense system; it refers to the quality of the action that is expressed through the use of a given tensed form. Aspect and tense marry to produce the entirety of the English verb forms. We have got four aspects in English: simple, continuous, perfect and perfect continuous. Aspect may express the duration of the action, its frequency and completion. Breedham (2005, p. 19) gives the following operational definition to the term aspect:

Aspect is the expression of the way in which an action/event passes through time, e.g. as a continuous/extended activity, as an event with a final result, as the beginning of an action, with emphasis on the intensity of an action, etc.

Another definition of aspect is that of Carter and McCarthy (2006, p. 405; cited in Gregori and Garcia, 2008, p. 120), they say that:

Aspect is concerned mainly with how the speaker perceives the duration of events and how different events relate to one another in time... that is, whether an action is realized as having limits or not (duration), or whether it is seen as an on-going process, or as completed (completeness).

Klein (1994, p. 16; cited in Montrul and Salaberry, 2003), argues that “aspect concerns the different perspectives which a speaker can take and express with regard to the temporal course of some event, action, process, etc.”

Another very important factor that should be emphasized when talking about aspect is the idea of *‘the temporal focus’*. Declerck et al (2006, p. 105) argue that speakers when using or choosing a particular tense may focus on the time when they speak rather than the temporal zero-point. They give the following example “I spoke to the foreigner in French because he didn’t understand English”. The foreigner most probably still does not understand English, but since the speaker’s focus is on the moment when he spoke to the foreigner, he preferred to use the past simple instead of the present tense. In this context, the writers say that “tense forms can reflect a choice, not only of temporal location of a situation relative to another time, but also of a point of view (temporal focus)”.

The grammatical aspect has to do with morphological inflectional patterns of verbs, it is defined by Montrul and Salaberry (2003, p. 50) as being “expressed morphologically on the verb by inflectional morphemes... (e.g. English progressive past tense) to indicate the internal temporal constituency of a situation”. For example, in ‘she was writing a letter’, the suffix **‘-ing’** expresses progressivity and continuity in that the

action of writing was continuous in the past; it was being performed over a long period of time before ‘now’, i.e. the moment of speech. According to Declerck et al (2006, p. 28), grammatical aspect refers to the expression of the various meanings through the use of specific grammatical structures, more particularly verb forms. Those meanings are related to how different speakers express the interior construction of a given situation as perfective, non perfective, habitual, ...etc. These different meanings are expressed through the use of a number of markers, (we use the word marker since it is a general word and adopted by a large number of researchers in this field), amongst those markers suffixes (-ed, -ing, -en, etc.), auxiliaries such as ‘be’ and ‘have’ and sometimes the two, as for the perfect continuous tensed verb forms.

- Perfective Aspect

According to Montrul and Salaberry (2006, p. 50), the “perfective aspect is concerned with the beginning and ending points of a particular action and is “bounded”. The simple past tense is perfective, for example, in ‘the thief *stole* the house yesterday’, the action is complete and the starting and ending points are clear and bounded. However, this is not the case for a sentence like “he *was watching* television’, in this sentence neither the starting nor the ending points are clear, and although we know that ‘*was watching*’ is a past action, we do not know when it started or ended in the past, nor do we know about how much time it took, here we talk about the imperfective aspect. The following diagram, taken from Comrie (1976, p. 81; cited in Bouras, 2006, p. 69), illustrates the to types of aspects and their sub-divisions:

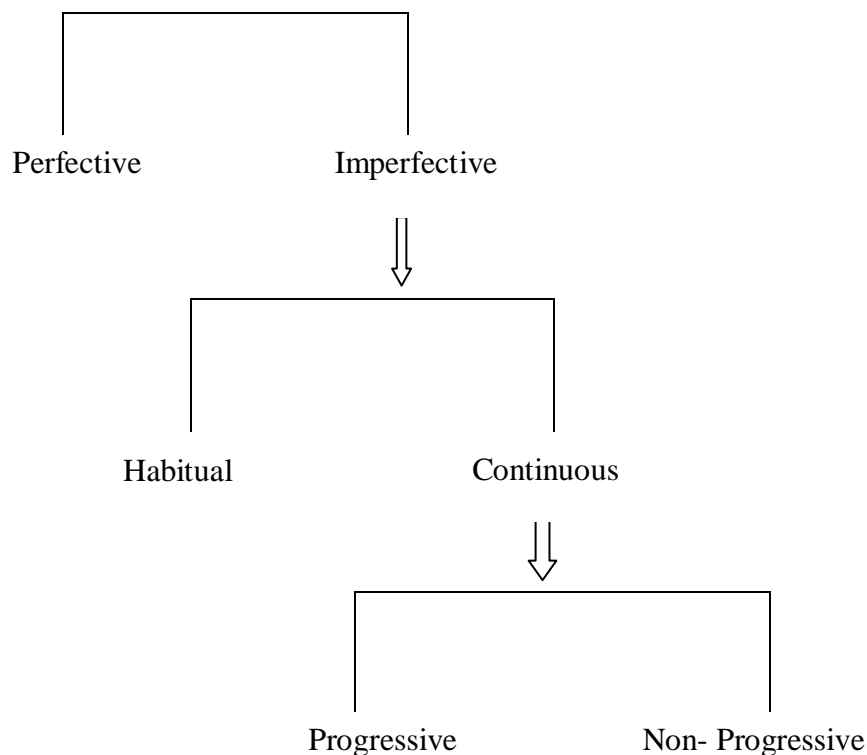


Figure 2.1. Classification of Aspectual Opposition (Comrie, 1976, p. 81)

-The Perfective Aspect

The perfective aspect, according to Declerck et al (2006, p. 30), refers to the situation as a block that is inseparable. In other words, the speaker does not consider the different phases of a given situation; what is of importance for them is the absolute or ultimate “actualization” of the situation in question. For example, I *went* to the doctor or I *will go* to the meeting. In these sentences, the speaker is not really focusing on the internal structure of this situation, but on the situation as a whole. The authors argue that the use of the term perfective is not really adequate; they argue that the non-progressive verb forms are not always perfective. They prefer to use the term ‘non-progressive’ instead. They illustrate their point of view with the following example:

[They decided to write a letter. Jane dictated] while Mary wrote.

In this example, the verb *wrote* is said to be perfective while it carries a progressive meaning. Declerck et al (2006, p. 30) explain that “[they will therefore refer to the form *wrote* as a ‘NONPROGRESSIVE’ verb form (even if its interpretation is PROGRESSIVE, as in the above example)”. The writers continue their discussion of the perfective aspect and say that the term perfective, as it does not always mean non-progressive, does not always mean completed or fully accomplished as well. The two notions of ‘perfection’ and ‘completion’ do match only when the verb in question is telic; carries the meaning of completion inherently without the need for a given perfective morphological form to give it this quality of completion. They gave the following example of the sentence: *‘he crossed the street’*. They contrasted this sentence, in which the meaning of completion is inherent by telicity; to other sentences that indicate the incompleteness of the situations that is the result of the atelic nature of the verbs. Here is the set of examples they used: *“Here comes the winner! Owen races towards the goal! I will write a novel”*. In these sentences, the actions are not yet finished but looked at as a whole rather than in parts.

The perfective aspect may be progressive or non-progressive. The progressive refers to a situation that is actualizing at the moment of speaking, whereas the non-progressive is sometimes completed and other times not.

-The Imperfective Aspect

According to Montrul and Salaberry (2006, p. 50), the “imperfective aspect, being “unbounded”, focuses on the internal structure of a situation ..., viewing it as ongoing, with no specific endpoint (imperfective aspect can be durative or habitual). In other words, the imperfective aspect views the state, event or action as having several phases before the final stage of the production of the action. The sentence *‘she was cooking dinner’* is seen as having a starting point, middle, and an endpoint as opposed

to the perfective one *'she has cooked dinner'* that is considered as a complete whole for which the moment of speech is eventually the ending point.

Declerck et al (2006, p. 31) say that the 'IMPERFECTIVE ASPECT' means that the speaker uses a verb form which explicitly refers to part of the internal temporal structure of a situation ,i.e. a verb form which does not refer to the complete situation, but only to its beginning, middle or end." In other words, in imperfective situations, the focus falls on one of the three stages of the situation that has already started, but is not yet completed. For example, *she was insisting on me to go out when we suddenly heard the neighbor shouting*. In this example, the situation of *'insisting'* is seen in its middle stage of production and was interrupted by another perfective situation *'heard'* that is seen as a complete whole.

The perfective and the imperfective aspects come across one another most of the time to express different types of actions. This difference is not marked by the grammatical type of aspect only, but is generally influenced by the lexical aspect of verbs.

-The Habitual Aspect

The habitual aspect is imperfective; it is repeated over a period of time. It does not always refer to a complete or perfect event or action, but rather emphasizes that this action or event is repeated, generally in a regular manner, through the use of adverbials viz. adverbs of frequency such as: *always, sometimes, never, everyday ...etc.*, and other temporal expressions like: *every week, every summer, every Saturday, every couple of weeks, ...etc.* The simple present or past may be used to express a number of functions such as habitual actions; they are thus imperfective, since the imperfective aspect encloses both habitual and continuous types of aspect. Notice that in the following

examples both the present simple and the past simple are accompanied with some kind of adverbials, generally adverbs of frequency:

1. She *often writes* novels.
2. She *often wrote* novels.

Habitual past actions may be also expressed through the use of the semi-modal '*used to*', this latter does not necessarily imply the use of adverbials like in the following example:

3. She *used to write* novels.

Brinton (1988, p. 53; cited in Butler, C. S., Downing, H. R. & Lavid, J.,2007, p. 97-98) states that 'habituality' "views a situation as repeated on different occasions, as distributed over a period of time". Habitual aspect, accordingly, may be expressed in different ways:

1. Predictable or timeless habit (will)
 2. Habit in the past (used to/ would)
 3. Simple present
 4. Past simple
- } + temporal adverb

According to Declerck et al (2006, p. 35), habituality is indicated through the use of "a non-progressive verb form" generally accompanied with an adverb that shows the quality of '*repetition*' such as '*usually, always, rarely, sometimes, ...etc.*' The writers distinguish between two types of habituality: '*permanent*' and '*temporary*' habits. For permanent habits, we use a non-progressive verb form with the right '*repetitive time adverbial*', however, in '*temporary habits*'; we make use of '*durative time adverbials*'

together with the use of a progressive verb form. The following examples represent the two types of habits:

1. We *are not eating* a lot of organic food *these days*.
2. He *always writes* letters to his parents.

-The Acquisition of Tense and Aspect

According to Bardovi-Harlig (2012, p. 482), “tense-aspect morphology” has been the subject of investigation in the field of language acquisition for a very long time. He adds that studies on L1 tense-aspect morphology acquisition were generalized to the study of SLA of tense and aspect interrelation. He further states that researchers in morpheme studies did not limit themselves to the study of verbal or grammatical morphemes, but rather extended their work to the study of “up to 13 morphemes”, including nouns, articles, prepositions and auxiliaries. He points out to Brown who was the leader of those morpheme studies and who influenced a great deal of language acquisition researchers who followed him. Bardovi-Harlig explains that the purpose behind those studies was to gain as much knowledge as possible about the order of acquisition or pattern of development in both L1 and L2 acquisition. The researchers’ area of inquiry, however, has gradually decreased and became limited to the study of the morphology of each single system in isolation, for example, the verbal morphological studies. In the same context, Bardovi-Harlig (2012, p. 482) says “while the interest in acquisition orders continued, the research focus begun to shift to orders of acquisition within a single system.... included studies on the acquisition of verbal morphology.” The idea of the shift from the study of morphology in its broad sense to the study of morphology within specific domains is discussed also in Bardovi-Harlig and Komajoan (2010, p. 387) when they say that “whereas early morpheme studies

examined acquisition in a variety of grammatical systems, more recent research has investigated the development of morphology and the relevant form-meaning relationships in a single linguistic domain”.

In comparing L1 and L2 acquisition of tense and aspect, Bardovi- Harlig (2012, p. 484), explains that researchers in the field of SLA of tense and aspect state that in L1 morphological acquisition both ‘*cognitive*’ and ‘*linguistic*’ development sides were considered since children, at the beginning of their acquisition of tense and aspect morphology, lack the concept of “temporal location”. However, in L2 acquisition of tense and aspect, we talk only about the ‘*linguistic development*’ since adult learners are presumed to have acquired the notion of ‘*temporal location*’ as they have already experienced such a concept in their first language.

According to Anderson (1991, p. 307; cited in Bardovi- Harlig, 2012, p. 484), “in beginning stages of language acquisition only *inherent aspectual* distinctions are encoded by verbal morphology, not tense or grammatical aspect” which means that FL learners acquire the lexical aspect before the grammatical one. This is what has come to be known as the ‘aspect hypothesis’. This hypothesis builds on the idea that lexical aspectual categories play a crucial role in the acquisition of past morphology. Bardovi- Harlig (2012, p. 483) claims that the aspect hypothesis originated from the studies of “Roger Anderson and his students (Kumpf, 1984; Anderson 1986, 1991; Flashner 1989).

According to Bardovi-Harlig et al (2010, p. 387), the study of the acquisition of tense and aspect is beneficial in that it provides insights into the “comparison between L1 and L2 acquisition”, and it is useful to enlarge one’s knowledge of “the acquisition of form and function”. Furthermore, it allows an early recognition of any kind of data concerning “temporal and aspectual” concepts. They continue that knowledge of the target language system for tense and aspect allows the learner to best “express temporal

reference in that language”. In other words, the learners’ acquisition of the two notions of tense and aspect makes it easy for them to communicate various meanings adequately and more successfully. Bardovi-Harlig et al (2010, p. 388) discuss the three stages of tense-aspect acquisition which are: the pragmatic stage, the lexical stage and the morphological stage. They claim that in the first stage that is called the ‘*pragmatic stage*’

The earliest resource that learners have is their interlocutors’ turns, which may provide a time frame on which learners can build (this is called *scaffolding*), and on universal principles such as chronological order by which listeners assume that events in narratives are told in the same order in which they happened.

The pragmatic stage of tense-aspect acquisition is rather related to the learners’ already acquired ability to relate what they listen to chronologically, which means that what they hear first is supposed to have happened first. In addition, the speakers’ turn taking may be the key for learners to understand the reference time during which the events and actions are taking place as well as their chronological order of occurrence. The second stage in the acquisition of tense-aspect morphology is the ‘*lexical stage*’. During this stage of development, “learners use temporal and locative adverbials as well as connectives (*e.g., and then*) to indicate time”. In other words, learners express their time reference through the use of words and expressions that indicate the logical succession of events instead of making use of the various morphological verb forms, tenses, which they acquire during the last step of morphological acquisition development that is ‘*the morphological stage*’. The learners go through the pragmatic and lexical stages to reach the ultimate stage that is the ‘*morphological stage*’. At that

level of progress, learners are able to express the temporal meanings through the simple use of tense.

According to Bardovi-Harlig et al (2010, p. 388), the third stage of tense-aspect morphology acquisition is, in turn, made up of a number of stages that they discuss further in their book. They argue that in the early beginning of past forms acquisition, learners use the “bare infinitive” instead of the past tense. They claim that a better way to examine the morphological order of acquisition is by examining the development in the acquisition of a given single morpheme, for example, the perfective or the imperfective morphemes. They say accordingly that “the acquisition of perfective and imperfective morphology in several Romance languages has been examined from this perspective”. According to Bardovi-Harlig (2010, p. 389), the aspect hypothesis predicts that the acquisition of past morphology arises firstly in achievements and accomplishments before activities and states. It is stated as follows:

1. Past/preterite moves from Achievements> Accomplishments> Activities> states.
2. Imperfect moves from States> Activities> Accomplishments> Achievements.
3. Progressive moves from Activities > Accomplishments > Achievements.

Not all researchers agree with the aspect hypothesis, Bardovi-Harlig et al gave the example of Salaberry (2000). The three stages of aspect-tense acquisition discussed so far are dependent on one another, since they complete each other. The evidence for this is that we can see learners at the third stage making use of adverbials and connectors as well as depending on the interlocutors’ turns to understand how actions are arranged in a given situation.

-The Interrelation between Tense and Aspect

Tense and aspect are closely related, they both refer to time in different ways. Tense locates situations in various temporal points; now, before now or after now. However, aspect has to do with the internal structure of the situation, in that it expresses situations performed in different manners and perceived differently by different speakers. If we compare tense to aspect, we will find that aspect is much more changeable than tense. In other words, tense refers to the temporal frame of the situation as being past, present or future, whereas aspect analyses the situation as being a ‘*pure past*’, a ‘*pure present*’, or a ‘*pure future*’ situation. It considers also whether this particular situation is short or long, perfective or imperfective, progressive or non-progressive, ...etc.

The best visualization of the interrelation between tense and aspect in English is that presented by Leech (1987, p. 04; cited in Bouras, 2006, p. ...).

	Non-progressive	Progressive
Non-Perfect Aspect	<i>Simple Present tense</i> <i>Example: He sees</i>	<i>(ordinary)</i> <i>Present Progressive tense</i> <i>Example: He is seeing</i>
	<i>Simple Past tense</i> <i>Example: He saw</i>	<i>(ordinary)</i> <i>Past Progressive tense</i> <i>Example: He was seeing</i>
Perfect Aspect	<i>(ordinary)</i> <i>Present Perfect tense</i> <i>Example: He has seen</i>	<i>Present Perfect Progressive tense</i> <i>Example: He has been seeing</i>
	<i>(ordinary)</i> <i>Past Perfect tense</i> <i>Example: He had seen</i>	<i>Past Perfect Progressive tense</i> <i>Example: He had been seeing</i>

Table 2.1. The Intersection of Tense and Aspect

(Leech, 1987, p. 04)

The table summarizes eight English tenses that may be put as follows:

1. **The non-perfect, non-progressive tenses:** the simple present and simple past tenses.
2. **The non-perfect, progressive tenses:** the present progressive and past progressive tenses.
3. **The perfect, non-progressive tenses:** the present perfect and the past perfect tenses.
4. **The perfect, progressive tenses:** the present perfect progressive and the past perfect progressive tenses.

You may notice that the future tense is not included in the table above, this indicates, as we have already mentioned so far when we talked about the future, that there exist two tenses in English: present and past. The future being unmarked grammatically, is not considered as a tense, but discussed within modality.

2.1.3. Mood

According to Palmer (2001, p. 1), modality refers to “the status of the proposition”, he states that analyzing modality can be done through dual distinctions of “non-modal” or “modal”, “declarative” or “non-declarative”, “factual” or “non-factual”, or “real” vs. “unreal”. Palmer explains that the last binary distinction ‘Realis’ vs. ‘Irrealis’ is the one that most recent researchers in this field apply for. He explains that modality is different from both tense and aspect in that it does not concern “events”, but studies or analyzes sentences or statements. In other words, modality is concerned with the overall structure of the sentence and its effect on the meaning of this one. Consider the following statements:

1. *I met John in the restaurant.*
2. *I may meet John tonight.*

Notice that the meaning of the two sentences is different. Whereas in the first one the meeting of John is something that happened *really* in the past, the second statement refers to something imaginary that may or may not happen, since, at the moment of uttering this sentence, this meaning exists only in the speaker's mind.

Leech (2014, p. 96) sees that modal auxiliary verbs, like *must*, *can* and *may*, when used with other 'event verbs' may express the future even if there are no adverbials that express the future. He adds that modal verbs "are unchanged for the expression of future time". For instance, in the following sentences the meaning is related to something that is likely to happen in the future:

1. You *can* improve your level.
2. This student *may* succeed in his exam.
3. She *must* tell me the truth.

The meaning of futurity is inherent in modal verbs; they do not need to change their form to express the future. The events of improving the level, succeeding in the exam and telling the truth are believed to take place in the future. We use modals to express our unconscious expectations about what can, may or must happen eventually in the future.

According to Leech (2014, p. 96), modal auxiliary verbs can express 'habituality' like in the sentence 'you *can* speak fluently' which is equal to 'you *are able to* speak fluently'. The modal auxiliary 'must', however, is "exceptional" in

Leech's terms. It may express the future like in the example "*the building must be demolished* (future meaning)".

The same sentence can be interpreted otherwise by considering the 'logical obligation' meaning of 'must'. Then, we will consider 'demolished' as adjectival and the sentence, in this case, will refer to a present state of being. The writer argues that: "when the event is located in the future, the meaning of 'logical necessity' can be expressed by *be bound to*: the building is bound to be demolished (= 'It is necessarily the case that the building will be demolished')".

Leech did not stop here; he rather went so far in analyzing the modal statements. He explained that a sentence that contains a modal auxiliary verb is, in fact, made up of two statements in one. The first being "the modal statement" and the second being the "main verb statement". The relation between the two is a relation of 'inclusion' in that the 'modal statement' is included in the 'main verb statement'. This relation is demonstrated by Leech as follows: [We must [meet next week]]. Leech says in this context that "any modal statement can be represented as one statement within another". In this statement, the meaning of 'obligation' is in the present, whereas, the event of 'meeting' will be realized afterwards in a different time zone that is most probably the future time.

This very complex internal structure is one of the characteristics of the English tense system. Thus, researcher teachers should always be aware of the importance of knowing about these realities which surely will help them teach tenses adequately to their students.

2.1.4. Voice

There exist two ways of expressing oneself in English and in almost all the languages of the world namely Arabic, French and German. Sometimes the doer of a particular action is known; here we are talking about the '*active*' voice. When the doer of a certain action is unknown or meant to be unknown, then the type of speech we are concerned with is the '*passive*' voice. The two terms active and passive can be replaced respectfully with the names '*known*' and '*unknown*'.

'Active voice' is a grammatical expression which refers to one of the two ways that the English language uses while communicating in various types of contexts. We say that a particular sentence, utterance, or any other written or spoken form of language is active, when the person or group of people that perform(s) a particular action is/are emphasized and what they do is less important. For example, the mother *loves* her kids. In this sentence, we know that it is the mother who loves the kids and nobody else.

According to Yule (2006, p. 57), "we use an active verb to say what the subject does". In other words, the stress falls on the action being performed rather than the person who performs it. However, the passive voice refers to the type of sentences in which the subject is not focused on or is not important to mention. He adds that "...we use a passive verb to say what happens to the subject", rather than what she does as action. He illustrated his point using the following pair of examples:

1. *After the accident, someone **called** the police and they **arrested** the drunk driver.*
2. *After the accident, the police **were called** and the drunk driver **was arrested**.*

We notice that there is a shift of attention from the subject as an active element in the first sentence to the object in the second sentence. We have three *'passives'* in English regarding the past, present or future occurrence of a particular action, event or state of being. The passive verb is made up of two essential parts: the 'the auxiliary verb *'be'* plus the past participle of the main verb. For example, the door *was left* open. In this sentence, the passive verb is made up of the auxiliary *'was'*, past simple of be, and *'left'* that is the past participle of the main verb *'leave'*.

2.1.5. Verb Forms

We distinguish two main categories of verbs in English; the main verb and the auxiliary verb.

2.1.5.1. The Main Verb

All the English verbs are main verbs, except for the auxiliary modal verbs that we've discussed so far. Unlike auxiliary verbs, main verbs stand on their own without the need for any other verbs to complete their meaning; they carry a complete meaning themselves. Examples are so many like: *see, watch, carry, recognize, meet, hold, play, ...etc.* Main verbs, grammatically speaking, are classified into three main categories: *transitive, intransitive* and *state verbs*. Transitive verbs, according to Cowan (2008, p. 22) are verbs that "must be followed by a direct object", for example, *'shut'* in 'he *shut* the door'. Intransitive verbs, however, "may not be followed by an object". The use of *'may'* here implies that the intransitive verb may have an object in some cases. One verb may be transitive or intransitive, but this does not mean that this works with all verbs. The following examples, taken from Cowan (2008, p. 22), illustrate the point:

- a. The child *slapped* John. *transitive*
- b. *The child *slapped*
- c. Karen *worked* furiously. *intransitive*
- d. *Karen *worked* the job furiously.
- e. The girls *ate* all the pancakes. *transitive*
- f. The girls *ate* early. *intransitive*

We notice, from the above examples, that a transitive verb cannot be used without an object like in ‘b’ above. Likewise, an object cannot be inserted after an intransitive verb like in ‘d’ above. On the contrary, some verbs may be both transitive and intransitive depending on the context like in ‘e’ and ‘f’. Another important classification of verbs is rather a semantic classification. It is put by Cowan (2008, p. 23) as follows:

Verbs can also be classified in terms of their inherent *lexical aspect*. Lexical aspect refers to whether a verb describes an action that has duration like, *talk* or *sleep*; whether it describes an action that is *punctual* (happens quickly), such as *notice* or *recognize*; or whether it describes an action that has both duration and culmination, such as *build* or *destroy*.

According to Cowan, verbs may be ‘*stative*’ or ‘*dynamic*’. Dynamic verbs are, in turn, divided into two categories: ‘*durative*’ and ‘*punctual*’. Durative verbs take a certain period of time to be performed; however, punctual verbs happen suddenly and very quickly. State verbs, however, do not refer to actions, they describe states of being. Examples of state verbs include: *be*, *exist*, *look like*, *smell*, *taste*, *seem*, *look*, ...etc. State verbs are most of the time followed by complements that are adjectives like ‘she looks *happy*’.

2.1.5.2. Auxiliary Verbs

Auxiliary verbs, traditionally called ‘helping verbs’, are a special types of verbs in that they are used to help other verbs, main verbs, to convey a particular meaning of progressivity, completion or repetition. According to Cowan (2008, p. 20), auxiliary verbs always precede main verbs within a VP.... Along with inflections on the main verb, they indicate whether the action of the verb is in progress, repetitive, or complete. This is called aspect. In other words, the use of the auxiliary ‘be’ with present participle gives the progressive. However, the perfect is made up through the use of the auxiliary ‘have’ plus the past participle. The expression ‘inflections on the main verb’ refers to the ‘-ing’ morpheme that is added to the main verb to form the continuous, and the final ‘-ed’ or ‘-en’ or any other morphemes that occur at the end of main verbs to make up the past participle. The following examples are taken from Cowan (2008, p. 21):

1. They *are helping* some friends. *Progressive aspect*
2. He *had already looked* at the house. *Perfect aspect*

Another type of auxiliary verbs is ‘modal auxiliaries’, generally called modal verbs or simply modals. They are defined by Cowan (2008, p. 21) as being “a specific class of auxiliary verbs that indicate possibility, probability, obligation, ability, or necessity.” Examples of modal verbs include: can, could, may, might, will, would, must, ought to, shall and should. Modal verbs are most of the time followed by the bare infinitive, or by other auxiliary verbs like in the following examples:

1. He admits that he *couldn’t stop* smoking. (A modal followed by the bare infinitive).
2. I *would have helped* you if you had come to see me before now. (A modal followed by the auxiliary verb ‘have’+ past participle).

3. He *could be practising* sport. (A modal verb followed by the auxiliary 'be'+ present participle).

The modal verbs may refer to the past, present or future, depending on their grammatical form, as well as the sentence context. When used to talk about a past event, we generally use the structure: modal+ have + PP. This form which expresses the past is used to convey a number of functions like regretting a past situation, or wishing that something, which didn't happen, happened through the use of the modal auxiliary '*should*'. Consider the following examples:

1. I *should have visited* my grandmother. (I regret the fact that I didn't visit her).
2. She *shouldn't have punished* him so hard.

Another category of modal auxiliary verbs are '*phrasal modal verbs*'. This special category is defined by Yule (2006, p. 28) as being "a group of verb phrases (be able to, be allowed to, be going to, be supposed to, have to, have got to) that can be used instead of modals". The meanings of those phrasal modal verbs coincide with the meanings of the modal verbs; let's call them one-word modal verbs, discussed so far. To show this similarity in meaning or synonymy, let's give some examples:

1. The teacher says: "you *may* go out".
2. The teacher says: "you *are allowed to* go out".
3. Susan *could* finish all her homework within an hour.
4. Susan *was able to* finish all her homework within an hour.

The first two sentences are equivalent in meaning, they both express permission. Moreover, sentences three and four mean the same thing that is the possibility of Susan to finish all her homework within an hour time.

Another auxiliary verb is 'do'. According to Cowan (2008, p. 21-22), the auxiliary do is used to ask questions or to express negations in verbs and indicate contradictions. The following examples are taken from Cowan (2008, p. 21-22):

- a. *Does* he like her?
- b. I know for a fact that he *does not* like her.
- c. Speaker A: I'm sure that he *does not* like her.

Speaker B: Yes, he *DOES* like her.

In addition to what has been said so far, Cowan argues that the auxiliary verb 'do' is never used with the main verb 'be'. However, it is used with all the other verbs to convey one of the functions set so far.

2.1.6. Types of Tenses

Tense is defined by Yule (2006, p. 16) as being "... the relationship between the form of the verb and the time of the action or state it describes". In other words, it is a given form of a verb generally associated with a given time in the past, present or future. It is likewise defined by Declereck, Reed & Capelle (2006, p. 94) as "a linguistic concept" influenced by how speakers locate a particular situation in time. The authors emphasize the role of tenses in expressing different meanings. Therefore, tenses are more than simple morphological linguistic structures because they add extra meaning to the primary meaning of the verb. We can distinguish two types of tenses regarding the relation of the action with the temporal zero-point, or the moment of speech. These are the absolute vs. the relative tenses.

2.1.6.1. Absolute vs. Relative Tenses

An absolute tense is a tense that takes the temporal zero point as its reference time; it is directly related to it such as the past simple, the present perfect and future simple. In other words, past simple actions are related to the time of speech in that they happen before it. The present perfect actions, however, happen in the past and extend until the moment of speech and maybe after it. Furthermore, future actions take place during the time that follows the temporal zero point. The most important thing in the absolute category of tenses is that they do not relate to any other tenses as reference time. Declerck et al (2006, p. 120) points out that “we speak of an ABSOLUTE TENSE when the tense in question relates the situation time directly to [the temporal zero point]”.

According to Comrie (1985, p. 36), the term absolute tense ‘has come to be used to refer to tenses which take the present moment as their deictic centre’. He argues that the term absolute is a bit confusing or misleading because, according to him, the present moment is just one of a number of similar points that may be considered as reference time points. He thus adopts his definition to this factual aspect, he continues to say that the absolute tense

should be interpreted to mean a tense which includes as part of its meaning the present moment as deictic centre; whereas relative tense refers to a tense which does not include as part of its meaning the present moment as deictic centre.

The present simple is an absolute tense, if we apply Comrie’s definition on it, we will find that the present tense indicates an action that part of it includes the present moment. The same thing may be applied to the present perfect which, though started in

the past, may extend until the present moment in some cases. The same thing may be applied to the present perfect continuous. According to Comrie (1985, p. 38), the present tense sets a given situation at the exact moment of speech, i.e. the present moment. He emphasizes that this does not imply that the present situation in question “didn’t hold” in the past, or will not occur, continue or extend to the future time sphere. He argues that “... the situation referred to by the verb in the present tense is simply a situation holding literally at the present moment; whether or not this situation is part of a larger situation extending into the past or future is an implicature...” (Comrie, 1985, p. 36). Few situations coincide exactly with the present moment, these are called ‘performatives’, these are actions that are performed by the simple fact of uttering them.

Here are some examples of performatives from Comrie (1985, p. 37):

1. *I promise to pay you ten pounds.*
2. *I name this ship the ‘Titanic’.*

In the two examples above, the actions of ‘promising’ and ‘naming’ coincide with the present moment of speech, though Comrie believes that this is not something exact, there might be a very slight difference between the moment of speech and the time of the performing of the action.

Relative tenses, however, “specify the relation of the situation time to an orientation time other than the [temporal zero point]” (Declerck et al 2006, p. 119). The example given by Declerck et al is that of the past simple and past perfect tense forms. They explain that while the former is absolute, the latter is relative; the latter’s orientation time is the former’s situation time. In other words, the past perfect happened in a period of time that is indirectly related to the speech time and directly associated with another situation that is the past simple, according to Declerck et al (2006, p. 120). The authors in their very significant and detailed book “*the Grammar of the English*

Tense System”, (2006) mention that “we speak of a RELATIVE TENSE when the tense in question specifies a particular temporal relation between the situation time and an orientation time other than [temporal zero point]. We can say that “an absolute tense establishes a temporal domain. Relative tenses expand a temporal domain that has already been established”, according to Declerck et al (2006, p. 120).

2.1.6.2. Past vs. Nonpast Tenses

English is one of the various languages that consider the dichotomy of “past/nonpast” as more important than that of “present/nonpresent”. Grammarians claim that there exist only two tenses in English; the past and the present. This is based on the idea that only the forms that enclose inflectional morphemes-bound morphemes- are tenses. Declerck et al (2006, p. 100) explain that the English language gives more importance to the differentiation between the two notions ‘*past*’ and ‘*nonpast*’, regardless of the second dichotomy ‘*present*’ and ‘*nonpresent*’. The future thus belongs to the set of nonpast tenses. Downing and Locke (1992; cited in Bouras, 2006, p. 57-58) claim that the non-past refers to all actions that take place in the present time, at the moment of speaking, or those that take place after now, that is in the future. They consider however that the past refers to all what happens before now. The following figure from Declerck et al (2006, p. 149) visualizes the linguistic conceptualization of the time line in English:

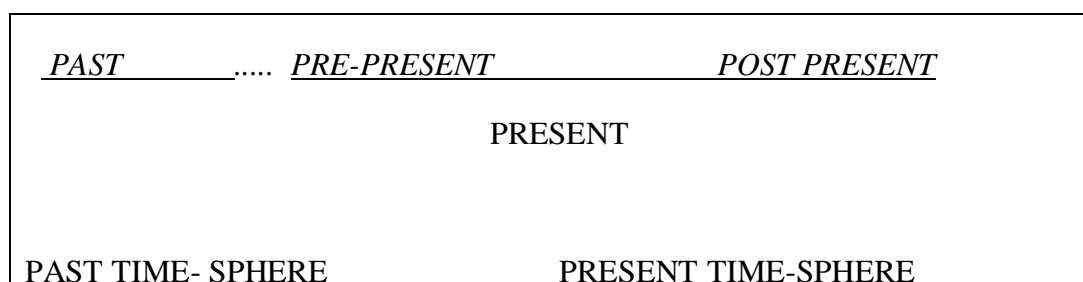


Figure 2.2. The Conceptualization of the Time Line in English

2.1.6.3. Tensed vs. Non-Finite Verb Forms

Gregori and Garcia (2008, p. 117) state that there exist two categories of verbs in English, “*tensed*” and “*non-tensed*” forms. They explain that non-tensed or non finite verbs refer to the “*bare infinitive/to-infinitive*”, “*the participial –ing*” and “*the participial –en*”. However, “tensed or finite verb forms express tense, person and number...”. In other words, the finite verbs are the ‘conjugated or inflected verbs’, they refer to a particular time now, before now or after now. Non-finite verbs are verb forms that do not carry a temporal meaning nor do they refer to tense, person or number. In the following table that is taken from Gregori and Garcia (2008, p. 119), there is a summary of the English tensed verb forms.

Primary tenses	Secondary tenses	Compound tenses
Present goes	Present Perfect has gone	Past Perfect Progressive had been going
Past went	Past Perfect had gone	Future Perfect will have gone
	Present Progressive is going	Future progressive will be going
	Past Progressive was going	Future Perfect Progressive will have been going
	Present Future will/shall go	
	Past Future would go	

Table 2.2. Verb tenses in English

The authors, in commenting this table, say that in this classification of the English tensed verbs, the present tense is contrasted with the past tense as the present tense can never express the past though it is used to express the future. They believe that

this is the reason why some grammarians amongst Downing and Locke (1992, p. 355) preferred to use the dichotomy “past vs. non-past” instead of present vs. non-present when describing the English tenses. According to table 2.2, we may say that the terminology used to indicate and categorize tenses is not random. Primary tenses are called so since they are the chief tenses from which all the other combinations, i.e. tenses, are derived viz. secondary and compound tenses. The present and past tenses exist in all the languages of the world and they may convey a number of functions.

2.2. Teaching English Tenses

Whether we agree or not with the idea of teaching grammar, we find ourselves arms folded as to the issue of teaching tenses to our foreign language learners. It has become a necessity for language teachers to investigate the field of grammar teaching to find out the best way to teach or not to teach tenses. In our case, we will look through the theory available to us in an attempt to find something new and effective.

Teaching tenses is not something easy to do because of a lot of factors both interior and exterior to the TL in question. Tense systems differ from one language to another according to the change in the conceptualization of time itself. Cultures do not conceive the notion of time the same way, thus, the result is a group of temporal systems specific to each language in isolation. In our case as teachers of English to Arabic learners, we are confronted with two tense systems that are radically different from each other. Within this section of the present research, we will try to find out what is the most effective method to teaching tenses, particularly, the present perfect tense.

2.2.1. Problems with Teaching Tenses

According to Aitken (2002, p. 5), problems with learning are inevitable. He explains that the problem lies when the learner expects to learn something that resembles her mother tongue to find out at the end that the TL is completely different from her L1. The writer carries out her explanation by saying that some mistakes which lead to mis-learning are the teacher's. The teacher may not sometimes provide the appropriate surrounding context for learning to take place. She may misuse examples and illustrations and may lack a deep understanding of the nature of the tense in question, Aitken (2002) explains that:

Some of the mistakes, however, are undoubtedly caused by the teacher, sometimes by his failure to understand fully the nature of the tense he is teaching, where the pitfalls are, how it differs from the mother tongue, why an English speaker selects one tense rather than another, and how to choose examples and illustrations which help, rather than hinder, understanding. (p. 5).

The writer compares teaching tenses with teaching vocabulary. She explains that it is a relatively easy task to teach a learner what is meant by 'chair' or 'table' as one can demonstrate by drawing, or showing pictures to the learners who will immediately find the equivalent to those vocabulary items in their mother tongue. The conclusion is that teaching something that is visible and touchable is not like teaching something that is abstract and not visible. This comparison between teaching vocabulary and teaching grammar, mainly tenses, is just an introduction to the complex topic of teaching tenses "because the concept boundaries are less easily visible". (Aitken, 2002, p.5). The writer illustrates his idea by the examples of the two tenses in 'I eat' and 'I'm eating', which,

according to him, are problematic for teachers to demonstrate and thus for learners to grasp. As we have already pointed out in our introduction to this section, the major problem with tenses is due to people's conceptualization of the notion of time, and thus tense. Aitken (2002, p. 6) gives the example of some languages from the Indian sub-continent where people use the same tense to refer to actions that happened or will happen within twenty-four hours of now, regardless of the past and the future concepts of time. She used the following figure to illustrate the point.

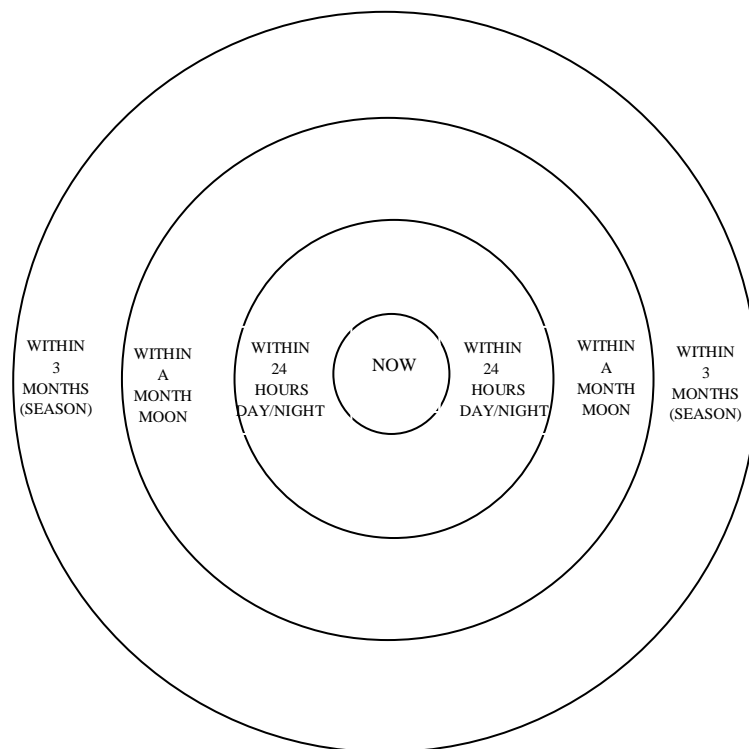


Figure2.3. Conceptualization of Time by an Indian Sub-continent Language

In those languages, with which English share some characteristics, the use of time markers or adverbials makes the difference between when the tense being used refers to the past, present or future. We look at these two examples taken from English, 'I'm working' and 'I'm working, this evening. Here again, it is the time marker which makes it clear where the present or the future concepts are meant.

2.2.2. Planning for Teaching Tenses

Before we decide to teach anything, we have to plan for our teaching. Planning will make us avoid some undesirable surprises during class time. Aitken (2002, p. 6-9) suggests some guidelines for teachers to follow when teaching tenses. She suggests seven steps that the teacher should consider before going to the classroom and teach she entitles CASSIAL: Choose, 'Analyze', 'Sequence', 'Select', 'Identify the context', 'Auxiliary materials' and 'Learner error'.

2.2.2.1. Choose

A, b and c refer to three English tenses, the choice of whether to teach tense 'a', 'b', or 'c' should not be random. There are some criteria as to which tense to teach and which tense to teach first. Aitken (2002, p. 7) suggests some questions that the teacher should ask before she decides what she is going to teach.

- Do my students need this tense? (for speaking or writing.)
- Is it a frequently used tense and in which contexts would you find it?
- Can I demonstrate and contextualise (rather than explain) its meaning and concept, using language the students already know?
- Does it build naturally on tenses and structures which my students already know?
- Does it give me the basis to teach other structures which my students need to know?
- All other things being equal, is this tense the simplest way of expressing the concept in question?

If the teacher could answer all the questions according to the group of learners s/he teaches, then she can move to the second step that is ‘Analyze’.

2.2.2.2. Analyze

After a teacher decides on a given tense to teach, she must analyze this tense to know everything about it; what are the different forms it can take? What are the functions it may convey? Does it interfere with any other tense in English? Aitken (2002, p. 7) sees that it is a good idea to write “a list of the uses of the tense” in question, and try to differentiate between them. The teacher may also compare the functions of this tense with the other tenses to see whether there are any distinctions or similarities. Aitken claims that it is not a good idea to miss this step out, because the teacher will be very embarrassed in front of a insightful learner who asks questions as to one of the uses that the teacher did not highlight during her explanation of a given tense. Furthermore, the teacher has to analyze the tense with all the persons and check if there is any variation between the written and spoken forms, or any variation in sound or function. Besides, one has to analyze not only the affirmative forms of the tense, but its negative and interrogatives forms as well.

2.2.2.3. Sequence

It is very rare to find that one tense has only one function, for this reason, it is very important to sequence all the functions and sometimes even the irregular forms and phonetic realizations before teaching them. The sequence should start with the very common functions to the least common ones. Finally, the matter of sequencing is not something fixed; the most important thing is to divide our teaching into parts and do not

teach everything at once. This is to give some time for learners to reflect upon what they have taught and enable them to grasp the different notions one at a time.

2.2.2.4. Select

Not all functions of a given tense are supposed to be taught to a given group of learners. The learners' needs as well as their proficiency level are important aspects which determine what is the tense to be taught and to whom. Even in teaching the present simple, we do not teach all its functions to beginners, we first talk about its use for 'habits' and let the other function for the coming sessions. In other words, we mean by 'select', selecting the functions that are necessary for our learners to know at a given point in their learning process.

2.2.2.5. Identify the Context

Providing the appropriate context where a given tense is best demonstrated and explained is the core of teaching tenses. According to Aitken (2002, p. 9), a good teaching context should possess some crucial criteria. In sum, it should be authentic, makes use of the learners' prerequisites, i.e. teaching learners something they do not know through something they already know, and checks understanding immediately. For example, to check that the learners have understood the semi-modal used to, the teacher may ask them questions like "Did he ride the bicycle in the past? Did he ride it often? Does he ride a bicycle now? Notice that the form 'used to' is not used to check understanding, but some questions that elicit it are asked instead.

2.2.2.6. Auxiliary Materials

According to Aitken (2002, p. 9), auxiliary materials refer to any type of teaching aids that can be brought to the classroom to facilitate transforming knowledge to the students. These may be “pictures, diagrams, picture sequences, timetables”.

2.2.2.7. Learner Error

Last but not least, predicting what are the major areas of difficulty that the learners may coincide is very helpful. Learners’ errors are caused either by negative interference from their L1, or when learners apply a given rule in situations where the rule is not applicable. Besides, they may be errors of interlanguage. The teacher should be knowledgeable about this to know how to react to each type of error.

It is true that teachers are more or less aware of these steps while teaching, it would be a good idea if they consider the seven steps, suggested by Aitken (2002), as a real procedure that precedes each of their lessons about tenses to ensure best results.

2.2.3. Using Timelines to Teach Tenses

The use of timelines to teach tenses is one of the very used techniques by language instructors. According to Scrivener (2010, p. 9) “timelines are a simple visual aid that you (or a student) can quickly draw on the board. They make the flow of time visible – as a line moving from the left (past) through ‘now’ towards the right (the future).” He explains that timelines, though simple, are considered as a valuable teaching technique that is used for both teaching and checking understanding. It is very useful in teaching tenses, particularly, as a teacher demonstrates a given tense in the timeline as she adds an ‘X’ to it at a given point ‘now’, ‘before now’, or ‘after now’.

2.2.3.1. Simple Present vs. Present Progressive

The simple Present is one of the very used tenses in English and in all the other world's languages. The problem with this tense lies in the name itself, i.e. it is called simple though it is not, and present though it rarely refers to actions which happen within the present time-sphere. According to Scrivener (2010, p. 104-5), the present simple only refers to the present when it describes “states, senses, and feelings that are happening around now” like in the following examples taken from the same author:

1. Your hair feels so soft
2. The tea tastes funny
3. I do not trust Hillary

The following timeline locates the action within the time ‘now’:

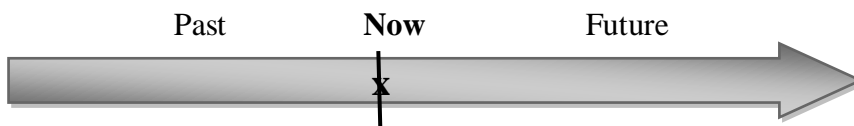


Figure 2.4. The Simple Present to Express Actions Happening around Now

In the last sentence, the present tense may refer to the present time only when, for example, Hillary has just said something which sounds odd to you and you do not really trust what he said. In other cases, the sentence may denote a time-sphere that extends from the past to now and maybe to the future; in other words, the speaker of the same sentence does not trust Hillary ever. Another case where the present simple refers to the present time is in “live commentary especially of sports events”, Scrivener (2010, p. 104) gave the following example, “*Beckham kicks to Ronaldo*” where the time of

kicking the ball coincides with the time of *uttering the sentence* by the commentator, and are more or less simultaneous.

The simple present may refer to the past, present and future at the same time when the situation in question is true all the time. Scrivener (2010, p. 104) provides the following two sets of examples and two timelines to illustrate the point.

1. Examples about the present simple to express something that is always true or permanent:

- a. *Here the land rises and falls in gentle hills.*
- b. *The river flows in south-westerly direction.*
- c. *My sister lives next door.*

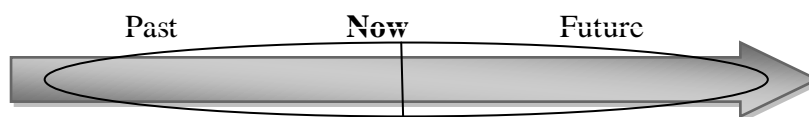


Figure 2.5. The Present Simple to Express Feelings and States that are always true

2. Examples of the present simple to express permanent feelings and states:
 - a. *We live at 23 Brookfield Avenue.*
 - b. *We feel sorry for him.*

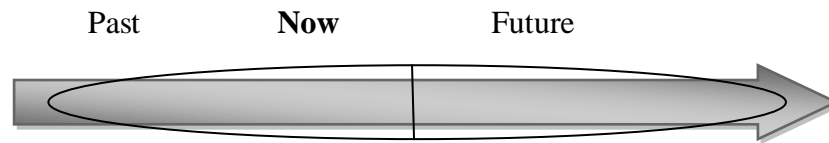


Figure 2.6. The Present Simple to Express permanent Feelings and states

The present simple maybe used to refer to the future as well, this is true for timetables and plannings, in if clauses, in newspapers’ headlines as in:

- a. *The exams start tomorrow.*
- b. *She leaves to London at 8 pm.*
- c. *If you put water on fire, it boils.*

The present simple must be taught at the beginning of English language learning for it is indispensable for communication. It may be integrated in so many contexts to elicit all the different functions that it may convey through the use of pictures, miming exercises, role cards, dialogues ...etc. When teaching the present simple tense, it is inevitable to teach the set of adverbs of frequency which are used with this very tense to talk about daily, weekly, monthly... actions and routines. In sum, the present simple is used to talk about a temporary action, a permanent action, or actions that are likely to happen in the future.

Generally speaking, teachers contrast the present progressive with the present simple while teaching. This is to show the difference between the two and to illustrate for learners when each of the two tenses resembles the other; for example, both of the present simple and progressive are used to talk about future events. According to Scrivener (2010, p. 120), the principal meaning that the present progressive conveys is the expression of ‘temporary actions’. In other words, actions with clear beginning and

ending points. Present progressive actions happen during a limited period of time which extends back and on i.e. it starts some time before now; the moment of speaking, and continues some time after now. The problem according to Scrivener (2010, p. 121) is with the demonstration of those actions within the timeline. He states that the present progressive is used to convey four main functions. (1) To express actions or “things happening right at this moment” like *“I’m waiting for you to answer”*. (2) To talk about “things happening around the current moment, though maybe not at the precise moment of speaking” like *“I’m reading a book about American history”*. This second function needs some more consideration i.e. shall the person who utters this sentence be holding a book in hiser hands and reading about American history when she utters this sentence? Most probably ‘no’. Why? For the simple reason that we do not generally tell people, who are present with us in the same context, about what we are doing, but we rather utter sentences like ‘I’m speaking’ to draw other people’s attention to this fact, maybe because they are annoying us. However, we use the present progressive to describe our actions for people who cannot see us, for example, when talking to somebody on the phone.

It has become a tendency for teachers to walk in the classroom saying ‘I’m walking’ aiming at teaching the present progressive for learners, forgetting that the English language does not support such type of sentences in such contexts. Scrivener (2010, p. 123) advices teachers not to opt for examples like “I’m writing on the board”, “I’m opening the door”, or “I’m sitting down” while they are performing those actions in front of students for the simple reason that this language behaviour does not exist in real life communication. The author suggested as an alternative the use of pictures of some people performing some actions, or people talking to each other on the phone and telling one another what they are doing or what people around them are doing at the

moment of speaking. Students may look at pictures of people who are playing, swimming, chatting, eating, laughing and they transform those pictures they see into meaningful sentences making use of the present progressive tense. (3) The third function of the present progressive is expressing “repeated actions over a temporary period” i.e. actions that are taking place ‘now’ or ‘around now’, not in a progressive but in a repeated manner (which is the main function of the present simple). Scrivener (2010, p. 121) gave the following sentences as examples:

- a. *He’s teaching in room 32 this month.*
- b. *We are closing at 3pm all this week.*
- c. *She’s always singing your praises.*

Notice that in sentences 1 and 2 the adverbial helped us to recognize that the action is repeated, not always, but over a specified temporary period. However, things are not really that clear in the third sentence which does not differ from use (2) of the present progressive. Scrivener (2010, p. 121-22) explains that the use of the present progressive with the adverb ‘always’ is to complain about one’s undesired behaviour, or as Aitken (2002, p. 13) refers to “regrettable habit”. He adds that the use of always is not to show that the action is true for all the time, but only for a specific and limited period. The following two timelines show the difference between the second and third functions of the present progressive respectively:

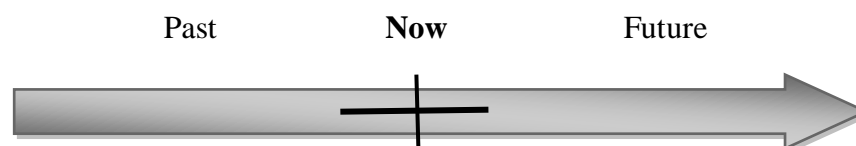


Figure 2.7. Present Progressive to Express an Action Happening Around Now

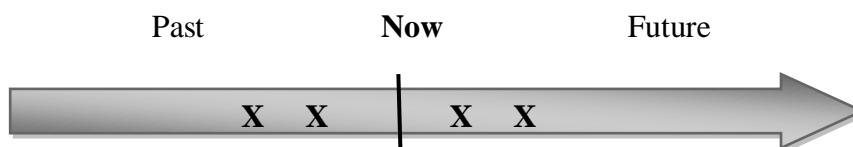


Figure 2.8. Present Progressive Expressing Repeated or Habitual Actions

The fourth and the last function of the present progressive, according to Scrivener (2010, p. 122), is to express “changes over time”. Look at the following examples taken from the same author:

- a. *Violent crime is increasing at an alarming rate.*
- b. *The situation is changing all the time.*
- c. *Property prices are still falling.*

The timeline which visualizes this use of the present progressive is shown in figure 2.9. below.



Figure 2.9. Present Progressive to Express Change over Time

We can conclude that Aitken (2002) believes that teaching tenses needs a very careful planning and preparation on the part of the teacher, otherwise, she will face problems with explaining to the students the different functions of each tense as well as the interference between those tenses which may express each other’s main functions, for instance, the future tense is used to express actions that will happen after now which is a function that can be conveyed both through the use of the present simple and present progressive tenses as well. Look at this set of examples:

- a. *I'm leaving tomorrow.*
- b. *I'll leave tomorrow.*
- c. *I leave tomorrow.*

It is from this variation in the ways by which we can express the future that the debate about whether the future exists or not emerged, this is discussed in details in chapter two 'Teaching Tenses'. Though there is a great disagreement about the existence of the future tense in English among researchers in the field of the theory of SLA, we find that grammarians always include it in their grammar books. Here, we will talk about one way of expressing the future that is through the use of the present progressive. According to Aitken (2002, p. 132), the present progressive is also used to talk about future plans and arrangements. The author of the book 'Teaching Tenses' argues that those plans are set beforehand by one person or a group of people. In case it were a group, the arrangements in question "are agreed between the parties". The author provided the following examples to explain her idea:

- a. *I'm picking her up at six* (she is expecting me).
- b. *We are leaving tomorrow* (we have packed, bought tickets etc).

The use of the present progressive to express the future is usually accompanied with a future time marker or adverbial. The time marker is not necessarily mentioned in the context of the sentence, but shall have been mentioned so far in the context of the speech or writing. In addition to this, Aitken (2002, p.13) states that "verbs of sensation cannot be used in this future sense", and the verb '*to have*' when it expresses possession is used without any time marker like in '*I'm having a red jumper*'.

2.2.3.2. The Simple Past vs. Past Progressive

As we express ourselves using the present tenses, we can talk about our past experiences using the past tenses. One of the very used past tenses is the past simple. The form of the past simple is twofold: regular or irregular. The regular past is formed by adding ‘-ed’ to the base form of the verb like in ‘walked’ and ‘played’ whereas the irregular past changes completely from one verb to another. We generally use adverbs of time or other adverbial expressions to talk about the past like ‘yesterday’, ‘last night’, ‘last summer’, ‘last holidays’, ‘two weeks ago’, ...etc.

The chief meaning of the past simple is ‘remoteness’. Scrivener (2010, p. 136) explains that a number of researchers consider that “the key meaning of the past simple is ‘remoteness’_ whether in time (indicating the past), in hierarchy or relationship (*I wondered if you...*), or in likelihood (*If I went to the moon...*). In other words, past actions are distant in terms of time, i.e. they happened in the past which is far from our present time of speech. Besides, they express some relations between people that may have never come in touch with each other because of the different areas of history they belong to.

Whereas Penston (2005) preferred to talk about verb tenses briefly in terms of aspect, ‘simple’, ‘continuous’ and ‘perfect’, Scrivener (2010) devoted more than half of a two hundred-eighty-seven page book to talk about tenses. The author of ‘Teaching English Grammar’ (2010) chose to tackle the subject in more details by explaining and exemplifying the main as well as the secondary meanings of the English tenses. For this reason, we have chosen to base the present research on his book.

According to Scrivener (2010, p. 135-6), the past continuous has seven main uses. They are summarized as follows:

1. The expression of “single momentary past events”, like in “*they bought the paintings in 1989*”.

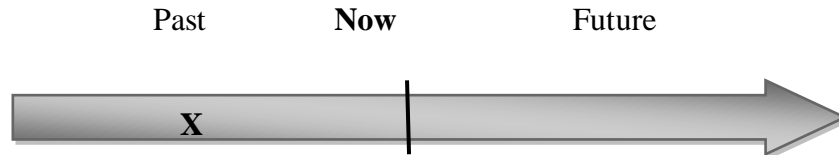


Figure 2.10. Past Simple to Express Momentary Past Events

2. In narrating to refer to “a sequence of actions to tell a story”, for example, “*the candle flared, then flickered and went out*”.



Figure 2.11. Past Simple to Express a Sequence of Past Actions in Stories

3. To express a past event that “happened over a period of time in the past”, such as:
 - a. *We went to the same school when we were children.*
 - b. *He studied theology in Vienna for three years.*
 - c. *He lived most of his adult life in prison.*

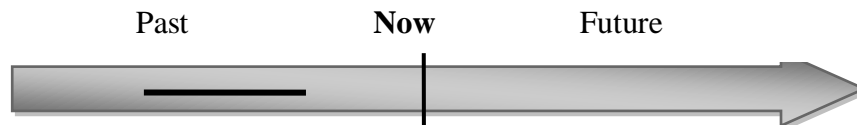


Figure 2.12. Past Simple to Express a Continuous Past Action

4. To refer to an action that happened in the past repeatedly and in a “non-continuous” manner like:
 - a. *I rang them first thing every morning.*

- b. *Monet painted 400 pictures or so in Giverny.*
- c. *We went to church every Sunday.*

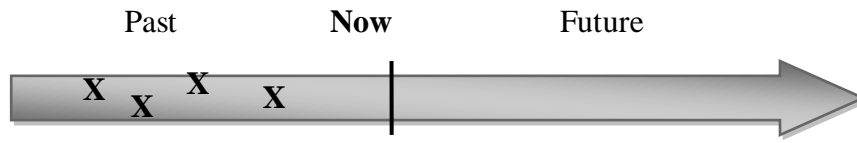


Figure 2.13. Past Simple to Express a Non-continuous Past Action

- 5. To indicate that an action interrupted another one which was in process over a given period of time, for example,

- a. *He was vacuuming when I arrived.*
- b. *We were having breakfast when Birgit phoned.*

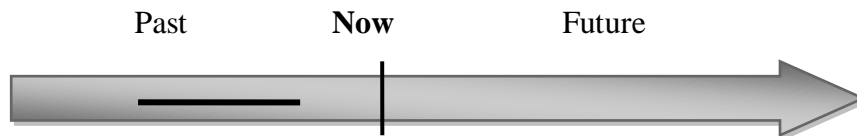


Figure 2.14. Past Simple to Express a Past action interrupting a Continuous Past Action

- 6. To refer to two or more past actions that happened simultaneously, knowing that sometimes the past simple is used with the past continuous to express this simultaneity, for example,

- a. *She watched me with interest while I ate.*
- b. *The gun went off while he was cleaning it.*

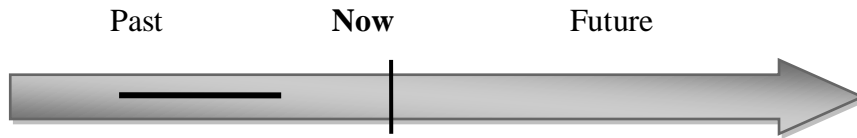


Figure 2.15. Past Simple to Express Two Simultaneous Continuous Past Actions

7. In the ‘If clause’ with conditional sentences, “to make the idea sound unlikely or impossible”, like:

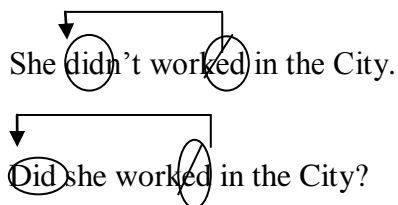
If Luke paid more attention in class, he would achieve better results.

The past simple is used with time adverbials and other time expressions like “ago, for, until” and very rarely “since”. We use ‘*did*’ to form interrogations and negatives:

A: Did you miss your exam yesterday?

B: No, I didn’t. I arrived on time.

We shall note here that students make errors in asking and forming negatives in the past; they use ‘*did*’ together with the final ‘-ed’. Scrivener (2010, p. 146) suggests the following diagram to remind learners that interrogatives and negatives do not need the past simple form of the verb, but rather the past simple of the auxiliary ‘*do*’, that is ‘*did*’, which indicates in this case that the action is past.



In this case, students will recognize that it is a repetition to indicate the past both in the auxiliary and the main verb.

-The Past progressive

Actions in the past may be performed in different ways and perceived differently by people who were performing or watching those actions. We perceive an action as being ‘continuous’ when it takes a long time in happening, but the problem is with how the different forms refer to the various meanings within the English tense system. Penston (2005, p. 17) suggests that tense does not mean time, he argues that the two do not always correspond to the same concept regarding the time of the action. In other words, the form ‘present simple’ may mean, not only the present time, but it indicates the past, present and future times as well. This is not only true for the present simple, look at the following example where the past continuous refers to ‘now’, “**I was wondering** if...”. Likewise, two different forms may refer to the same meaning; we have seen so far that the past simple may be used to express repeated or continuous past actions, and the past continuous does exactly the same thing as it refers to continuous past actions as well. Consequently, a very big question mark is raised here as to whether the simple and continuous aspects really express different types of actions or not!! This flexibility is quite particular to English if we just compare it to the other languages like French. According to Scrivener (2010, p. 150-1), the past progressive is used to convey five types of actions:

1. Actions that were in progress “over a certain past period”:

We were making too much noise.

I was doing the same old thing, week after week.

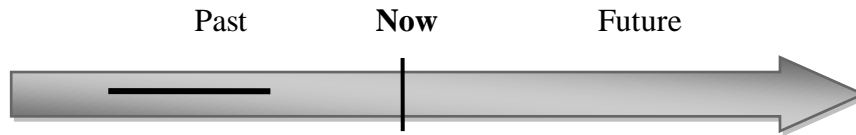


Figure 2.16. Past Progressive to Express an Action in Process over a Period of Time in the Past

2. Actions that were taking place before a given definite time, or were happening at that definite time, like in:

City were leading 3-0 at half time.

We were living in Edinburgh at the time.

Why was Mark wandering around the streets at 2 o'clock on Sunday morning?

The past progressive is also used to refer to an action which was in progress “up to”, or after a given time, like in:

I was working until the early hours of the morning.

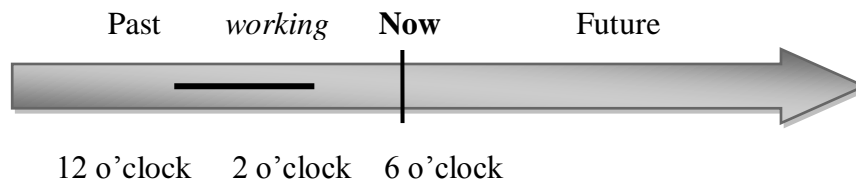


Figure 2.17. Past Progressive to Express an Action in Process before a named Period in the Past

3. To express two simultaneous past actions. The two actions may happen at exactly the same time, or one may finish before the other. The two actions are progressive, thus, the two verbs are put in the progressive form. However, we sometimes prefer to put one verb in the past simple and the second in the past progressive. Look at the following two sentences which can both be represented in the following diagram:

- a. *I was working in the garden while you were taking lunch!*
- b. *I worked in the garden while you were having lunch.*

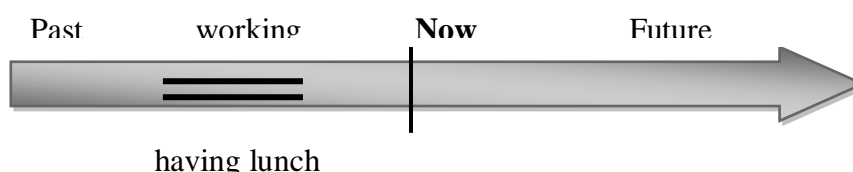


Figure 2.18. Past Progressive to Express Two Simultaneous Past Actions

4. To express a polite request, like in the following two examples:

- a. *I was wondering if I could use your phone? (= Can I use your phone?)*
- b. *Were you leaving? (=Are you leaving?)*

Scrivener (2010, p. 151) notes that state verbs also may be used accordingly, for instance,

- c. *Were you wanting some help? (= Do you want some help?)*

5. “Setting the background”. In other words, preparing the background for a scene before starting using the past simple to narrate the series of events in a given story. For example,

“The sun was setting over the forest. The last few tourists were wandering back to the hotels. Suddenly, a loud noise echoed round the hills.”

2.2.3.3. The Present Perfect Simple vs. the Present Perfect Progressive

The Present Perfect is one of the very problematic tenses in English for several reasons which we shall consider in this section as we discuss each of its meanings in details. To start with, the present perfect is generally used to talk about a past event that

has some sort of connection with the present time, hence the name of the tense. The problem with this tense is that it cannot be easily categorized within either the past or the present time-spheres. We can neither say it refers to the present exclusively, nor to the past entirely. It is said to mean a period of time that is past and present at the same time. It is past since all the actions in the present perfect were performed partially-or even fully-in the past, and the name present entails only that there are some actual results or consequences of these actions 'now'. Furthermore, the present perfect is the only '*past tense*' which has to do with the present moment and has either concrete or abstract results at the present time.

Though the present perfect is still being taught in schools and used by a very wide population of English language speakers and writers around the world, it is of less importance for Americans as they skip to the past simple to avoid using the present perfect, so, they use the past simple to convey the functions of the present perfect as well. According to Scrivener (2010, p. 165), however, knowing that the past simple refers to actions or events that happened in the past and which have no relation to the present time makes it a bit confusing to use the same past form (past simple) to refer to two differing types of events. Consider the following two sentences:

1. *I read a book this morning.*
2. *I've read a book this morning.*

In the first sentence, the past event of reading the book does not seem to have any connection with the present time, adding that the speaker must be interested in telling her hearer about '*when*' the book was read exactly no more. However, in the second sentence the reading of the book has a strong connection to the present time in that the focus of the speaker is not on the time of doing the action, but rather on the

action of reading and how it is still live and connected to the present time in some sort (maybe the speaker wants to tell about the content of that particular book). Scrivener (2010, p. 165) argues that “if a past event has no obvious connection to ‘now’, we use the past simple. If it does have a connection to ‘now’, we can use the present perfect.” Consequently, it is very important to consider each of the past simple and the present perfect as two separate tenses with a particular set of meanings and functions for each. We have already discussed the past simple in details earlier in this chapter, and now we shall talk about the present perfect tense.

According to Scrivener (2010, p. 157), the present perfect is used to convey three main functions which are: (1) Talking about someone’s past experience. The writer finds it very effective to start teaching this first function of the present perfect by asking students the question “have you ever...?” which means ‘have you at any time in the past done some particular thing?’. The answer to this question is either a confirmation of the question by replying ‘Yes, I have’, or a rejection of having done such a thing in the past by answering ‘No, I haven’t.’

Another function of the present perfect is (2) expressing recent past events, here, we shall notice the use of the adverb of time ‘just’ or other equivalent adverbs which mean the same thing, which expresses contemporariness. Scrivener (2010, p. 160) gave the following examples:

I’ve just announced that our train will be delayed.

Their latest car has just gone into production.

The present perfect may be used to express (3) a past action that has not yet finished, or as Scrivener (2010, p. 161) refers to it an “up to now” event. This meaning

of the present perfect is divided into three sub-meanings which are shown by Scrivener (2010, p. 163-4) as follows:

(3a). Past events that “happened once or a number of times in an unfinished period of time that started in the past and continued up to now. In many cases the connection to now is not stated but we can still guess it”. For example,

We've been burgled! (and now we do not have a TV).

I've already spent this month's salary (and now I've none left).

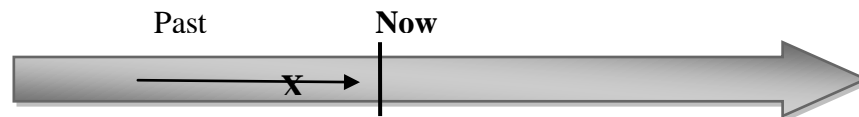


Figure 2.19. Present Perfect Simple to Express Actions that Happened Once at Some Time in the Past and Continued up to Now

I've already had two foreign holidays this year.

Natalya has vetoed every idea I've had.



Figure 2.20. Present Perfect Simple to Express Actions that Happened a Number of Times in the Past and Continued up to Now and May Continue into the Future

(3b). we use the present perfect to show that there is a change in a given past situation, for example:

Sales have shown a slight improvement this year.

I've put on two kilos in the last month.

The business has grown very fast.

(3c). The present perfect is used also to express “states that started in the past and continued up to now (and may go on into the future). Consider the following examples:

My family has lived in this area for years. (and still is)

Greece has been a republic since 1973 (and still is)

Dr Watson has worked in the region for 40 years. (and still is)

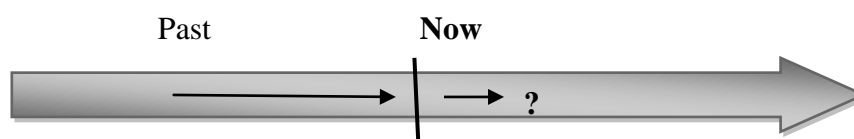


Figure 2.21. Present Perfect Simple to Express Actions that Happened in the Past and Continued up to Now and May continue into the Future

Note ‘Been and gone’

Scrivener (2010, p. 164) has distinguished between the two past participles ‘been’ and ‘gone’ which apparently do not mean exactly the same thing. Look at the two examples below:

She’s gone to the dentist’s.

She’s been to the dentist’s.

In sentence one, ‘gone’ expresses the idea of going to the dentist, but the person is not yet back. However, ‘been’ entails that the person involved has gone to the dentist’s and came back. Scrivener (2010, p. 164) says in this context that “when talking about movement to and from a place, *gone* refers to movement to a location and *been* refers to movement to a location and back again”. In other words, there is an additional meaning in ‘been’ which does not exist in ‘gone’.

The Present Perfect Progressive is not as much used as the Present Perfect Simple in English for the simple reason that the latter may convey the same function as the former with exactly the same meaning which minimizes the use of the Present Perfect Progressive. It refers to an action that has been taking place at some time before ‘now’, and is seen as not yet completed. Scrivener (2010, p. 174) explains that the two forms “refer to exactly the same time”, however, the present perfect progressive consider the ‘ongoing’ perspective of the action. Look at these examples:

I’ve worked in the garden all day.

I’ve been working in the garden all day.

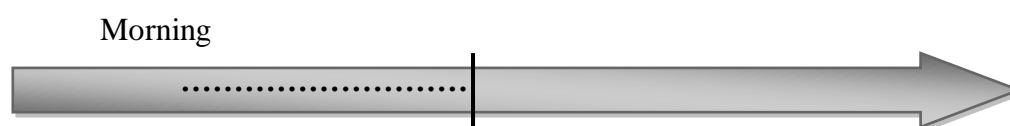


Figure 2.22. The Present Perfect Progressive to express Actions Up to Now

When the speaker uses the present perfect progressive instead of the present perfect simple, he’s rather emphasizing the ‘duration of the action’ rather than the action itself in situations of ‘complaining’ about undesired realities and ‘criticizing’. Scrivener (2010, p. 175) suggests the following examples:

I’ve been filling in this form all evening.

I’ve been waiting for over an hour.

I’ve been chasing round all day buying presents.

I’ve been calling him for weeks but I still haven’t made contact.

In all these sentences, the action seems to have been taking place for a given period of time and may continue taking place at some time after ‘now’. The present perfect progressive is not used so much in English because the single meaning it

conveys may be conveyed through the use of the present perfect simple. As we have mentioned so far in this section, we use it exclusively to complain or criticize.

Some adverbs of time are always used with the present perfect. 'Ever' is used to ask questions about 'past experiences', and it means, according to Scrivener (2010, p. 157) "at any time in one's life". Answers to the question 'have you ever?' also need some other adverbs of time like '*never*', '*always*', '*already*' and '*yet*'. Consider the following examples:

Q1: Have you ever been to Liverpool?

A1: Yes, I have always visited it.

A2: No, I have never been there before.

A3: Yes, I have already been there.

A4: No, I have not visited it yet.

Other adverbs that can be used with the present perfect are '*for*' and '*since*'. We use '*for*' before a noun or a noun phrase to show how much time the event has taken in the past i.e. the period of time of the action that is already fulfilled. However, we use '*since*' before a noun or a noun phrase which tells us about when the action has started in the past, here, we may mention 'years', 'days', or other important events like '*Christmas*'. The following timeline visualizes the difference between '*since*' and '*for*'. The adverb '*for*' is used both with the past simple and the present perfect, the following two figures illustrate these two uses; the first one explains how the adverb 'for' is used to talk about a past action that started and finished in the past. However, the second one explains how 'for' is used with the present perfect to express an action that started in the past and continued until the present moment of speaking.

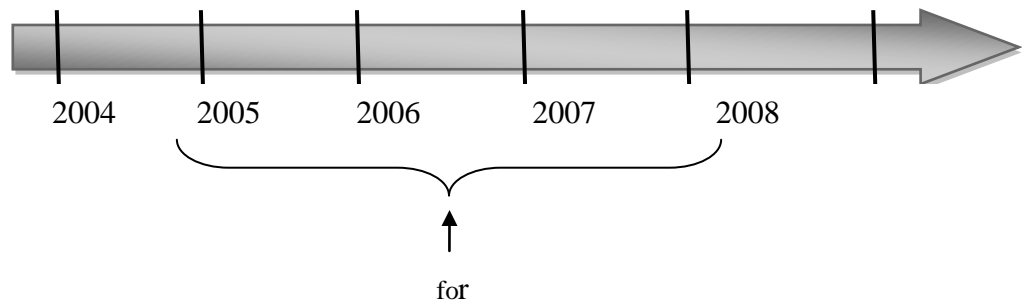


Figure 2.23. Using ‘for’ with the Past Simple

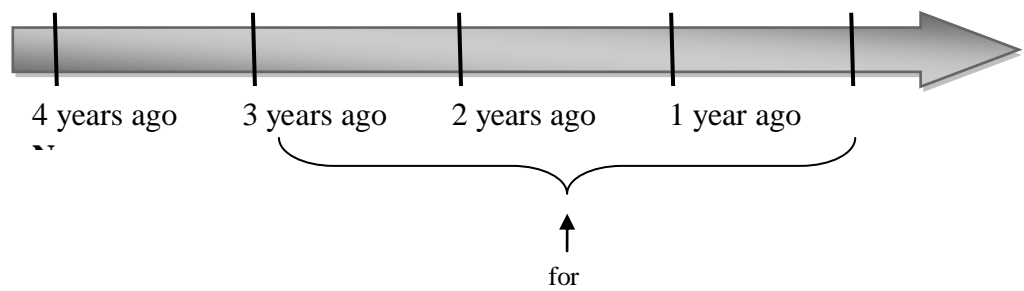


Figure 2.24. Using ‘for’ with the Present Perfect

However, ‘*since*’ is always used with the present perfect, it can be explained as follows (Scrivener 2010, p. 171).

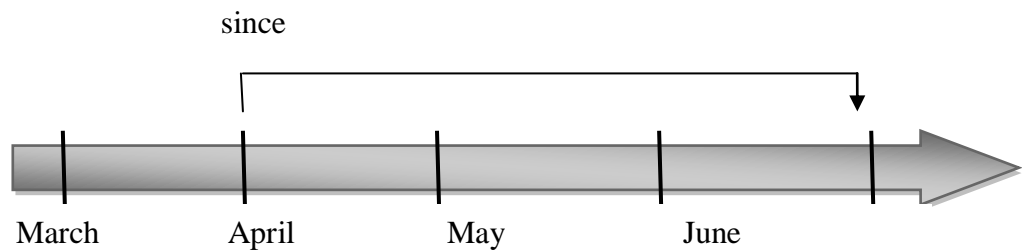


Figure 2.25. Using ‘since’ with the Present Perfect

2.2.3.4. The Future

The name future tense in itself is confusing since a great majority of grammarians and researchers, in general, believe that there are only two tenses in

English. Gregori and Garcia (2008, p. 119) argue that “strictly speaking there is no tense for future”. This idea is not held only by Gregori and Garcia, since a lot of grammarians believe that the future tense does not exist because there is no special grammatical inflection that refers to it, but we rather use the modal *will* to construct what we call future tense. They contrast English with French which has a special inflectional pattern for the future, for instance, we say in French ‘*je pronderai*’ which is the equivalent of ‘*I will take*’ in English. Notice here that the French future verb form is inflected through the use of the future bound morpheme or suffix ‘*rai*’ which is not the case for English that uses the modal ‘*will*’ instead.

It is true that English does not possess a future tense in terms of grammatical inflection form, but it has a lot of other ways to express the future or futurity. Penston (2005, p. 29) summarizes the four ways of expressing the future in the following table, he calls ‘marker’, the modal verb or any other tensed verb form that is used to talk about the future. These are: the modal auxiliary verb ‘will’, ‘going to’ that is used, especially, in American English instead of will, the present continuous and the present simple tenses.

MARKER	EXAMPLE	USE
Will usually as 'll after pronouns	}1. We will play, we will play, do not worry. }2. I'll get it. Will I open it? }3. Rain will fall in the west. They' ll need more time. }4. No buses? I'll get a taxi, then. }5. I think I'll go for a coffee.	promise, threat
		Offer
		prediction (fact)
		spontaneous decision
		tentative decision
going to + verb (be going) + infinitive	} 6. We are going to play our hearts out. }7. Look out! It's going to fall.	plan (already decided) 'obvious' future event
present continuous	}8. They' re playing here on Saturday. }We are going to the zoo tomorrow	Arrangement('diary' future). usually mentioning time
present simple	}9. Our train leaves at nine tomorrow.	Timetable

Table 2.3. Markers usually used to indicate future tense

The future tense that is made of 'going to' + infinitive is used to express future plans, this is called according to Penston (2005, p. 29-30) "the 'going to' future", for example, 'they are *going to* watch the movie'. Besides, we can talk about the future using the present continuous verb form to indicate future arrangement like: 'we *are leaving* tomorrow'. Likewise, the future may be expressed through the use of the auxiliary modal 'will' to indicate future actions or predictions that are not decided on beforehand, but planned on the spot. Grammatically speaking, these future actions are

planned exactly at the temporal zero-point or moment of speech. The present simple tense may be used to express the future like the example ‘the exams start tomorrow’, it is generally used in timetables.

In addition the modal auxiliary ‘will’, we can use another modal auxiliary that is ‘shall’. The different uses of ‘shall’ presented by Penston (2005, p. 30) are summarized in the following table:

	EXAMPLE	USE
1 st person	<i>We shall be back after the break.</i>	prediction (/promise)
	<i>I shan't get much sleep tonight.</i>	
	<i>Shall we eat Sichuan tonight?</i>	suggestion
	<i>Shall I open it for you?</i>	offer
2 nd person	<i>You <u>shall</u> have it.</i>	emphatic promise/ order/ threat
3 rd person	<i>He shall die.</i>	
all pronouns	<i>The management shall not be responsible for any loss or ...</i>	officialese

Table 2.4. The different uses of the modal ‘shall’

According to Penston (2005, p. 30), the modal auxiliary ‘shall’ is no more used in textbooks, it is only used in “some parts of Britain” to fulfill the two functions: “suggestions and offers”. It is used with the first person to indicate a suggestion, an offer, a prediction or a promise like in the examples shown in the table above.

There is a very strong debate between grammarians as to the existence of an English tense that is called future. Those who do not believe in its existence argue that,

unlike the past and the present, the English future does not possess any morphological form specific to it; it can rather be expressed through the use of other forms such as the present simple and progressive, or through the use of modal verbs. However, this does not necessarily mean that there is no future because the meaning of the future is reserved though it may be expressed in different ways. We will discuss the theory behind the main English tenses in the following Chapter, Chapter two: “The Tense System in English”.

Conclusion

The complex nature of the English tense system has made of it a very large area of research and interest. It is very important for the teacher, as well as the learner of English, to master the English tense system to be able to use the language comfortably to express any kind of temporal relation in terms of time of occurrence, starting and ending points, duration, pattern and its reality or unreality. Moreover, the teaching of tenses has to be well prepared for by the instructor who is supposed to choose, analyze, sequence, select, identify the context, use auxiliary materials and focus on the learners needs before they decide upon a given tense to teach. If they follow this procedure, they will teach tenses more effectively to the learners of English.

Chapter Three

Practising role play to Teach the Present Perfect

Introduction

3.1. Definition of Role Play

3.2. Characteristics of Role Play

3.2.1. Context

3.2.2. Drama

3.2.3. Simulation

3.3. Types of Role Play

3.3.1. Free/Improvised Role Play

3.3.2. Controlled/Guided Role Play

3.4. Teaching the Present Perfect Practising role play

3.4.1. Conducting a Role Play

3.4.2. Tips for Successful Role Play

3.4.3. Limitations of Practising role play

Conclusion

Introduction

Role play activities provide the learners with more opportunities to act and react to the different situations that they may encounter in a foreign language context. They are seen, even though they are imaginary, as developing the learners' performance in order for this to concord with the linguistic competence they should have gained from the theory they have learned, whether in grammar, or in any other element of learning English as a Foreign Language. Role play is part of the realia that can be used in the classroom as part of the teaching techniques and activities that are designed to elicit a particular response on the part of the learners. Realia, in general, and role play, in particular, have been used to approximate the authentic natural environment to the foreign learners of a given language; they are highly motivating tasks which form the basis for nowadays Task Based Language Teaching (TBLT).

3.1. Definition and Characteristics of Role Play

A number of definitions have been given to the expression "role play". Rosensweig (1974; cited in Celce Murcia et al, 2006, p. 41) defines Role play as being "... the dramatization of a real-life situation in which students assume roles. It [...] presents the students with a problem, but instead of reaching a group consensus in solving it, the students act out their solution". Rosensweig's definition tackles two very important aspects of classroom role play activities. The first being the acting out of real-life situations, i.e. students will be introduced, in a smooth way, to the different communication settings that are authentic, or as Ladousse (1987, p. 5) puts it "they have direct experience of the unpredictable nature of language in use". This idea of language in use is crucial to any language learner since all what she learns remains useless if it is not implemented meaningfully within language real-life experiences. All the language

that the student gains during her learning period will not be useful unless she decides to invest in her language through using it for the sake of communication. Ladousse (1987, p. 6) recounts the very funny, but expressive anecdote about the student in the supermarket in Britain. After he had completed his level three text book dialogue, the student was astonished when he knew that all what he learned so far in his textbook was useless when it comes to “unpredictable” language use.

The second aspect of role play that Rosensweig highlights is the idea of how problem solving takes place within role play. He explained that students act out the problem to try any possible solutions to this particular trouble; contrary to any other group work in which many students may be ignored. The writer confirms what has been said so far concerning the aim behind implementing role play activities or games in the classroom. The writer asserts that the major aim of using RP activities is to bring, to the classroom, what may resemble the linguistic natural environment, or as he’s called it “dramatization of a real-life situation”. Students, according to him, have to resolve a particular problem encountered by one or more than one personality in the role play.

A well formulated and complete definition of RP is that provided by Ladousse (1987, p. 5):

When students assume a ‘role’, they play a part (either their own or somebody else’s) in a specific situation. ‘Play’ means that the role is taken in a safe environment in which the students are as inventive and playful as possible. A group of students carrying out a successful role play in a classroom has much in common with a group of children playing school, doctors and nurses, or Star Wars. Both are unselfconsciously creating their own reality, by doing so, are

experimenting with their knowledge of the real world and developing their ability to interact with other people.

This definition tackles the following points:

1. Playing roles consist of imagining oneself in a particular role that is his own or that of another one.
2. The playing of a given role is just an imitation or simulation of some specified roles; in other words, the learners will feel safe and secure which permits them to feel more comfortable to perform their roles in a better way.
3. The idea of playing is generally appreciated than the other formal ways of teaching; it is both desired by children as well as adult learners.
4. Finally, assuming roles makes learners gain knowledge as to the outside environment and how to adopt themselves to it.

Ladousse (1987, p. 5) continues describing RP activities as he says that it is not a difficult task to implement this technique while teaching; the major part of the role play is left for the students “individual variation, initiative and imagination”. Furthermore, Starko (2010, p. 234) argues that “role play can be an effective tool for enhancing understanding of a content as well as social understandings”. In other words, RP activities help learners grasp the content of the lesson that is most of the time linguistic (grammar, vocabulary, phonetics, ...etc.), and develop specific social functions such as greeting, making friends, asking for something politely, asking for directions and other types of information.

Another definition of role play is that provided by Killen (2007, p. 280) who believes that role play can be defined as being “an unrehearsed dramatization in which individuals improvise behaviours that illustrate acts expected of persons involved in

defined situations”. The writer quotes another definition by Davis (1993, p. 159) who argues that “in role playing activities, you present to your students or hypothetical situation and a cast of characters. The students then improvise dialogue and actions to fit their views of the situation and character they are playing”, (Killen, 2007, p. 280).

Role play is important because of the fact that it brings life to the classroom. It lets students feel free and comfortable to communicate as if they were in real-life situations without any kind of stress or anxiety. Ladousse (1987, p. 5) confirms that the word “play” in itself carries an important psychological value; i.e. when we play we are at ease and we forget about being in a class and supervised by a teacher, as a result, the atmosphere will be stress-free and learners will learn better, quicker and in a safe environment. Besides, as they decrease stress, RP activities increase motivation in learners, and this is what is needed for learning better and quicker. Celce Murcia et al (2006, p. 69) say the following: “[role play is an excellent technique for communicative practice of structures sensitive to social factors.” In addition, Ladousse (1987, p. 5) emphasizes the role of RP activities in developing the learners’ self confidence, he states it as follows: “the activity is enjoyable and does not threaten the students’ (or the children’s) personality. This ‘playing’ in role will build up self-confidence rather than damage it.”

The idea of building the learners’ self-confidence through their engagement in activities like RP is very important in teaching foreign languages. All what teachers seek behind their teaching of foreign languages is to reach a degree of development in which learners will no more feel unsecured when they are put in real-life situations. Facing language in the real world is not something easy; consequently, learners should be trained to do so before they become hands-tied with all the linguistic structures and vocabulary they have been drilling during their language learning process.

Role play is a dramatic technique that focuses not only on grammar but on other language components and skills as well. In this context, Celce Murcia et al (2006, p. 6) argue that “an activity like roleplay includes work on vocabulary, a culture lesson, written work, grammar lesson, work on pronunciation and communicative strategies”. Claxton (2008, p. 9-10) agrees that role play is “an excellent tool for introducing students to different social roles” which is by no means the ultimate aim of any language learning class. She adds that role play activities develop different social and communicative skills, or as she puts it: “communication skills”, “research skills” and “problem-solving and critical thinking skills”.

Killen (2007, p. 280) refers to activities such as role plays and simulations as “performance activities”, he claims that learners during such type of activities “take on a role” in the making of the lesson. The writer believes that such type of activities may involve the whole class, as it may involve only a group of students while the rest of the class will be watching and doing some specific task like note taking. Moreover, the writer clarifies that the role of the teacher is that of a facilitator rather than that of a dominant instructor. Of course, this is not a scientific rule that cannot be broken at any time the teacher feels it is necessary to stop the role play to explain something unclear or complex; here, the teacher returns to her role as an instructor.

According to Pierangelo & Giuliani (2008, p. 49), “role playing allows students to take on roles, provide feedback to one another, and practice new skills”. What is new in this definition is the idea of the feedback which is a very important factor in communication. Students are not limited to the understanding of this or that language item, but they are provided with some feedback as to their practice; their classmates’ comments and judgments are very important for them to assess their learning process by themselves.

According to Starko (2010, p.234), students in a role play “take on a role_ pretend they are a particular person_ to solve a problem or act out a situation”. This means that students are required to behave as if they were not themselves such as pretending they are mothers, fathers, doctors, teachers, couples, whereas these are not their true roles. Or, they can be assigned to solve a particular problem through the roles they play.

Legutke and Howard (2013, p. 120) think that role play has become “a standard activity” used for further practice and reinforcement in the language classroom. However, Ladousse (1987) thinks it can be used both for the presentation and practice phases.

When conducting role plays, teachers may help students integrate in the new situation through the use of pictures that represent either “the context of the situation (a restaurant); the people involved (a customer and a waiter); the subject of the communication (“There is no fish but there is beef”)", according to Wright (1989, p. 126). Pictures can approach the aim of a given role play to the learners and make them incorporate with it more easily because it has proved to be a very useful technique that almost all teachers use in their classes.

In short, role play teaches learners how to make use of their linguistic competence in real-life situations that is the ultimate aim of all language instructors around the world. Furthermore, it elicits some positive features as to oral exchanging of ideas and opinions, strengthens the learners’ self-confidence and increases their motivation to learn.

3.1.1. Context

Both the quality and the quantity of learning are contributed to some factors which work either as a motive or as a hindrance for learners. Those factors include the

learning surrounding context which, itself, includes the teacher, the learner and the learning conditions which vary from one place to another. In other words, context may be considered as one of the very important factors that the teacher should take into account before she decides to go to the classroom to teach. In this section of chapter three of our research, we will talk about context in a narrower way; we are concerned with the grammatical context in teaching languages.

A great number of researchers in the field of SLA emphasize the role of the context in teaching any language item. Among those researchers is Scrivener (2010, p. 8) who argues that contexts “are simple, easy-to convey situations, scenes or stories that will help to clarify the meaning or use of a language item”. What is important about context, according to Scrivener (2010) is that it should be simple, i.e. does not require a lot of equipments or effort from the teacher and learners. This means that the teacher, together with the learners, can create simple scenes in which both can take part and contribute to the building of the lesson. A context, according to Scrivener (2010, p. 8), can be easily created when the teacher draws some pictures on the board, or when she holds some photos, flashcards or sketches. Another way for creating a context in teaching is through having the learners to act out certain roles which will enable them to use the target language spontaneously which allows the teacher to see how much do the learners know about a given language element and how much remains to be taught for them.

According to Aitken (2002, p. 9), “if we wish to teach effectively, however, we must also identify a teaching context”. The writer has set some criteria for this context which we have already referred to in chapter one.

A considerable number of researchers in the field of SLA emphasized the effectiveness of contextualization in the teaching of languages. Top-bottom teaching

relies mainly on focusing teaching on the language as a whole since they believe that fragments of language do not convey the function of the latter until they are assembled together in a meaningful way. Goodman (1988; cited in Ruiz-Funes, 2002, p. 30) states that “language is language only when it is whole”. Ruiz-Funes comments on this by saying that “in terms of grammar, words, phrases, or sentences are not linguistic islands; on the contrary, the linguistic elements only gain meaning when they are placed in context, and when used in conjunction with the whole (Shrum and Glissan, 1994)”.

Revolution in SLA shifted attention from the traditional mechanical teaching to what has become known as the communicative approach to teaching foreign and second languages. The communicative approach to teaching focuses on the importance of context in the teaching of grammar, vocabulary, and the other language skills. According to Danesi (2003, p. 11-12), the grammar rules should not be taught as such, they should be included within some authentic context which will reflect for the students the meaningfulness of the grammar, or any other language element, that they are studying. The writer argues that “the contextualization of the grammar rules...continues to be important because it impresses upon students that syntactic structures are not mere abstractions, but rather, components of real-life conversations”. The present research is based on this idea that grammar teaching is more effective when it is done within a specific meaningful and comprehensive context that is in our case RP activities.

3.1.2. Drama

The term drama in language teaching and learning refers to the type of language activities that are designed to elicit a certain communicative interaction on the part of the learners. It is a general technical term that encloses a number of language activities or games, mainly RPs and Simulations. Those games and activities are said to possess

some aspects that resemble those in theatrical drama; such as characters, conflict, problem-solving and risk taking. However, learners in a classroom differ from actors in the theatre in that they are not supposed to be highly trained and the purpose behind their performances is not drama as such, but rather some specified language skill that they need in their language learning/acquisition process. A comprehensible definition of the term drama in the language classroom is that provided by Di Sabato (2014, p. 84-85) who states that:

In the Entry “Drama” for the *Routledge Encyclopedia of Language Learning and Teaching* edited by Byram (2004), Fleming mentions among the drama forms in a language learning context: typical exercises/warm-up games, which imply an acting-out component; improvised role play on a dialogue written by the participants in advance; and more extended drama simulations based on students creating fictitious characters in a given context.

Di Sabato (2014) comments on this by referring to the difference between RP and simulation as he considers that role play is much more “flexible, brief and simple”, however, “simulation is seen as a complex, lengthy and not very flexible activity” in Ladousse’s (1987) terms. Di Sabano (2014, p. 86) believes that interest in the use of dramatic games and activities in the language classroom is not new; it has been there over the years for a lot of language scholars have referred to it and appreciated its incorporation into the language classroom. The writer referred to some of these researchers such as “Slade 1954; Pross 1986; Di Pietro 1987; Crookall and Oxford 1990; Tarlington and Verrieur 1991; Scarcella and Oxford 1992; Jung 1993; Fleming 1994 and 1997; Byram and Fleming 1998; Kao and O’ Neill 1998; Wagner 1998; Winston 1998; Podlozny 2000.” Likewise, Lottgen (1997, p. 189) argues that RPs and

Simulations “become techniques for altering the social situation to avoid a static classroom setting”. We notice here that the idea of changing the classroom atmosphere from “static”, as Lottgen calls it, to more natural and real like is held by a huge number of researchers in the field of language teaching. This conception of the language classroom context reflects the importance the linguists, cognivists and researchers devote to the psychological side of the learner, and how crucial is it to make the latter feel at ease when learning a foreign language.

3.1.3. Simulation

Another type of dramatic performance that may be used in the language classroom is simulation. Simulations consist of students acting-out some roles that are a bit lengthy and require some efforts and prerequisites of the language being learnt on the part of the learner who is supposed to assume a particular role through improvisation. The complex nature of simulation makes it suitable only for advanced learners, which is not the case with role play which is considered to be simpler and more practical. It is this quality of RP which has attracted us in the present research and prompted our interest in using this language game to present and practice the Present Perfect tense. According to Claxton (2008), simulations develop a number of language skills which are set as follows:

1. Increase their awareness of how their perceptions of others’ motivations and cultural heritage can affect their interactions. Very often, good simulations will lead students to rethink their behavior and attitudes toward others.
2. Examine their own biases and focus on how their perceptions of differences can impact their interpersonal relations.
3. Understand how stereotypes develop, how barriers are created, and how misunderstandings among people are magnified. Students will also be able to

observe , develop, and adopt appropriate mechanisms for successfully interacting with others.

3.2. Types of Role Play

Role play activities vary from free and improvised to guided or controlled games, the following two sub-sections include details concerning the differences that exist between these two types of Role Play.

3.2.1. Free/ Improvised Role Play

Free role play refers to the type of RP that is related to a large extent to the students' free use of language. Doff (1988, p. 237) argues that free role play “is not based on a text or dialogue in the textbook, the students themselves have to decide what language to use and how the conversation should develop”. Learners are provided with the general context of the event or accident, and are let free to choose the language they think will best convey the desired meaning. The following example is taken from Doff (1988, p. 237):

One student has lost a bag He/she is at the police station Reporting it to the police The other student is the police officer, and asks for details.
--

Figure 3.1. Example of a Free Role Play (Doff, 1988, p. 237)

In this example of free role play, two learners will take on the roles of the student and the police officer. The student will report what happened to him exactly and how she lost her bag. The other student, now police officer, will try to investigate the accident through asking some questions related to it. This free role play may be used, especially, to teach the direct and reported types of speech. Besides, it can be a useful activity to teach the learners how to ask and respond to different questions.

Before we tackle the way RP activities work in the classroom, we have to make a distinction as to two different types of role play; they are not completely different, but fluctuate in some aspects as to how much guidance is provided on the part of the teacher. If we compare the two types of RL: free and guided, then we would say that in a free role play the teacher should concentrate on the learners' language and stops whenever necessary to correct, guide or redirect the learners to the primary concern of the role play, whereas, in a guided role play learners should have their roles designed for them and they are required to simply act them out. In both types of role play, the teacher should focus on the language element(s) that the learners are required to master at the end of a given RP activity.

According to Ntelioglou (2012, p. 84), free or improvised role play, consists of introducing to the learners the topic of the situation to be acted out. This is done through handing out some RP cards on which the general situation is described. Once the learners are familiar with the different situations provided to them, they start their role play. Ntelioglou gave the following two examples of RP appropriate for pair work:

Role play 1: "An employee wants to use his/her vacation days on a certain week and the boss is not willing to give those days off".

Role play 2: "You and your friend are supposed to be doing a research paper together. You've done a lot of work but your friend has done nothing. Tell your friend how do you feel".

Each pair of students will act out the situation described on the cards. About the language that learners use during role plays, Ladousse (1987, P. 9) says the following: "the language the students use does not come out of a top hat of the wave of a magic wand, and must have been acquired at an earlier stage".

Free role plays give learners a great opportunity to use the language structures they have learned so far in the lesson or the course. It puts them into real life situations which they may come across one day in their life. However, free role play is not the only type of role play that can be used in the classroom setting. We also have another type of RP called the controlled role play which we will discuss in the following section.

3.2.2. Controlled/Guided Role Play

Another type of role play is controlled or scripted role play. It is the type of role play in which the learners act out some already-made role plays. Ntelioglou (2012, p. 84) provided the following extract of a scripted role play called ‘Fly Soup’:

FLY SOUP

Characters: Henry Smith, a waiter, customer 1, customer 2 and the restaurant manager.

Scene: a crowded New York restaurant

Henry: Waiter. Waiter!

(The waiter comes up to Henry.)

Waiter: Yes?

Henry: There is a fly in my soup!

Waiter: That’s impossible.

Henry: Look.

Waiter: Where?

Henry: There. What’s that? *(He points to a speck in the soup.)*

Waiter: what? *(He leans over to look at the soup.)*

Henry: That little black speck with wings. What’s that? *(He points to a fly.)*

Waiter: Black pepper! It's black pepper!

Henry: It's NOT black pepper. It's a fly!

(The customers crowd around the table.)

Customer 1: What's wrong?

Customer 2: What's the matter?

The story ends when Henry accidentally drops out a box of flies from his pocket. The restaurant manager kicked him out of the restaurant as he realizes the trick. The learners are asked to read the script before they are asked to act it out in front of the rest of the class. In this type of role play, the learners stick to the roles that they are assigned to and act them out.

The aim behind learning any language is to be able, in the end, to use it for the sake of communication. Humans started being interested in each other's languages because they couldn't communicate with the variety of their tongues. They even thought of a universal language to facilitate the different social, commercial and personal relations. This couldn't happen but the humans' desire to communicate is always pushing them to learn as many languages as they can, simply because it is a natural necessity. What is called role play in language learning is similar to what we do unconsciously in our daily life through communication in different ways and for different purposes. We are expressing ourselves and sometimes wishing to be a given person that in fact differs from our character and personality. We are always playing roles and the purpose behind this is to communicate something.

Killen (2007, p. 282) summarizes the main reasons behind practising role play in one's class in three main ones. First, encouraging learners to maintain social interaction (Piaget, 1972) by acting out different social roles, second, challenging learners (Vincent & Shepherd 1998, p. 2) through getting them try something that is not fixed and full of surprises which encourage learners to learn to take risks, and finally bringing "realism"

to the class through creating a kind of meaningful input from which learners could start their learning experience. According to Killen (2007, p. 290-291), role play can be used to teach a variety of disciplines including “Foreign Language Teaching, Teaching English, Teaching science”,...etc. The writer further explains that RP does not only serve the achievement of “the acquisition of knowledge”, but also “the application of knowledge to develop further understanding and skills, and attitudinal change”. Furthermore, Killen (2007, p. 282-283) states fifteen achievements that one may realize when using RP in their class. The ones that interest our study are paraphrased in the following points:

1. Motivation to learn.
2. Applying knowledge to real life contexts.
3. Developing communicative social skills.
4. Learners benefit from risk taking to learn how to deal with different types of issues.
5. Turning learners from passive to active participants in the classroom.
6. “Experiencing situations rather than just hearing or reading about them”.
7. Developing learners’ “self-confidence, self-esteem, self-image”.
8. “Help EFL learners to understand important concepts that are difficult for them to understand through verbal explanations”.

The writer concludes that the teacher should be clear right from the start about what “outcomes” she would like to achieve with learners through the use of RP, and that she should not make role plays seem as “rewards or fill-ins” for learners, but rather a serious activity that is part of their “overall teaching programme. Blookfield (1990, p. 115; cited in Killen, 2007, p. 283),thinks that “because this kind of learning involves the

whole person- intellect, feeling, and bodily senses- it tends to be experienced more and remembered longer”.

In addition, a very interesting explanation of the reasons behind practising role play activities to teach languages is that provided by Ladousse (1987) in his famous book *'role play'*. Ladousse (1987, p. 6-7) stated six main reasons that have pushed language instructors to use RP in their own classes. These are summarized as follows:

4. Real life experiences can bring a variety of language functions and **structures** as well as new vocabulary to the classroom. It is more beneficial than the other types of pair and group work activities such as “conversation, communicative games or humanistic exercises”. Moreover, it develops the learners’ speaking skills.
5. Role plays enable students to use more daily language which is something neglected by most language teaching syllabus designers; syllabi focus much more on high level or formal language at the expense of the spoken language forms needed for communication. That’s why role play will provide learners with this opportunity of expressing real life as it really is and not as it should be through improving their social skills.
6. Role play is beneficial for learners who are planning to go abroad for the sake of fulfilling their studies; it helps them to develop interaction in a wider context than that of the classroom.
7. Role play enables shy learners to overcome their communication related problems. They will find it easier to talk about other things other than themselves, things in which their special introverted personality is not implemented.
8. Ladousse considers fun as the most important factor for using RP activities in language classes. Everybody likes funny ways of doing things, especially, those things that seem very formal and rigid like learning.

9. Finally, RP develops fluency in language learners. This fluency leads to motivation and thus to better interaction. The mutual efforts of learners and teacher reinforce the learners' will to learn and deepen the relation between the teacher and students, and this is what all language teachers need to better teach in their own classes.

As Ladousse has explained so far, role play may be said to be a multi-functional activity. It may serve for both language learning and language practice. Ladousse (1987, p. 8), explains very well how this activity may be used for language learning just as it is used for language practice. He believes that the way you practise role play activities for learning or practice depends on your own definition of the process of learning and its various phases. According to him, learning consists of “presentation phases, phases of half-knowing, and consolidation phases”. Learning is about “thinking” as well as “doing” which is itself, most of the time “speaking”. About the use of RP to explain grammar rules and structures, Ladousse (1987, p. 8-9) argues:

... however loose-ended and unstructured a role play may appear, it may be stopped at any point so that the language that the students are using, or could, or should be using, can be analysed in terms of structures and functions, lexical items, etc. learning should not only take place, but should be seen to be taking place....it should be possible to feel that learning is taking place, and that whatever is learnt in this way will be meaningful.

The idea of practising role play in teaching is basically founded on psychological perspectives of viewing language. Through practising role play, the teacher seeks to provide for the learners an environment that is safer and more effective

than that of a traditional class where learners are discarded to a large extent and the teacher is the only performer of all roles, his and those of learners.

A procedure of Role Play refers to the different steps that are followed while conducting RP activities in the classroom. As any other teaching technique, RP can be used in more than one way. We distinguish two main types of RP activities: *'free'* and *'controlled'*. Free role play refers to the kind of RP activities which require a little interference on the part of the teacher; she just instructs learners to some chosen RP context and lets them work on their own under her supervision. However, controlled or guided role play, as the name suggests, refers to already-made role plays. Those are designed or chosen by the teacher or learners before hand and acted out in the classroom. They are called guided because they have a specific context that learners will follow when acting out their roles, in contrast to free role plays where the context is created by the learners themselves on the spot depending on the roles they take. Here, the learners' imagination is activated through the practice of their roles. About those two types of language use says Labousse (1987, p. 9) "either students manage with the language they know, or they practice structures and functions that have been presented to them at an earlier stage of the lesson or the course, in a free and uncontrolled way". Generally speaking, controlled role play activities precede free ones, the former works as a preparing phase for the latter.

3.3. Teaching the Present Perfect Practising role play

The Present perfect is the most used English tense; it expresses actions or events that have happened in the past and focuses on how are these actions and events related to the present time. Moreover, Role play is conducted to make these actions or events live and more comprehensible for learners who cannot easily grasp the present perfect's location in the time sphere. The following three sub-sections are designed to put in plain

words the procedure of conducting Role Play, provide some tips for its success and ultimately, to discuss some of its limits.

3.3.1. Conducting Role Play

As any other teaching technique, RP activities follow a certain course of action to be well fulfilled and more effective for learners. Using RP in one's class is not so complicated or demanding. However, it needs some preparation before class and a careful accompaniment of learners during class time. The role of the teacher is central especially at the phase of presenting for learners what are their roles and what they are expected to do exactly. After that, the teacher's contribution should be minimized and her role decreases as the students start performing the assigned roles. Ladousse (1987, P. 9) explains that the part of the lesson in which the teacher dominates is not long as it was the case with traditional practice drills. The teacher will try gradually to escape from the scene and let the learners perform their roles without feeling that they are being watched by anyone.

Role play may be used in two different ways respectively; deductively or inductively. Role play is used deductively when a given language point is first introduced to the learners before it will be developed further through the role play activity. On the other hand, role play may be used during the phase of presentation itself; here, learners are being guided towards the given language point right from the beginning using a RP activity that should be suitable for developing better what is to be learnt. In short, RP activities are meant both for language learning and language practice. What determines which of the two methods should be used is the learners' level as well as the language component to be learnt, this is according to Ladousse (1987, p. 9).

The very famous book of Ladousse (1987) “Role Play”, on which this work is based, contains tens of role plays and simulations that can be used to teach languages; all the language components grammar and vocabulary, plus phonetics and phonology and issues related to fluency and the different language functions on which he firmly focused. Here, we will describe the general procedure that he followed with his students in designing and acting out the role plays that he has chosen for his various classes.

Ladousse’s teaching sheet on RP activities comprises ten essential elements. These are: level, time, aim, language, organization, preparation, procedure, follow up, remark and variation(s). To explain what do these terms mean, we will illustrate from Ladousse (1987, p. 24-26). Under the section “Preparing the Ground”, the writer proposes a group of eleven role plays that are meant to prepare learners for later more demanding ones and for the simulations that are the last section of the book. The role play that we will use here as an example is entitled “famous people”. It is meant for the level “Elementary upwards” and the time allocated for this is “20 minutes”. The language that will be focused on is made up of structures like “the interrogative, the past tense, and possibly the present perfect”. As to the organization of the class, the whole class will participate whether it is a small or a large class. The teacher has to do a kind of preparation before hand; she shall prepare a list of names of famous people in case her class is short of ideas. The very important element in all these is the procedure to be followed by the teacher and learners to lead to the success of this role play.

First, the students choose the personality they will talk about in the first person, making sure that they have enough information to provide about him or her. As an optional step, the teacher can demonstrate the role play by pronouncing the name of a famous figure and let her students ask some questions to this famous person- the teacher- who will reply to the questions in the first person singular. After this, the

teacher asks a volunteer to come to the board. The teacher explains to the rest of the class what they are supposed to do; they will ask the “famous person” some questions about her life and achievements. Ladousse (1987, p. 24) suggests the following set of questions:

- What is the most important thing you ever did?
- Does your public life affect your private life?
- Which event in your life was the most significant?
- Did the way you were brought up help you to achieve so much?

Ladousse (1987, p. 24) explains that the questions “depend on the level of the class”. He emphasizes the fact that the more advanced your class is, the more complex the questions should be. Besides, the students should be given some time to structure their questions. After having assigned every student to their tasks, the teacher should profit from the time when the class are preparing the questions to explain for the volunteer that he must be as evasive as possible when answering the questions, he must confuse the class and never give direct answers which will end the game at its beginning. This is how famous people answer questions, Ladousse (1987, p. 24) says that “the answers given by Pasteur or Fleming, by Mrs Ghandi or Margaret Thatcher, and by Katherine Hepburn or Ingrid Bergman could easily be confused in the first place”. This gives them more time to think and restructure their ideas in a better way.

The teacher should focus on the learners’ questions which have to be well structured and using the right tense. After having asked a sufficient number of questions to the volunteer who has tried to answer them all or almost all, now, the rest of students can guess who is the famous person in front of them. The teacher tells the class to write their guesses on a paper and they hand it to her. When enough predictions are given to

the teacher, she ends the game by declaring the name of the student who handed the correct guess first. The teacher can repeat the game again and again with other students.

As a follow-up activity, the learners may either discuss questions related to what is the thing that made it easy or difficult for them to guess the character(s), or they can write a biography of one of the personalities that were dealt with during the lesson. The development of the role play ‘famous people’, presented by Ladousse (1987), can follow some other ways he called “variation(s)”.

Variation 1:

The activity may be transformed to talk about likes and dislikes, talk about future plans and arrangements, or to practise the conditional. For example,

1. What is your favourite TV show?
2. What are your plans for the next five years?
3. What would you do, if you won the Nobel Peace Prize?

The various questions will give more opportunities to the volunteer to interpret the personality that he is playing which will lead the other students to be more inventive and imaginary.

Variation 2

The “famous people” role play may take another direction, it will be then a “straightforward guessing game”, and it is called that time “who am I?” In this game, learners will ask the volunteer some yes/no questions to which she should answer by saying just yes/no. Here, the questions asked should be in the second person, for example, “do you like literature?”

Variation 3

In variation three, the game will be called “Ambassadors”. The class shall be divided into groups of five to twelve students. The game will work better with more sub-groups. An ambassador is selected in each group and she is the famous person. The ambassador will go to an alien group to be questioned. If the group succeeds to know the identity of the ambassador, then she is kept by the alien group. The group who sends the ambassador must choose a new one for the next round. At the end of the game, generally one group is eliminated.

Variation 4

Another way of using the role play game “famous people” is called “Dramatic lives”. This activity is performed through two steps: a mime and a language activity. The teacher brings with her some slips of paper with names of people who have had dramatic lives on them. She distributes the papers to the students who want to mime. The class will guess from the mime what the personality in question is. After the mime, questions are asked as was the case with the original game and in variation 1 above.

Variation 5

Variation five is called “Professions” in which the same procedure of variation one is followed, however, instead of choosing the famous people, the learners will choose a given profession of their own and the teacher may help them in doing this by preparing some slips of paper with the names of some professions on them which she hands to the learners in case there is a lack in learners. Some suggested professions are ‘doctor’, ‘nurse’, ‘teacher’, ‘hairdresser’, ‘painter’, ...etc.

According to Killen (2007, p. 285), RP can be used either to introduce a unit of study or to conclude it. The most important thing, according to the writer, is to prepare well for the RP to achieve at the end the desired learning outcomes. He believes that the teacher should prepare beforehand all aspects of the RP. First, she should decide out “what outcomes” she would like to achieve from the students who perform the RP, and those who are watching them, as well as deciding on the materials to be used in the RP. Moreover, the teacher has to “select the learners who will be directly involved and brief them out on their roles”. After the distribution of the roles to the learners, the teacher must explain fully the activity and make it as clear as possible for the students who do not perform what they will be doing during the RP. Once all these points are put right away, the teacher has to “stage the performance” and follow the course of actions within the RP to “check that the learning outcomes were achieved”.

Another writer that focuses on the procedure that should be followed in implementing RP in ones class is Richards (1990). He explained in his book “The Language Teaching Matrix”, the main steps that the language teacher should follow before, during and after the RP activity. He talked about what he called the “role play design format” which compromises a number of elements. According to Richards (1990, p. 82-84), before the RP, “learners first take part in a preliminary activity that

introduces the topic and the situation”. These preliminary activities include “brainstorming, ranking exercises, and problem-solving tasks”. The aim behind such type of activities is “thinking about a topic, generating vocabulary and related language, and developing expectations about the topic”. Or as Richards (1990, p. 83) puts it “establishing a schema for the situation”.

A lot of researchers emphasized the idea of preparing the students for the RP, and how can this be effective for the learning of a given language element. Among those researchers is Hutton (2015, p.) who believes that improvisation is not an easy task even for professional actors. She thinks that:

Role-plays do not work well in an EFL context when they rely entirely on the theatre technique called *improvisation*. Improvisation is a special skill even amongst those of us who have been in the world of acting for decades. It is not for everyone. It is a special mixture of writing and performance skills working right in the moment of the live experience. There are many great actors who cannot improvise at all, and there are many great improvisers who cannot act in a scripted play; they are different skill sets.

Thus, it is not appreciable for teachers to ask their students to talk about an issue about which they might have no idea. That is why it is very important to prepare learners and equip them with some language that they will make use of in the RP they are supposed to perform in class in front of an audience.

We come back to Richards RP design format. After the warm up that may take more than a way of brainstorming. The second step is the practice of a dialogue about the topic of the RP to be performed later in the class. After this, learners are supposed to play their roles using the role cards. Richards (1990, p. 83) gave the example of a RP

about “renting an apartment” that is a role play between two students “A” and “B”. Student “A” is the caller and student “B” is the landlord. Richards described it as follows:

Student A (Caller)

You want to rent an apartment. You saw this advertisement in the newspaper.

George Street

Large modern apartment

Only \$600 a month

Tel. 789_6445

Call to find out more about the apartment. Ask about these things:

the bedrooms

the neighborhood

the view

nearby transportation

the furniture

nearby shopping

the floor it's on

Ask anything else you want to know.

Find out when you can come and see it.

Student B (Landlord)

You have an apartment to rent. You placed this advertisement in the newspaper.

George Street

Large modern apartment

Only \$600 a month

Tel. 789_6445

A person telephones to ask about the apartment. Answer the person's questions.

After the students perform the RP, they listen to a similar version of RP performed by native speakers. During this feedback activity, the learners will listen “for specific conversational and grammatical forms (idioms, routines, structures) used by native speakers in their versions of the role plays, as well as listening for meaning”. Richards (1990, p. 83).

The conclusion we draw from the example of the role play “famous people”, mentioned above, is that role plays are flexible and enjoyable and they involve all the learners to take part in the building of the lesson. Here again, we focus on the idea of learner and task-centered teaching as opposed to traditional teacher-centered way of teaching.

3.3.2. Tips for Successful Role Play

In order for a role play to be successful and more effective, it should be well organized and prepared. Ladousse (1987, p. 12) proposes the following tips as for the well organization of a role play in the language class. He summarizes his ideas in the below ten points:

1. Do not care a lot about noise unless it disturbs the teachers next door.
2. Introduce pair work before group work. Face-to-face communication decreases the learners’ anxiety and let them feel ready to start working in larger groups.
3. Do not opt for very long role plays right from the beginning.
4. Prepare a role play that fits with different numbers of learners because you might have some absentees among learners.
5. Give clear instructions before learners start playing their roles and make sure their roles are clear for them.

6. Do not care about the minority of learners who are not seriously taking part in the task. We usually find such a group of learners in any class. If they are not really disturbing the flow of the activity, do not get bothered.
7. Avoid difficult role plays with a lot of emotions and feelings at the beginning of your RP activities. This is to avoid learners breaking into their MT. In case learners shifted to their MT just for a word which they do not know, do not make out of this a big problem.
8. In case learners are using their LI a lot, here, you should slow down and go in your activity step by step. Start with pair work and try to introduce a simple role play where learners are simply required to fill in the gaps. If this did not work, then you have a serious problem of motivation to learn which you have to solve whatsoever.
9. Opt for follow up activities for students who will finish their role play first.
10. Pay attention to time; you have to limit your students to X time that they must not exceed.

3.3.3. Limitations of Practising Role Play

Like any other teaching technique, role has positives as well as negatives. According to Killen (2007, p. 284), some limitations of using RP as a teaching strategy include, first, over simplification of learning and consumption of time, and second students may make out of a given RP a successful language game or they may lead to its total failure depending on their “attitudes and personalities”. Finally, learners may be “emotionally over-involved”. Likewise, Van Ments (1992; cited in Killen, 2007, p. 284), cites some problems that may appear while implementing RP in one’s class; these are summarized in the following points:

1. Reluctant learners may be discarded.

2. The RP can hardly be relevant to all learners.
3. Learners may miss credibility in playing the roles assigned to them which will destroy the content of the RP message.
4. Designing roles for learners may consume the teacher's time.
5. "Debriefing... may not be taken seriously by the learners".

In spite of all the problems that can come across the teacher who is willing to use RP in her class, Killen (2007, p. 284) suggests that the classroom should support that type of learning and that the atmosphere should be very comfortable. He further discussed the idea of preparation which plays a major role in decreasing stress in learners and increases their self-confidence. In addition to this, the teacher's expectations should not go very high as RP may take an "unexpected direction" or "get bogged down". The teacher is the first responsible for making the learners "feel at ease in their roles".

Another type of dramatic performance that may be used in the language classroom is simulation. Simulations consist of students acting-out some roles that are a bit lengthy and require some efforts and prerequisites of the language being learnt on the part of the learner who is supposed to assume a particular role through improvisation. The complex nature of simulation makes it suitable only for advanced learners, which is not the case with role play which is considered to be simpler and more practical. It is this quality of RP which has attracted us in the present research and prompted our interest in using this language game to present and practice the Pre. Perf. tense. According to Claxton (2008), simulations develop a number of language skills which are set as follows:

4. Increase their awareness of how their perceptions of others' motivations and cultural heritage can affect their interactions. Very often, good simulations will lead students to rethink their behavior and attitudes toward others.
5. Examine their own biases and focus on how their perceptions of differences can impact their interpersonal relations.
6. Understand how stereotypes develop, how barriers are created, and how misunderstandings among people are magnified. Students will also be able to observe, develop, and adopt appropriate mechanisms for successfully interacting with others.

Conclusion

Role Play activities bring life to the classroom and change it from being rigid and annoying to appealing and fascinating. Most of the time Role Play is very motivating to both teachers and learners and can create a safe environment where learning can take place easily, smoothly and effectively in an anxiety-free environment. The learners' physical activity, involved in most Role Play activities, lowers their stress and anxiety and increases their motivation to learn and internalize much better than before. While conducting a Role Play, teachers should know how to control the classroom; they should not ignore any one of the learners. The class has to work in harmony with each other and be as much attentive as possible to the aim behind what they are doing in addition to acting and enjoying the activity atmosphere. If this could be achieved by the teacher, the aim behind integrating Role Play activities is highly fulfilled.

Chapter Four

The Teachers' Attitudes and Methodology of Teaching the Present Perfect

Introduction

4.1. Description of the Teachers' Questionnaire

4.2. Analysis and Discussion of the Results of the Teachers' Questionnaire

4.3. Interpretation of the Results of the Teachers' Questionnaire

Conclusion

Introduction

In order to guarantee that our results wholly cover the area of interest of the present research, we have decided upon a teachers' questionnaire that seeks to gather quantitative as well as qualitative data necessary for the fulfillment of the study. The aim behind the teachers' questionnaire is to investigate the field of teaching tenses, the methods used by the teachers and the teachers' opinions about practising role play to teach the Present Perfect tense at the Department of Letters and English, University 'Des Frères Mentouri', Constantine. It is intended to check our first hypothesis about the suggested idea of practising role play to teach the Present Perfect.

4.1. Description of the Teachers' Questionnaire

The questionnaire is made of four sections with a total number of sixteen questions. The first section '*Teaching Grammar*' consists of six questions about the teachers' experience in teaching first and second year Grammar (Q1), their attitudes toward time allocation of teaching Grammar (Q2), their suggestions about the time allocation that should be adopted by the Department (Q3) and the methods they use to teach Grammar (Q4). The teachers have been asked about the variables according to which they vary their teaching method (Q5) and their justifications for their answers (Q6). The second section '*Teaching Tenses*' comprises five questions about the methods of teaching tenses that teachers at the Department opt for the most (Q7), and the reason behind choosing one method over the other (Q8), the students perception of the notion of time and their reactions to learning tenses (Q9), the most complicated tenses in English (Q10) and why they think these tenses are complicated (Q11). The third section '*Role Play to Teach the Present Perfect*' comprises four questions about the opinions of teachers concerning the use of Role play to turn the classroom into a real life context (Q12) their justification for this (Q13), the implementation of this teaching technique in

their own classes (Q14) with their explanations (Q15). Finally, the section '*Further suggestions*' (Q16) is considered as an open space where teachers can add any other comments or suggestions.

4.2. Analysis and Discussion of the Results of the Teachers' Questionnaire

To answer the questions addressed at the beginning of our research, a mixture of quantitative and qualitative data were gathered to consider the importance of practising role play to teach the Present Perfect tense. This includes the use of a teachers' questionnaire that is analyzed and interpreted in this section.

Section One: Teaching Grammar

The teachers here are required to provide information about the teaching of grammar the period of time they have been teaching Grammar for both first and second years. We have questioned a group of fourteen teachers that were teaching Grammar at the Department of Letters and English, University 'Des Frères Mentouri' Constantine during the academic year 2014-2015. The reason why we've included first year teachers as well as second year teachers is that teaching tenses is part of the first year as well as the second year syllabi.

Q 01: How long have you been teaching Grammar?

a. First year:

Years of teaching	N	%
00	03	21.43
01	04	28.57
02	02	14.29
03	02	14.29
04	01	07.14
05	01	07.14
10	01	07.14
Total	14	100

Table 4.1. : Experience in Teaching First Year Grammar

According to table 4.1, the vast majority of the teachers appear to have less than five years of experience in teaching first year Grammar. Most of those teachers are Doctorate students who have started teaching automatically as they registered to pursue their studies for a Doctorate degree, they work as part-time teachers. One out of fourteen teachers has a ten-year experience and three teachers out of fourteen have never taught first year Grammar before. In other words, teachers of Grammar at the Department of Letters and English, University ‘Des Frères Mentouri’, Constantine are novice teachers that have not been trained to teach this module; they carry on their Doctorate Degree and teach simultaneously. This may have its consequences on the students’ outcomes in the module being taught.

The teachers’ average experience in teaching first year Grammar at the Department of Letters and English, University ‘Des Frères Mentouri’, Constantine is 02.72 years for the academic year 2014/2015.

b. Second year:

Years of teaching	N	%
00	06	42.86
01	01	07.14
02	01	07.14
04	02	14.29
05	02	14.29
06	01	07.14
13	01	07.14
Total	14	100

Table 4.2. : Experience in Teaching Second Year Grammar

Concerning second year grammar teaching, six of our informants have not taught second year Grammar before (they teach first year Grammar instead). The remaining number, that is eight teachers, comprises six teachers who have been teaching second year Grammar for no more than five years. More precisely, one teacher has been teaching second year Grammar for one year, and another has been a teacher of second year Grammar for two years. Another two teachers have taught Grammar for four years, and the same number of teachers have taught second year Grammar for five years. For the last two teachers, one of them has a six-year experience and the other has been teaching second year Grammar for thirteen years. As we have already concluded for first year Grammar teaching, most teachers have less than a five-year experience.

On the whole, the average experience of teachers in teaching second year Grammar at the Department of Letters and English, University ‘Des Frères Mentouri’, Constantine is 03.37 years for the academic year 2014/2015.

Q02: In our Department, is the time allocated to Grammar Second Year sufficient?

Yes

No

Options	N	%
Yes	08	57.14
No	06	42.86
Total	14	100

Table 4.3. Teachers’ Opinions about Time Allocation to Second Year Grammar

Table 4.3 shows that 57.14% of the teachers agree that the time allocation to second year Grammar is sufficient and the remaining number of teachers (6Ts) think it is not enough. We shall note here that the time allocated for teaching Grammar at the Department of Letters and English, University ‘Des Frères Mentouri’, Constantine is three hours per week (for both first and second year Grammar) divided into two sessions. A considerable number of teachers are not satisfied with the time allocated to teaching Grammar, we have asked the question three to see what are their suggestions about this issue.

Q 03: If “No”, how many hours per week do you think it should be?

.....hours per week.

Time Suggested	N	%
Four hours	02	14.28
Four hours and a half	02	14.28
Six hours	02	14.28
Total	06	42.86

Table 4.4. : Teachers' Suggestions about Time Allocation to Grammar Second Year

About half of the teachers do not consider the time allocated for teaching second year Grammar sufficient and think it should be increased. Table 4.4 above reveals that the teachers who do not agree with the time allocated for teaching second year Grammar think it should be increased to four hours (02Ts), four hours and a half (02Ts) or six hours (02Ts). This enlargement to one or two more sessions may be beneficial for learners to practise more structures and apply the theoretical knowledge they should have gained during the two usual sessions.

Q 04: Do you think that Grammar should be taught:

a. Deductively

b. Inductively

c. Eclectically

Options	N	%
a	01	07.14
b	01	07.14
c	12	85.72
Total	14	100

Table 4.5. Methods of Teaching Grammar

It seems from table 4.5 that the majority of teachers combine between the two methods of teaching Grammar, most probably this is due to the material they present while teaching. More precisely, teachers opt for a deductive method when the grammar point is a bit complicated and cannot easily be inferred from a given context, however, they let the learners guess the rule of use of a particular grammar aspect if it is straightforward and easily deduced from a particular set of examples. Moreover, the two other teachers admit that they use either the deductive method (01T) or the inductive one exclusively (01T). From our own experience as teachers of Grammar, we assert that the use of one method to teaching Grammar rather than the other is almost impossible, teachers shift from one method to the other unconsciously during the same lesson or in different lessons according to the needs of their students and the grammar point they are dealing with. As a result of this, an eclectic method to teaching Grammar has been adapted by most EFL educators over the world.

Q5: Does the nature of the grammar point you deal with influence your choice of the teaching method?

Yes

No

Options	N	%
Yes	09	64.28
No	04	28.57
No answer	01	07.14
Total	14	100

Table 4.6. Teachers' Opinions about the Choice of the Teaching Method

When we asked teachers whether the grammar point has any influence on their choice of the teaching method, a moderate number of teachers (64.28%) agreed that the grammar point that they deal with influences the method they use to teach it. The remaining proportion of teachers (28.57%) replied that they do not vary the teaching method accordingly; they may rely on other variables other than the grammar element to be taught such as the learners' proficiency level, their age, the background knowledge ...etc.

Q6: If “Yes”, please explain how.

.....
.....

To know about the criteria according to which this or that method is chosen, we asked our informants the eighth question. The answers we got from the teachers who answered ‘Yes’ in the previous question are cited below:

1. “Each rule or tense has a special method to be taught with.”
2. “For instance, teaching prepositions should be done through intensive drills.”
3. “Depending on the difficulty of the point and if students dealt with it before or no we choose the method.”
4. “It depends on the complexity of the grammar point and the level of the students.”
5. “Yes, because there are some grammar points that require more attention and concentration more than others. The points that require more emphasis should be treated intelligently, using the appropriate methods.”
6. “Teaching tenses is not like teaching prepositions or adjectives. I vary the way accordingly, especially the warm-up.”
7. “If it is difficult, the method will be applied in a way that makes understanding easier.”

8. "It is the lesson that determines the way to teach it. Sometimes you go inductively (e.g. when you teach prepositions, but sometimes deductively when teaching tenses."
9. The method should be adapted to the grammatical component to be presented, communicative or formal."

Nine out of fourteen teachers agreed that it is the grammar to be dealt which determines how teachers will go through their lesson and deal with their students. They further explained that the degree of difficulty of the grammar rule determines which method to use, however, most of the teachers did not specify how they react exactly. Another teacher stressed the importance of considering the learners' background knowledge about the grammar they will learn. Yet, they did not provide any concrete examples. Only two teachers explained how they do that by suggesting some language components and the method they apply while teaching them. In 2 and 8 above (which refer to teachers in the questionnaire), one teacher states that teaching prepositions, for example, can be done through intensive drills and the second suggests that teaching prepositions should be indirect and that of tenses is direct. The other teachers did not explain how the grammar point influences the manner of teaching, but rather reformulated their agreement concerning changing the teaching methodology according to the grammatical element.

Section Two: Teaching Tenses

Section two of the teachers' questionnaire is made of five questions related to the issue of teaching tenses at the Department of Letters and English, University 'Des Frères Mentouri', Constantine.

Q 07: Do you teach tenses:

- a. **Deductively**
- b. **Inductively**
- c. **Eclectically**

Options	N	%
a	02	14.29
b	01	07.14
c	08	57.14
abc	03	21.43
Total	14	100

Table 4.7. Methods of Teaching Tenses

According to table 4.7, 57.14% of the teachers have chosen the third option ‘eclectically’. In other words, they sometimes start with presenting the rules, then explaining and practicing those rules, or they may start with providing the learners with some example sentences, or longer units of writing, and let the students gradually guess which tense is in question. As we have already explained for the previous question, the choice of one method over the other depends on two influential factors: the students’ proficiency level and the grammar component being taught. The same table shows that two teachers told they adapt the deductive method exclusively and another teacher considered that the inductive approach is more suitable for teaching tenses. Moreover, three teachers have ticked the three suggested answers which means that they have not understood that the eclectic method to teaching Grammar encloses the two other methods: deductive and inductive.

Q 08: Please, explain why.

.....
.....

When we asked the teachers about the reason behind their choice of one method in teaching tenses rather than the other, one of the two teachers who have chosen the ‘deductive’ method explained that s/he preferred to follow the deductive method because students face many problems in the use of tenses. S/he added that interference from the mother tongue is highly influencing their productions. So, providing them with rules simplifies the understanding and consequently guarantees the correct use of tenses. The other teacher thinks that students have to deduce how tenses are different from each other in use according to different contexts.

The teachers’ choice of one method over the other is contributed to some factors that relate to the learner and the learning situation or both. The arguments they provided are presented below:

1. “...because the situation imposes the method to be followed.”
2. “Sometimes I give the students a passage (examples), then they are asked to guess the rule, sometimes they are given the rule then asked to give examples.”
3. “...because it depends on the students level & learning situation.”
4. “I present a tense through a situation, explain the rule deductively & practise through communicative tasks.”
5. “...it depends on the grammar point (material) and the entire situation.”
6. “Depending on their level. 1st year, give them the rule first, and then practice. Second year, practice then get to the rule.”
7. This depends on the students’ level and learning styles. I use the method that best suits my students.”

8. “My sole goal is to transmit knowledge to the learners, so any technique, any method that can help to achieve my goal; I’ll make use of it.
9. “Each tense and its method of teaching.”
10. “It depends on the nature of the Grammar point.”

One of the aspects that most the above arguments discuss is the importance of adapting the teaching situation to suit the learners’ proficiency level and capacities, because of this most of them make use of the eclectic method to teaching grammar. The learner has always been the independent variable in teaching and learning languages, however, the way that we use to deal with that learner is dependent on what the latter needs. The eclectic method to teaching grammar focuses on this very idea. Some teachers, however, argue that the variety of the materials to be taught is behind the use of the eclectic method. In other words, the arguments above also show that some teachers use the deductive method to teaching grammar with first year students and the inductive one with second years. Another teacher thinks that transmitting knowledge to the learners is his/her main concern regardless of the method followed. Some other teachers rather explained what is meant by a given method than justifying its use.

Q 09: What is/are the tense(s), you think your students find the most difficult to learn?

.....

Tenses	N	%
Perfect tenses	12	85.71
Continuous tenses	02	14.29
Total	14	100

4.8. Teachers Opinions about the Students’ most Complicated Tense

When we asked the teachers about the tenses that they consider as the most difficult for their learners to comprehend, twelve out of fourteen teachers agreed that the perfect tenses are the most complicated English tenses that the learners continuously struggle to understand. The other two teachers have talked about the continuous tenses. The perfect tenses are said to be complicated because they do not simply tell us about when an action happened, but rather gives information as to its perfectness and completion, its duration and the sort of connection it does have with the present time. If we take the example of the present perfect simple tense, like in the example ‘I have eaten an apple’, the sentence implies, first, that the action of eating an apple is completed at the moment of speech, second, the exact time of the action is not clear or specific and third the action of eating an apple has some sort of connection to the present. In other words, it may suggest that the person is no more hungry or does enjoy what he has done. All those meanings which are expressed by a present perfect verb form makes it difficult for the learners to wholly grasp the notion of perfectness of tenses.

Q 10: Please, explain why.

.....
.....

We asked the teachers about the tenses they think their learners find the most complicated to learn, but we were much more interested in the reasons behind their answers. Four out of fourteen teachers think that the learners struggle to understand and differentiate perfective and continuous tenses because they do not arrive at finding equivalents to these tenses in their mother tongue, that is Arabic, or at least this is what they think is the case. Besides, seven teachers think that the learners’ problems related to these tenses are contributed to their complexity and length. They also referred to the

very rare use of, especially, the perfect continuous tenses by native speakers; one of the teachers gave the example of the future perfect continuous that is very rarely used in English and almost excluded in American English. Two teachers talked about the learners' confusion between time and tense and another one mentioned another very important point that is students' puzzlement between perfect tenses and other past tenses. The best example for this is the learners' confusion between the Present Perfect simple and the past simple tenses which is the core of the present piece of research.

SECTION FOUR: Role Play to Teach the Present Perfect

Q 11: Role Play activities to teach the Present Perfect can turn the classroom into a real life context.

Yes

No

Options	N	%
Yes	12	85.71
No answer	02	14.29
Total	14	100

Table 4.9. Teachers' Opinions about the Use of Role Play in Teaching

When we asked our respondents about their opinions concerning the use of Role Play in teaching, all the teachers who answered this question agreed that it is motivating and can be very helpful. It is really interesting to find that the majority of the teachers of Grammar at the Department of Letters and English, University 'Des Frères Mentouri' Constantine, hold positive attitudes towards practising role play in teaching. Table 4.9 reveals that two teachers did not tick any of the two options. Our main interest in the

present research is to know about how much does Role Play activities suit the teaching of the Present Perfect. Thus, we asked our informants the following question.

Q 12: If “Yes”, please explain how.

.....
.....

Ten of the twelve teachers who agreed that Role Play is an effective teaching strategy argued that it is motivating and turns the classroom into a real life context where learners can express themselves freely and without any constraints. They considered the affective factor behind practising role play and how it increases learners’ motivation, and decreases their anxiety and stress. The following are their explanations for their support of the use of Role Play in their classes:

1. “Students hate boring and exhaustive explanations and like all what is different i.e. role plays, games ...etc.”
2. “Because students will experience real communication.”
3. “It is a communicative activity that could help in creating a real life context of practice, motivating the students to be part of the activity.”
4. “In my humble opinion, students learn better when lectures are performed in real context. Students find it easy to remember the different situations, and therefore, can use tenses appropriately.”
5. “Role Play, in general, is an amazing way to learn and so to learn tenses because it gives a feeling of comfort and a funny way to learn.”
6. “Classroom interaction is a real place for real language use.”
7. “Such activity types are interesting, motivating and fun for students.”
8. “Through acting out the context which should be written by the students and corrected by the teacher.”

9. “Involving all the classroom, decreasing anxiety and it is learner centered approach which quite fits the teaching of tenses.”
10. “Students are involved in discovering how and when the Present Perfect is used appropriately.”

As a matter of fact, teachers should not forget about the other consequences related to the use of Role Play that generates noise and may not be very pleasant for introvert learners. Thus, they should take these two aspects into account as they apply Role Play activities to their classes. The teacher should be a good monitor of the classroom and explains to the learners what they ought to do before they engage in any type of Role Play. Besides, during Role Play, the teacher has to ensure that the whole class is participating, whether in the performing of the Role Play or in the feed back stage.

Q13: Have you ever used Role Play activities to teach the Present Perfect tense?

Yes

No

Options	N	%
Yes	02	14.29
No	12	85.71
Total	14	100

Table 4.10. Teachers’ Use of Role Play to Teach the Present Perfect

According to table 4.10, only two out of fourteen teachers said they have already used Role Play to teach the Present Perfect. This is not very surprising because role play is an activity that only few teachers use as it generates a lot of noise and disorder in

the classroom. Thus, most teachers avoid using it. It is commonly used by Oral Expression teachers to assess the learners' oral performance.

Q 14: If "Yes", explain how.

.....
.....

The only teacher who provided an answer to this question explained that she used short stories, narrating past events and let students deduce how tenses are used in the past and try to understand how they differ from each other. If we consider the procedure that the teacher talked about, we will discover that she probably did not understand what we mean by Role Play because this is reading and there are no Role Plays. The second teacher who said yes did not explain how s/he did so.

Section Five: Further Suggestions

Q 15. Please, add any further comment or suggestion.

.....
.....
.....
.....
.....
.....
.....
.....
.....
.....

Two teachers suggested further ideas about Role Play. One is an Oral Expression teacher and said that she used Role Play to teach Oral Expression and told

us two important things to remember about Role Play, one positive and another negative. First, it is very motivating and involves the whole class, and second it generates noise and it is hard to manage the class while conducting a Role Play. The other teacher recommended that Role Play may be very embarrassing for the introvert learners. In fact, Role Play is meant to include the whole class, and those introvert learners must get into the mood of the Role Play to get rid of their introversion and shyness. Besides, introvert learners may feel embarrassed at the beginning of the Role Play, but when it becomes a daily activity they will integrate into it and enjoy it with the whole class.

4.3. Interpretation of the Results of the Teachers' Questionnaire

The teachers' questionnaire is meant to investigate the domain of Grammar teaching at the Department of Letters and English, University 'Des Frères Mentouri' Constantine. More precisely, the researcher teacher seeks to investigate the area of teaching the Present Perfect and the teachers' attitudes towards the use of Role Play to teach it. The results obtained from the questionnaire have revealed some very important realities about Grammar teaching.

First, most teachers are novice teachers; they are Doctorate students and started teaching Grammar at the Department directly after they have graduated from the 'Master II Degree' to pursue their Doctorate studies. In other words, they have never been taught how to teach (except for those specialized in 'Sciences du Langage', those have been taught 'TEFL' which is considered as the only practical module which focuses on Teaching English as a Foreign Language. Thus, teachers can only get insights to teaching through their own research or by observing the other experienced teachers at the Department. In short, this lack in training programmes for those Doctorate students who are actually teaching at the Department may have had

consequences on the overall quality of teaching and there might be some problems when we are confronted with such a very sensitive situation. The consequence of engaging teachers in teaching something that they do not know anything about has many penalties. Teachers of Grammar appear to know very little about teaching Grammar. When we asked them about the method they prefer to use while teaching, very few seemed to have understood what each method refers to in practice. They provided very general answers which means that they are not really knowledgeable about the different approaches, methods and techniques of teaching Grammar. Some even could not recognize the difference between the ‘deductive’, ‘inductive’ and ‘eclectic’ methods to teaching Grammar, and those who have understood the meanings of those three terms, failed to provide us with any practical instances from their own teaching contexts. We are not blaming teachers for not knowing about these things, but we are rather seeking from the present research to draw the authorities’ attention to this reality that needs urgent reconsideration.

Second, the teachers’ agreement about the use of Role Play in teaching stems from their belief that the affective factor is very important in teaching, according to the explanation they have provided when they answered the questionnaire. As we have already mentioned, the use of Role Play in teaching has been adopted by teachers a long time ago, and it still gains support on the part of teachers of different disciplines, mainly EFL teachers. Almost all the teachers that participated in this questionnaire reinsured that Role Play is beneficial for learners who will be integrated into the lesson and consequently remember better than usual.

Third, the teachers’ agreement in what concerns the tenses that the learners find the most difficult to learn is interpreted in terms of the results they get from assessment. Assessment is a very important variable in teaching; it reveals a lot of things as to the

learners' difficulties and problematic areas. Learners have continuously proved that they cannot locate the present perfect tense within the time continuum, the name itself is confusing, and Americans discarding of this English tense minimizes its value in learners who are known to be fans of American stars and movies and American English in general.

Conclusion

The teachers' questionnaire has confirmed our first hypothesis which implies that teachers at the Department of Letters and English, University 'Des Frères Mentouri' Constantine, when made aware of the importance of teaching the Present Perfect through the use of Role Play, have strongly agreed with the idea of implementing it to teach the Present Perfect tense. The questionnaire has also revealed many realities about the Grammar teaching at the Department of Letters and English, University 'Des Frères Mentouri' Constantine such as the lack of experienced teachers and teacher training programmes.

Chapter Five

The Students' Use of the Present Perfect

Introduction

5.1. Description of the Study

5.1.1. Sample and Procedure

5.1.2. Description of the Test

5.1.3. Instruction of the Present Perfect

5.2. Analysis and Interpretation of the Results of the Test

5.2.1. The Pre-test

5.2.1.1. The Control Group

5.2.1.2. The Experimental Group

5.2.2. The Post-test

5.2.2.1. The Control Group

5.2.2.2. The Experimental Group

5.3. Overall Analysis of the Results of the Test

Conclusion

Introduction

The present study seeks to investigate the field of teaching tenses, more particularly, the present perfect tense. We aim to find out about the learners' problems in understanding and using this very problematic English tense and whether the use of Role Play can be the best remedy. For this purpose, the test is intended to assess the learners' level of performance before and after they are exposed to a special type of teaching technique that is Role Play to check our second hypothesis which states that if Role Play is used to teach the Present Perfect, this will help students use this tense adequately.

5.1. Description of the Study

The main research tool of our thesis is a test that has been used to measure the students' performance before and after instruction. It was distributed to a sample of 70 students at the University "Des Frères Mentouri", Constantine. The test is meant to confirm or reject our second hypothesis which states that if teachers practise role play in their teaching of the Present Perfect, it will help the students use this tense adequately.

5.1.1. The Sample and Procedure

The sample investigated in our research is taken randomly from the larger population of second-year LMD (License, Master, Doctorate) students of English, at the Department of Letters and English; University 'Frères Mentouri', Constantine, during the academic year 2014/2015. It is made up of 70 students: 35 students constitute the Experimental Group (Exp.G) and the other 35 make up the Control Group (CG) from a total population of 360 second-year students. The sample is divided randomly into the control and the experimental groups and the students in the groups concerned with the test were chosen randomly from the list of groups of all second-year LMD students

during the academic year 2014-2015. The students were assigned to groups in a systematic way in that the student who comes first is enrolled first. When the administration finalizes the assignment of students to their groups, those groups are distributed indiscriminately to the number of Grammar teachers in the Department of Letters and English; University 'Des Frères' Mentouri', Constantine. This gives reliability to our chosen sample.

The pre-test precedes instruction; it is answered by the students at the very beginning of the academic year. After this, instruction takes place. The post-test is left for some time after instruction. The three steps follow each other; the pre-test takes place before instruction and is spaced away from the post-test by one month. The Exp. G is taught practising role play activities which rely on turning the classroom into a safe authentic context for learning the present perfect tense. The CG is taught following the usual method of teaching the present perfect.

The learners in the sample are approximately of the same level, they have gone through the same content of instruction during their first year. Both first and second-year students are taught Grammar for an hour and a half twice a week, we have selected second-year students because they have already studied tenses as the last lesson in their first year and the same lesson (with more details and extensions) is the first lesson of their second year grammar syllabus. In other words, second-year students do come with some prerequisites concerning tenses amongst these tenses is the present perfect.

The test is meant to identify, check and evaluate the learners' performance before and after a certain new type of instruction takes place. Tests are said to be very reliable because they make use of some data that have been gathered from a given sample that represents a larger population of informants. This research tool has been

adopted for years by researchers in all fields of investigation and in the field of foreign and second language learning and teaching in particular.

The test is administered to a sample of 70 second-year students of English, at the Department of Letters and English, University 'Frères Mentouri', Constantine. It aims at evaluating the learners' performance as to both the identification and the appropriate use of the present perfect tense (that is, according to the teachers' questionnaire results, the most problematic tense among the English tense system) to convey the set of functions that are attributed to this tense. The same test is administered to both the CG and the Exp. G at the beginning of the academic year 2014-2015 for the pre-test as well as the post-test. We did not make any changes in the test before and after instruction to ensure that the learners' improvement in performing in the post-test is not due to assigning the learners to a different test. The test is attached in the appendices' section at the end of our research work (P....), and the methodology followed in the analysis is the 'percentage' of right and wrong verb forms which are supposed to suit each of the temporal relations expressed in the context provided.

5.1.2. Description of the Test

The test is made up of three parts. The first part is in the form of a "Fill in the blanks" with the correct form of the tense out of the two suggested tenses in the dialogues. In the first dialogue, there is a set of eight (08) gaps, and in the second one we have included seven (07) gaps. The students, in this activity, are required to choose between two verbs, one is in the past simple tense and the other one is in the present perfect simple tense. The aim behind choosing the past simple is to confirm our pre-judgment which says that the learners, most of the time, misuse the present perfect tense because they use other tenses instead (most probably the past simple). They tend to generalize the notion of time of the past simple tense to express both the functions of

the present perfect tense and the past simple tense. This may have diminished the importance of the present perfect tense for them as they think that the two tenses are identical; however, they possess two different conceptualizations as to their expression of time relations.

Part two is called a ‘filling in the gaps’ activity consisting of twelve items. These are sentences where the students are required to decide which tense suits which blank. The blanks can be filled with either the present perfect, simple or continuous, or the past simple tense. However, most of the blanks require the use of the present perfect tense.

The third part of the test is a ‘multiple choice’ activity. This time, the activity is designed to check one single specific point that is the students’ comprehension of the present perfect time markers. This activity is made up of five sentences; each sentence requires the use of a given adverb of time that is different from the other sentences. The learners are given four multiple choices to ensure that their choice of one rather than the other adverb is done after a deep reflection. The adverbs given are ‘never’, ‘since’, ‘yet’, ‘already’, ‘ever’ and ‘for’. The same test is administered to both the CG and the Exp. G at the beginning of the academic year 2014-2015 for the pre-test as well as the post-test. We did not make any changes in the test before and after instruction to ensure that the learners’ level of achievement is not influenced by any factors interior to the type of test used. The test is attached in the appendices’ section at the end of our research work. The research instrument is the percentage.

5.1.3. Instruction of the Present Perfect

The instruction is planned to go through two stages; each of which aims to achieve a particular objective. The first part of the instruction took place first when the learners were given two different dialogues that were distributed to in that each pair of students had the two dialogues. After this, each pair of learners were asked to read the

dialogues carefully, for several times to check that they have understood the meaning. Next, the pairs were asked to come to the board one by one to perform each of the two roles in the dialogues that were distributed to them at the beginning of instruction. The first dialogue is entitled “*A bad service*” and is to be performed by a pair of students. It aims at introducing the learners to the form of the present perfect tense. This guided type of Role Play is intended to introduce the learners to the next step of learning the present perfect tense that is to know how to use it to ask as well as to respond to questions. The first dialogue takes place in a restaurant; the characters involved are ‘*a man*’ and ‘*a woman*’ who are having dinner but unfortunately served in a bad way.

● **Dialogue 01: A Bad service**

A: Have you seen our waiter?

B: Here he comes now.

A: We’ve been sitting here for almost 10 minutes.

B: Oops, I guess I was wrong. That is not our waiter.

A: We can give him five more minutes and then leave.

B: I’ll go up front and talk to the manager.

A: That’s a good idea.

B: Maybe they’ll give us free drinks for waiting too long.

A: Maybe he’ll send us our waiter immediately.

B: Every time we eat out, it’s an adventure.

A: Last time we got seats next to the kitchen.

B: we will never go there again.

The second dialogue is entitled “*An afternoon in the kitchen*”: two characters are required to act out this guided Role Play. The two characters are the daughter ‘*Debbie*’ and her mother ‘*Mrs. Anderson*’. The mother is baking cake when her

daughter Debbie arrives from school. The aim behind this role play is to introduce the learners to the form of the present perfect progressive tense.

● **Dialogue 02: An afternoon in the kitchen**

Mrs. Anderson is baking cakes when her daughter Debbie gets home from school.

Debbie: Mum, I am home.

Mrs. Anderson: How was school? How did you do on the test?

Debbie: School was OK, and I did great on the test. Mom, I was so worried about that test, but now I feel great. What a relief!

Mrs. Anderson: I am glad to hear that. You have been studying so hard the past few weeks. Now, you can relax and enjoy life.

Debbie: What are you cooking? It smells so good.

Mrs. Anderson: I am baking cakes. This is your favorite carrot cake.

Debbie: It looks really yummy. And I see muffins over there too. You were busy, weren't you?

Mrs. Anderson: Yes. Jeff has to take something to school tomorrow. So, those muffins are for him. Do not touch them.

Debbie: Can I have a piece of carrot cake? I want to enjoy life right now.

Mrs. Anderson: You do not want to wait until after dinner?

Debbie: It looks inviting, and I bet it is delicious. No, I do not want to wait. Can I, mom?

Mrs. Anderson: OK, go ahead.

Debbie: Did you see the new recipe that was posted on Today Cooking's website? I believe it was called Scrumptious Pie.

Mrs. Anderson: No, I did not. But I want to try that recipe. Your dad loves pie.

Debbie: So do I.

Mrs. Anderson: So does Jeff. Our whole family is crazy about pie.

Dialogues 1 and 2 are performed by learners during the first session of instruction and were followed by some questions and discussion about the present perfect tense. The students were asked to highlight the verbs that are in the present perfect tense and identify whether it is the present perfect simple or progressive. They were asked questions as to why the present perfect is used in the highlighted sentences and whether they can replace it with any other tense. Learners seemed to be confused because they could not locate the present perfect actions appropriately within the timeline because they were confused between the past and the present time-spheres and whether the present perfect belongs to the former or to the latter. The aim behind raising such questions with learners was to open the door for some new perspectives as to the present perfect tense and to let the learners ask as many other questions as possible and show their confusions which will gradually be solved in the next session.

In the second session, the learners have come with a lot of curiosity to learn more about this tense, the present perfect. We believe that a meaningful context in teaching Grammar and in teaching tenses in particular is very important. Therefore, this second session provides a meaningful context for learning. In this session, a free Role Play is used. It is entitled '*Searching for the best babysitter*'. The learners were divided into two groups: a group of '*couples*', a male and a female learner, and a group of '*babysitters*'. We tried to form the couples with one male and one female learner to let the roles look as natural and authentic as possible, but since we had more females than males in the classroom we taught, we opted for two females in some couples. The babysitters were always females because we are left with females after we've formed the couples. The couples are expected to be searching for a babysitter for their new-born

baby. They care a lot about the person with whom the baby will spend most of its time when the parents are at work, or doing any other tasks. Therefore, they started asking the babysitter some personal and general questions about her life, level of education, etc. They also asked the babysitters questions like:

Q1: Have you ever taken care of any babies before?

Q2: Have you ever taken drugs?

Q3: Have you ever been to prison?

Q4: Have you ever married and do you have any children?

Q5: How long have you been doing this job?

The babysitters asked questions like:

Q1: Has your baby been to the hospital before?

Q2: Have you ever tried to talk to your baby?

Q3: Has your baby suffered from any health problems before?

Q4: What is its favorite toy?

The questions were not very well formulated, so during Role Play performance, we stopped from time to time the Role Play to highlight a correct use of the present perfect, or to correct a wrong one. The learners were very motivated and started integrating within their roles and forgot that they were learning grammar. They went further than expected, they started talking about the salary and negotiating together in a very safe and comfortable way. At the same time as they were acting their roles out, the researcher-teacher was taking some notes and instances of language as used by learners for further classroom discussion.

We tried through this activity to let learners meet the forms they studied in the first session in further details. We have ended with the conclusion that in Role Play

activities, especially the free ones, learners do practise, not only the affirmative and negative forms of the present perfect tense, but also ask questions and respond to them. Furthermore, communication should be strongly emphasized in foreign language contexts, especially when learners do not come across the foreign language anywhere except for the classroom as is the case for Algerian learners of English. Opting for communicative tasks such Role Plays has become of a great importance for nowadays' learners who expect to learn the international language.

5.2. Analysis and Interpretation of the Results of the Test

For the sake of getting as much information as possible about the present perfect tense and how much is Role Play useful and effective to improve the learners' performance when using this tense, we have analyzed the data obtained from the pre-test and the post-test. These data range from quantitative to qualitative types of data through the use of a test and a questionnaire.

5.2.1. The Pre-test

We will start the presentation of the analysis with the CG, and then move to the Exp. G.

5.2.1.1. The Control Group

Part One: Fill in the blanks with the correct form of the tense out of the two suggested tenses in the following dialogues

●Dialogue One: Talking About Going to the USA

The first dialogue of part one is purposed to identify the interference of the present perfect with the past simple. We have already asked a question about this at the very beginning of our work. This activity serves to answer this very particular question as to whether the present perfect interferes with any other tense or not.

Blank 1: Sarah:to the United States?

- a. **Have you ever been** (right answer)
- b. Did you ever go

Blank 1	N	%
Right answer: Have ...ever been	13	37.14
Wrong answer Did...ever go	22	62.86
Total	35	100

Table 5.1. Pre-test, Control Group, Part One, Dialogue 1, Blank 1

Table 5.1 reveals that the percentage of correct answers is low, 37.14%. The present perfect is used in this sentence to ask about one’s past experience through the use of the question ‘have... ever been’, which means ‘at any time in the past. However, a moderate number of students, 62.86%, opted for the past simple because they think it is the tense that is used for this particular function that is the present perfect’s one. However, the past simple, in case it is used in this context, it changes the temporal meaning of the sentence from being ‘at any time in the past’ into ‘at time X in the past, as it is the case for blank 2.

Blank 2: Jim: Yes, Ito California last year.

- a. **went** (right answer)
- b. have been

Blank 2	N	%
Right answer: went	32	91.43
Wrong answer: have been	03	08.57
Total	35	100

Table 5.2. Pre-test, Control Group, Part One, Dialogue 1, Blank 2

Interestingly, 91.43% of learners could fill in the second gap with the correct verb form ‘went’. The past simple in this sentence is strongly associated with the use of the time adverbial expression ‘last year’. Thus, a high number of subjects have found it quite easy to opt for the right answer. We shall note here that some English tenses are most of the time used with particular time markers which leads learners to associate a given tense with a particular adverb or adverbial expression. However, this is not always true since the same tenses may appear in sentences that do not contain any time reference. The following table illustrates the point.

Blank 3: Sarah:it?

a. **Have you liked (right answer)**

b. Did you like

Blank 3	N	%
Right answer: Have...liked	05	14.29
Wrong answer: Did...like	30	85.71
Total	35	100

Table 5.3. Pre-test, Control Group, Part One, Dialogue 1, Blank 3

Table 5.3 shows that only 14.29% of learners were able to identify the correct answer ‘have ...liked’. This low percentage is not surprising since the context of the third sentence is not easily predictable. The present perfect in this sentence conveys a meaning different from that of the first question (have you ever been to the United States?). Whereas the present perfect is used to ask about someone’s past experience in the first exchange of the dialogue, it is used here to make a past event looks more live

and connects it to its consequences in the present time. A sentence such as this may entail a lot of connotations like ‘do you have any souvenirs from the US and what is the thing that you have liked the most about it. This very function of the present perfect seems to be the one that learners ignore the most. The coming sentences make this point right away.

Blank 4: Jim: Yes, Ithe trip a lot.

- a. **have enjoyed (right answer)**
- b. enjoyed

Blank 4	N	%
Right answer: have enjoyed	11	31.43
Wrong answer: enjoyed	24	68.57
Total	35	100

Table 5.4. Pre-test, Control Group, Part One, Dialogue 1, Blank 4

It seems clear from table 5.4 that learners have a serious problem with understanding the functions of the present perfect that is said to be one of the most problematic tenses in English. Only 31.43% of our subjects could choose the present perfect for the fourth blank. The remaining 68.57% preferred to choose the past simple instead. The reason why the majority of learners have chosen the past simple may be the use of the expression ‘last year’ in the second exchange of the dialogue in which Jim’s answer is straightforward and specific being that the action of visiting California took place at an exact time in the past that is ‘last year’. However, the action of enjoying the trip may extend from a past to a present time. It is a state of feeling that one may keep enjoying whenever they remember that experience of visiting this US state.

Blank 5: Sarah: Whatthere?

a. have you done (right answer)

b. did you do

Blank 5	N	%
Right answer: have ...done	20	57.14
Wrong answer: did...do	14	40.00
No answer	01	02.86
Total	35	100

Table 5.5. Pre-test, Control Group, Part One, Dialogue 1, Blank 5

Surprisingly, 57.14% of our informants got the fifth answer correct. They were capable of selecting from two choices, the one that suits the situation. It is surprising, since learners could not get this moderate percentage of correct answers for the third and the fourth sentences. So, what is different in this sentence that makes it easy for more than half of the learners to provide the right answer? Let's consider the two previous sentences. Sentence three 'have you liked it?' is a question in which the present perfect relates a past action to the present time because there is a sort of connection to now, and the fourth sentence 'I have enjoyed the trip a lot' serves the same temporal meaning as the third one. However, the meaning of the present perfect expressed in the fifth sentence 'what have you done there?' is a bit different. A very important question must be asked here: 'Is Sarah interested in when the things happened in the past when she asked this question or not? The answer is 'No, of course'. Thus, the present perfect is used to talk about something that happened in the past regardless of

when it has taken place exactly, for the simple reason that what happened is more important than when it happened. we will not rush to draw conclusions; let's first consider the following sentences.

Blank 6: Jim: IHollywood, Disneyland and San Francisco.

- a. **have visited (right answer)**
- b. visited

Blank 6	N	%
Right answer: have visited	19	54.29
Wrong answer: visited	16	45.71
Total	35	100

Table 5.6. Pre-test, Control Group, Part One, Dialogue 1, Blank 6

Table 5.6 confirms our pre-estimation that learners understand better the present perfect when it is used to talk about a past action that happened during the time sphere 'pre-present' when the focus of the speaker is rather on the action or event, and not on their time of occurrence. That's why the percentage of correct answers is rather reasonable, 54.29%.

Blank 7: Jim:to California, Sarah?

- a. **Have you been (right answer)**
- b. Did you go

Blank 7	N	%
Right answer: Have... been	07	20.00
Wrong answer: Did...go	28	80.00
Total	35	100

Table 5.7. Pre-test, Control Group, Part One, Dialogue 1, Blank 7

Table 5.7 indicates that 80% of the learners could not get the seventh answer correct. This is due to the fact that students encounter problems with understanding and using the present perfect to express an action that happened at any time in the past, or what we may refer to as past action that is not so specific in terms of temporal relation. The results have been somewhat the same as far as the first answer is concerned.

Blank 8: Sarah: I a holiday there. I've got my ticket and I'm going next week.

- a. have booked (right answer)
- b. booked

Blank 8	N	%
Right answer: have booked	19	54.29
Wrong answer: booked	16	45.71
Total	35	100

Table 5.8. Pre-test, Control Group, Part One, Dialogue 1, Blank 8

For the eighth blank, 54.29% of learners have chosen the correct verb form to fill in the blank. The reason for this is the same as the one discussed in the fifth and the sixth answers. The total percentage of the correct answers which require the use of the present perfect is 38.36%. This percentage is considered to be low; in most cases where the present perfect is required, learners used the past simple tense which answers our question set at the very beginning about the interference of the present perfect with the other tenses, at that level, the past simple tense.

•Dialogue Two: Short Conversation

Dialogue two fulfills the same function as dialogue one.

Blank 1: A: Ilast night.

a. saw (right answer)

b. Have seen

Blank 1	N	%
Right answer: saw	32	91.43
Wrong answer: Have seen	03	08.57
Total	35	100

Table 5.9. Pre-test, Control Group, Part One, Dialogue 2, Blank 1

Table 5.9 reveals that 91.43% of the students were able to choose the correct verb form “saw”. Only three out of thirty-five students failed to answer adequately. This is attributed to the fact that the sentence context is very helpful i.e. the use of the time expression ‘last night’ has led the students to exclude the second choice that is the present perfect which is never used with such adverbials which refer to a specified period in the past.

Blank 2: B: Oh, really! Ihim for months. How’s he?

a. haven’t seen (right answer)

b. didn’t see

Blank 2	N	%
Right answer: haven’t seen	25	71.43
Wrong answer: didn’t see	10	28.57
Total	35	100

Table 5.10. Pre-test, Control Group, Part One, Dialogue 2, Blank 2

Owing to the use of the time reference expression ‘for months’, 71.43% of learners have properly answered; they used the present perfect tense adequately for the second blank. Put in another way, learners generally link the use of certain adverbs or adverbial expressions to a specific tense which is the case for the first verb form ‘saw’ explained so far.

Blank 3: A: Weto the theatre last Saturday.

- a. **went (right answer)**
- b. have gone

Blank 3	N	%
Right answer: went	25	71.43
Wrong answer: have gone	10	28.57
Total	35	100

Table 5.11. Pre-test, Control Group, Part One, Dialogue 2, Blank 3

According to table 5.11, students have proved again that they do not really face problems with the use of the past simple; this is very clear from the table above with an interesting percentage of correct answers that is 71.43%. As we have already explained, this is attributed mainly to the use of the adverbial expression ‘last Saturday’.

Blank 4: B:the play?

- a. **Have you enjoyed (right answer)**
- b. Did you enjoy

Blank 4	N	%
----------------	----------	----------

Right answer: Have ... enjoyed	19	54.28
Wrong answer: Did ... enjoy	15	42.86
No answer	01	02.86
Total	35	100

Table 5.12. Pre-test, Control Group, Part One, Dialogue 2, Blank 4

According to table 5.12, 54.29% of learners were able to answer correctly by selecting the correct verb form ‘*Have ... enjoyed?*’. This percentage is average, about half of the learners did not answer correctly which leads us to ask ourselves a lot of questions as to the way we use, as Grammar teachers at the Department of Letters and English, University ‘Des Frères Mentouri’, Constantine, to teach the present perfect tense.

Blank 5: A: Yes, it.....very good.

- a. was (right answer)
- b. has been

Blank 5	N	%
Right answer: was	32	91.43
Wrong answer: has been	03	08.57
Total	35	100

Table 5.13. Pre-test, Control Group, Part One, Dialogue 2, Blank 5

We see from the table 5.13 that the percentage of correct answers is very high. 91.43% of our informants provided the correct answer ‘*was*’ for the fifth sentence of

dialogue two. The reason behind this very positive result is the same as what we have explained in the first and the third answers above.

Blank 6: A: I.....of this group before. Are they famous in your country.

- a. **have never heard (Right answer)**
- b. never heard

Blank 6	N	%
Right answer: have never heard	15	42.86
Wrong answer: never heard	20	57.14
Total	35	100

Table 5.14. Pre-test, Control Group, Part One, Dialogue 2, Blank 6

Concerning the sixth answer ‘*have never heard*’, 42.86% of our subjects could answer correctly. Those students have probably recognized the use of the adverbs ‘never’ and ‘before’ that are used in this context to show that the action has not happened at a time earlier to the present one.

Blank 7: B: Yes, they are very popular. They.....famous in my country for years.

- a. **have been (right answer)**
- b. were

Blank 7	N	%
Right answer have been	29	82.86
Wrong answer were	06	17.14
Total	35	100

Table 5.15. Pre-test, Control Group, Part One, Dialogue 2, Blank 7

The percentage of correct answers is high due to the use of *for* that is used in sentence seven which gained a percentage of correct answers that is 82.86%. One of the conclusions that we can draw at the very beginning of our analysis of the first activity of the test is that learners have confused the definite nature of the past simple with the indefinite one of the present perfect as they used the latter instead of the former. This answers the most important question of our research which investigates the interference of the present perfect and the other past tenses.

Part Two: Fill in the blanks in the following sentences

The aim behind the second part of our test is to determine the learners' ability to form and use the present perfect through conjugating some given verbs in this particular tense. The choice of the appropriate auxiliary and past participle are aspects that need to be checked as far as the learners' knowledge of the form of the present perfect is concerned. In the first part, we have investigated the learners' confusion between the present perfect simple and the past simple tense, which has proved to be a serious trouble for learners. In this part, we will shed light on any other past tenses that the learners use as alternatives to the present perfect simple and the present perfect progressive. That is why all the wrong answers are detailed in the previous tables.

Blank 1: The president ...(to come).....out of the building and is going to make a speech. (**has come**).

Blank 1	N	%
Right answer:		
Pr. Perf. S: has come	00	00
Wrong answers:		
1. PS	11	31.43
2. Pr. S	03	08.57
3. Pr. C	10	28.57
4. FS	07	20
5. Gerund	03	08.57
No answer	01	02.86
Total	35	100

Table 5.16. Pre-test, Control Group, Part Two, Blank 1

Unexpectedly, none of the 35 students in the CG could conjugate the first verb ‘to come’ in the appropriate tense that is the present perfect simple, 34 students gave wrong answers and one did not answer at all. They provided other answers like ‘*is coming*’, ‘*came*’, ‘*comes*’, ‘*will come*’, ‘*come*’, ‘*coming*’, ‘*is going*’, ‘*will be*’ and ‘*went*’. The context of the first sentence is not very helpful, there are no adverbs which tell the learners that it is the present perfect simple tense that is required and not any other tense. As we have seen in the first part of the test, learners seem to master a given tense when it is used in association with a time adverbial; otherwise, they encounter problems in understanding and using it in other context such as the one of the first sentence though the second part of the sentence is considered as a clear indication that the action of ‘coming out’ of the building has just taken place as another action ‘follows’ and is going to be performed immediately after the first one. The use of the

near future for the second action reveals that the first one has just preceded and is not that distant in time to lead us to use any other past, present or future tense.

Blank 2: I ...(to lose).....my purse. I cannot find it everywhere. **(have lost).**

Blank 2	N	%
Right answer:		
have lost	06	17.14
Wrong answers:		
1. PS	20	57.14
2. P Perf. S	02	05.71
3. Pr. S	01	02.86
4. Pr. C	02	05.71
No answer	04	11.43
Total	35	100

Table 5.17. Pre-test, Control Group, Part Two, Blank 2

Table 5.17 shows that only 17.14% of learners gave right answers though there is a clear indication (I cannot find it anywhere) that the action is still valid and strongly connected to the present time, but still only six learners answered positively. The remaining percentage of learners either gave wrong answers such as *'had lost'*, *'lost'*, *'am losing'*, or did not answer at all.

Blank 3: Joanne ...(to leave).....her home last year, but she came back two months later. **(left)**

Blank 3	N	%
Right answer: left	18	51.43
Wrong answers:		
1. P Perf. S	05	14.29
2. PC	01	02.86
3. Pr. Perf. S	01	02.86
4. Gerund	02	05.71
No answer	08	22.86
Total	35	100

Table 5.18. Pre-test, Control Group, Part Two, Blank 3

Contrary to our expectations, table 5.18 indicates that 42.86% of the learners failed to insert the correct verb form ‘*left*’ in the third gap. This was not the case in the previous situations where the past simple tense is required. Five wrong answers were ‘had left’ which can be explained in terms of the succession of actions in the sentence given. In other words, learners have been taught that when two past actions follow each other, the first one is put in the past perfect to distinguish it from the second one that is in the past simple. However, they ignored the use of the time reference ‘last year’ which cannot be used with the past perfect.

Blank 4: Someone ...(to turn).....the hi-fi. I can hear it. (**has turned**)

Blank 4	N	%
Right answer: has turned	04	11.43
Wrong answers: 1. PS	07	22.86
2. P Perf. S	01	02.86
3. Pr. S	11	31.43
4. Pr. C	04	11.43
No Answer	08	22.86
Total	35	100

Table 5.19. Pre-test, Control Group, Part Two, Blank 4

The percentage of the learners who got the fourth answer correct is 11.43%. This is not surprising since we have already observed this in part one of our test. The wrong answers given by the learners, which are detailed in table 5.19 are considered as deviations from the standard rules of the formation of the English tenses.

Blank 5: I ...(to work).....at the Gulf bank since 1992. (**have worked/have been working**)

Blank 5	N	%
Right answers: have worked	14	40
have been working	07	20
Wrong answers: 1. PS	03	08.57
2. PC	01	02.86
3. P Perf. S	03	08.57
4. P Perf. C	02	05.71
5. Pr. C	03	08.57
6. Pr. Perf. Passive	02	05.71
Total	35	100

Table 5.20. Pre-test, Control Group, Part Two, Blank 5

Concerning the fifth answer, 60% of the informants could conjugate the verb in the right tense which is either the present perfect simple *'have worked'* or the present perfect progressive *'have been working'*. The other wrong answers are *'worked'*, *'had worked'*, *'am working'*, *'had been working'*, *'have been worked'*, and *'was working'*. The reason why most of the learners got the correct answer here is that there is a time expression which leads the learners to think about the present perfect, this time expression is *'since 1992'*.

Things are becoming clearer as we go through the analysis of the pre-test and we are confirming our estimation that the learners first and major problem with the present perfect is the confusion between the latter and the past tense, especially, in the absence of some adverbs or other expressions which refer to the present perfect or the past simple like *'yesterday'*, *'last week'*, ...etc, or *'for two weeks'*, *'since last April'*, etc respectively. They are not yet aware of the fact that the present perfect and the past simple are two distinct tenses with very dissimilar functions for each, and that they do not share any of their differing meanings and connotations.

Blank 6: A: A transformer is a great movie.

B: I know, I ...(to see).....it five times and I still enjoy it. (**have seen**)

Blank 6	N	%
Right answer:		
Have seen	15	42.86
Wrong answers:		
1. PS	14	40
2. P C	02	05.71
3. P Perf. S	01	02.86
4. Pr. S	01	02.86
No Answer	02	05.71
Total	35	100

Table 5.21. Pre-test, Control Group, Part Two, Blank 6

Table 5.21 reveals that 42.86% of learners responded positively to the sixth answer. They conjugated the verb in the present perfect simple tense '*have seen*'. The other 51.43% gave various other answers: '*saw*', '*was seeing*', '*had seen*' and '*see*'. Again, the majority of learners used the past simple as an alternative of the present perfect simple tense.

Blank 7: A: Shawn and Teresa are good students.

B: It's true. They ...(to be).....my students last year. (**were**)

Blank 7	N	%
Right answer: were	27	77.14
Wrong answers:		
1. P Perf. S	01	02.86
2. Pr. Perf. S	02	05.71
3. FS	01	02.86
No Answer	04	11.43
Total	35	100

Table 5.22. Pre-test, Control Group, Part Two, Blank 7

77.15% of learners answered correctly, according to table 5.22. The other 17.14% provided wrong answers and 11.43% didn't answer. The wrong answers are '*have been*', '*had been*', and '*will be*'.

Blank 8: A: I (not to write)....to my family since March. (**haven't written**)

B: Why do not you write to them right now?

Blank 8	N	%
Right answer: have not written	05	14.29
Wrong answers:		
1. PS	06	17.14
2. P Perf. S	04	11.49
3. PC	04	11.49
4. Pr. Perf. C	07	20
5. P Perf. C	01	02.86
6. Pr. C	02	05.71
No Answer	06	17.14
Total	35	100

Table 5.23. Pre-test, Control Group, Part Two, Blank 8

We see from 5.23 that only 14.29% of our informants could provide the right verb form *'haven't written'* for the eighth blank. The wrong answers include *'have been writing'*, *'didn't write'* (5Ls), *'wrote'* (1L), *'was writing'*, *'had written'*, *'am writing'* and the past perfect continuous *'had been writing'*.

Blank 9: A: Let's go to the Art museum this Saturday.

B: Good idea. I(not to be)....there for a long time. **(have not been)**

Blank 9	N	%
Right answer:		
have not been	19	54.92
Wrong answers:		
1. PS	07	20
2. P Perf. S	01	02.86
3. FS	04	11.43
No Answer	04	11.43
Total	35	100

Table 5.24. Pre-test, Control Group, Part Two, Blank 9

For the ninth answer *'haven't been'*, 54.29% of learners got it correct. This is because of the use of the expression 'for a long time' which indicates that the action extended over a long period of time from the past until now. In other words, the speaker has not visited the museum from the past until the moment of speech which is the function expressed through the use of both the present perfect simple or continuous.

Blank 10: A: What kind of work do you do?

B: I(to be)....a teacher for fifteen years. (**have been**)

Blank 10	N	%
Right answer: have been	16	45.71
Wrong answers:		
1. PS	05	14.29
2. P Perf. S	03	08.57
3. Pr. S	07	20
4. FS	02	05.29
No Answer	02	05.29
Total	35	100

Table 5.25. Pre-test, Control Group, Part Two, Blank 10

45.71% of the learners got the tenth answer correct, and more than half of the learners provided wrong answers and two learners didn't answer at all. Seven of the wrong answers are in the present simple, five in the past simple, three in the past perfect simple, two in the future simple and one answer is a strange form '*am going to be*'. Although the use of the past simple and the past perfect simple can be explained in that the two are past tenses that learners generally confuse with the present perfect simple, the use of the future is so bizarre, unexpected and unexplainable because what is known to us as grammar teachers is that learners sometimes get confused between using the present perfect tenses and the past ones, however, it is very rare to come across a learner who does not distinguish the past tenses from the future ones.

Blank 11: A: How long has Sharon lived in San Francisco?

B: She(to live)....there for six months. (**has been living**)

Blank 11	N	%
Right answer: has been living	09	25.71
Wrong answers:		
1. PS	06	17.14
2. P C	06	17.14
3. P Perf. S	03	08.57
4. P Perf. C	02	05.71
5. Pr. Perf. S	01	02.86
6. Pr. S	01	02.86
7. Pr. C	02	05.71
8. Pr. Perf. Passive	01	02.86
9. Gerund	02	05.71
No Answer	02	05.71
Total	35	100

Table 5.26. Pre-test, Control Group, Part Two, Blank 11

Table 5.26 shows that only a minority of students (25.71%) were able to conjugate the verb ‘to live’ in the correct tense that is the present perfect simple or continuous. six students used the past simple and another six opted for the past continuous. it has become clear that the learners confuse between the two tenses ‘present perfect simple’ and ‘present perfect continuous’ and the two past tenses ‘past simple’ and ‘past continuous’. The same thing is observed in answer eight.

Blank 12: A: You(to see)....Suda lately? (**have seen**)

Blank 12	N	%
Right answer:		
Have ...seen	11	25.71
Wrong answers:		
1. PS	16	45.71
2. Pr. S	02	05.71
No Answer	06	17.14
Total	35	100

Table 5.27. Pre-test, Control Group, Part Two, Blank 12

The students are still confused about the past simple and the present perfect tenses. Sixteen of them (45.71%) conjugated the verb 'to see' in the past simple for answer twelve. Only 31.43% of the learners gave correct answers. The other answers that the learners provided for this blank are: 'had seen', 'have seen', 'seen', and 'have saw'. Six learners have left the gaps empty.

In short, a lot of second-year students of English, at the Department of Letters and English: University 'Des Frères Mentouri', Constantine I, still do not differentiate between the simple, perfect and continuous grammatical aspects of verbs. Some of the wrong patters emerged in the results are explained below:

- a. Learners use the auxiliary 'have' + bare infinitive (most probably to refer to the present perfect simple tense).
- b. Learners use the auxiliary 'have' + present participle (maybe (or maybe not) to refer to the present continuous).
- c. Learners use the auxiliary 'have'+ the past simple form (maybe to refer to the present perfect with the use of the wrong past participle).

The cloze procedure activity revealed a lot of facts about our topic of interest, that is the present perfect tense, and other elements as to the English tense system and

the learners' problems in this area of SLA. Our challenge is to find the best solution to the learners' difficulties in understanding and using the present perfect tense in English through the use of Role Play.

Part Three: Fill in the blanks with the appropriate adverb

In this last part of the test, the learners are asked to choose from a list of four adverbs the one that is the most appropriate for each sentence. We have provided four adverbs for each sentence. The total number of sentences is six and the adverbs in question are “*never, since, yet, already, ever* and *for*”.

To ensure whether the learners do know what is an adverb or not, we have included in the third and the fourth multiple choices the following words ‘*done*’ and ‘*been*’ which are past participles.

Blank 1: This program must be new. I’ve.....seen it before.

- a. ever
- b. never**
- c. since
- d. yet

Blank 1	N	%
Right answer never	28	80
Wrong answer ever	06	17.14
No answer	01	2.86
Total	35	100

Table 5.28. Pre-test, Control Group, Part Three, Blank 1

For the first answer to the third part of the pre-test, the total percentage of correct answers is 80%, only 17.15% of learners opted for the wrong choice ‘ever’. The reason behind this is vague since the two adverbs ‘never’ and ‘ever’ are similar in form to some extent, but they have opposite meanings. Whereas ‘ever’ means ‘at any time’, ‘never’ means ‘at no time’.

Blank 2: I haven’t seen my parents.....last Christmas.

- a. already
- b. before
- c. for
- d. since

Blank 2	N	%
Right answer since	27	77.15
Wrong answers:		
1. Before	06	17.14
2. For	01	02.86
3. Already	01	02.86
Total	35	100

Table 5.29. Pre-test, Control Group, Part Three, Blank 2

According to table 5.29, the wrong answers for the second sentence were ‘before’ (6Ls), ‘for’ (1L) and ‘already’ (1L). All the other learners gave correct answers. ‘before’ can be accepted as answer, but it changes the meaning of the sentence. If we use ‘before’, we will be obliged to change the tense of the sentence to the past simple. In this case, the sentence will mean that the person is talking about an action that did not happen at a specific time in the past that is ‘before last Christmas’.

However, the other two adverbs ‘for’ and ‘already’ cannot be accepted at all in this context.

Blank 3: I’d like to borrow this book. Has Anna read it

- a. done
- b. for
- c. just
- d. yet**

Blank 3	N	%
Right answer	35	100
yet		
Total	35	100

Table 5.30. Pre-test, Control Group, Part Three, Blank 3

All the learners could answer the third gap correctly. Most probably, this is due to the nature of the adverb yet itself; it is the only adverb among the list of choices that can be inserted at the end of the question.

Blank 4: Ben writes very quickly. He’sfinished his essay.

- a. already**
- b. been
- c. for
- d. yet

Blank 4	N	%
Right answer already	34	97.14
Wrong answer been	01	02.86
Total	35	100

Table 5.31. Pre-test, Control Group, Part Three, Blank 4

According to table 5.31, almost all learners scored well. The other choices can easily be eliminated from the list of multiple choices because it is obvious that they do not go into that blank.

Blank 5: Sue works at the University of Miami. She’s worked there for years.

- a. just
- b. ever
- c. never
- d. for**

Blank 5	N	%
Right answer for	33	94.29
Wrong answer just	02	05.71
Total	35	100

Table 5.32. Pre-test, Control Group, Part Three, Blank 5

The learners’ answers to this last part of our test are very acceptable; the total percentage of correct answers for the five sentences is 89.71%. This high percentage indicates that the learners are aware of the different adverbs that are used with the

present perfect, this explains why learners scored well in part one and two for the sentences which contain those adverbs, and why they didn't respond positively to the other sentences where no adverb is used.

5.2.1.2. The Experimental Group

We have presented in the preceding sub-section the obtained results in the pre-test for the CG. Now, we will present the obtained results in the pre-test for the Exp. G and try to interpret them. we will follow the same order as in the preceding sub-section.

Part One: Fill in the blanks with the correct form of the tense out of two suggested tenses in the following dialogues

•Dialogue One: Talking About Going to the USA

The following tables summarize the students' answers to the first dialogue of part one for the Exp. G.

Blank 1: Sarah:to the United States?

- a. **Have you ever been (Right answer)**
- b. Did you ever go

Blank 1	N	%
Right answer: Have ...ever been	15	42.86
Wrong answer: Did...ever go	20	57.14
Total	35	100

Table 5.33. Pre-test, Experimental Group, Part One, Dialogue 1, Blank 1

Table 5.33 suggests that 57.14% of the learners couldn't get the correct answer. However, the other 42.86% scored well. The percentage of correct answers is low; the learners were unable to identify that it is the present perfect and not the past simple that

is required to fill in this gap. This is stemmed from their poor knowledge of the difference between these two past tenses in English.

Blank 2: Jim: Yes, Ito California last year.

- a. went (Right answer)
- b. have been

Blank 2	N	%
Right answer: went	30	85.72
Wrong answer: have...been	05	14.28
Total	35	100

Table 5.34. Pre-test, Experimental Group, Part One, Dialogue 1, Blank 2

The percentage of the correct answers is very high for the second verb ‘went’ which gained a percentage of 85.72% correct answers. This is not surprising since we have already observed this in the CG. Although the present perfect was used for the question ‘have you ever been’, learners didn’t get confused.

Blank 3: Sarah:it?

- a. Have you liked (Right answer)
- b. Did you like

Blank 3	N	%
Right answer: Have...liked	11	31.42
Wrong answer: Did...like	24	68.58
Total	35	100

Table 5.35. Pre-test, Experimental Group, Part One, Dialogue 1, Blank 3

Concerning the third answer *'Have ... liked'*, 31.42% of the learners got the answer correct and the remaining proportion didn't choose the correct answer. This is due to the fact that the students have not yet understood the difference between the two very distinct past tenses: the past simple and the present perfect simple. There is no doubt that they have problems in disassociating the two tenses from each other. They cannot pull them apart since they use the past simple instead of the present perfect on many occasions.

Blank 4: Jim: Yes, I.....the trip a lot.

- a. **have enjoyed (Right answer)**
- b. enjoyed

Blank 4	N	%
Right answer: have enjoyed	20	57.14
Wrong answer: enjoyed	15	42.86
Total	35	100

Table 5.36. Pre-test, Experimental Group, Part One, Dialogue 1, Blank 4

Table 5.36 shows that the percentage of the correct answers is average; a rather low proportion of learners opted for the past simple instead. This proves that approximately half of the learners still cannot make the difference between the present perfect simple and the past simple.

Blank 5: Sarah: Whatthere?

- a. **have you done (Right answer)**
- b. did you do

Blank 5	N	%
Right answer: have ...done	20	57.14
Wrong answer: did...do	15	42.86
Total	35	100

Table 5.37. Pre-test, Experimental Group, Part One, Dialogue 1, Blank 5

Table 5.37 shows identical results as table 5.36 above.

Blank 6: Jim: IHollywood, Disneyland and San Francisco.

- a. have visited (Right answer)
- b. visited

Blank 6	N	%
Right answer: have visited	13	37.14
Wrong answer: visited	22	62.86
Total	35	100

Table 5.38. Pre-test, Experimental Group, Part One, Dialogue 1, Blank 6

The percentage of correct answers is low for this sentence. According to table 5.38, only 37.15% could choose the right conjugated verb 'have visited' to fill in the sixth gap.

Blank 7: Jim:to California, Sarah?

- a. Have you been (Right answer)
- b. Did you go

Blank 7	N	%
Right answer: Have... been	14	40
Wrong answer: Did...go	21	60
Total	35	100

Table 5.39. Pre-test, Experimental Group, Part One, Dialogue 1, Blank 7

For the seventh answer, 60% of the learners failed to choose the correct answer 'Have ... been' that is used to ask about someone's past experience.

Blank 8: Sarah: Ia holiday there. I've got my ticket and I'm going next week.

- a. have booked (Right answer)
- b. Booked

Blank 8	N	%
Right answer: have booked	19	54.29
Wrong answer: booked	16	45.71
Total	35	100

Table 5.40. Pre-test, Experimental Group, Part One, Dialogue 1, Blank 8

The percentage of the correct answers for the eighth sentence is rather moderate compared to all the previous sentences. This may be due to the use of the present perfect in one of the verbs in the sentence 'I've got'.

•Dialogue Two: Short Conversation

Blank 1: A: Ilast night.

a. saw (**Right answer**)

b. Have seen

Blank 1	N	%
Right answer: saw	32	91.43
Wrong answer: have seen	02	05.71
No answer	01	02.86
Total	35	100

Table 5.41. Pre-test, Experimental Group, Part One, Dialogue 2, Blank 1

According to table 5.41., the majority of the students were able to choose the correct verb form “saw”. Only three out of thirty-five students failed to answer adequately. This is attributed to the fact that the sentence context is very helpful i.e. the use of the time expression ‘last night’ has led the students to exclude the second choice that is the present perfect ‘have seen’. The past simple is used here to locate an action at a specific point in time that is known and specified.

Blank 2: B: Oh, really! Ihim for months. How’s he?

a. haven’t seen (**Right answer**)

b. didn’t see

Blank 2	N	%
Right answer: have not seen	22	62.86
Wrong answer: didn’t see	13	37.14
Total	35	100

Table 5.42. Pre-test, Experimental Group, Part One, Dialogue 2, Blank 2

Table 5.42 reveals that 62.86% of our subjects answered correctly. This moderate percentage of correct answers is related to the use of the time reference expression ‘for months’ that can be said to influence the learners’ choice of the present perfect instead of the past simple. The reason for this is that learners always associate the use of certain adverbs or adverbial expressions with a defined tense which is the case for the first verb form ‘saw’ explained so far.

Blank 3: A: Weto the theatre last Saturday.

- a. **went (Right answer)**
- b. have gone

Blank 3	N	%
Right answer: went	33	94.29
Wrong answer: have gone	02	05.71
Total	35	100

Table 5.43. Pre-test, Experimental Group, Part One, Dialogue 2, Blank 3

According to table 5.43, the students have proved again that they do not really face problems with the use of the past simple; this is very clear from the very high percentage of correct answers that is 94.29%. As we have already explained, this is attributed mainly to the use of the adverbial expression ‘last Saturday’.

Blank 4: B:the play?

- a. **Have you enjoyed (Right answer)**
- b. Did you enjoy

Blank 4	N	%
Right answer: Have...enjoyed	07	20
Wrong answer: Did ... enjoy	28	80
Total	35	100

Table 5.44. Pre-test, Experimental Group, Part One, Dialogue 2, Blank 4

A high proportion of students have not answered adequately the fourth blank. Only 20% of them could choose the correct verb form ‘*have...enjoyed*’. 28.57% of our subjects failed to transform the affirmative verb form into the interrogative one. Two learners opted for the past simple, interrogative form, and twelve others used the past simple affirmative form for the fourth interrogative sentence. Table 4.45. shows that 08.57% of the learners used the past simple in both the auxiliary and the main verb in an interrogative sentence. To avoid this very common mistake, Scrivener (2010) suggests the use of a simple diagram that is discussed in sub-section 2.4.3.2., chapter two.

Blank 5: A: Yes, it.....very good.

a. was (**Right answer**)

b. has been

Blank 5	N	%
Right answer: was	32	91.43
Wrong answer: has been	03	08.57
Total	35	100

Table 5.45. Pre-test, Experimental Group, Part One, Dialogue 2, Blank 5

We see from table 5.45 that 91.43% of our informants provided the correct answer ‘*was*’ for the fifth sentence of dialogue two. The reason behind this very positive result is the same as what we have explained in the first and the third answers.

Blank 6: A: I.....of this group before. Are they famous in your country.

a. **have never heard (Right answer)**

b. never heard

Blank 6	N	%
Right answer: have never heard	06	17.14
Wrong answers: never heard	29	82.86
Total	35	100

Table 5.46. Pre-test, Experimental Group, Part One, Dialogue 2, Blank 6

According to table 5.46, the level of wrong answers is rather high. 82.86% of our informants failed to provide the correct answer ‘*have never heard*’. The present perfect in this sentence refers to an action that has not occurred at any occasion in the period of time that extends from the past until the present. However, the learners did not perceive the meaning of the action appropriately; they referred to it, through the use of the past simple, as an inseparable event that did not happen once in the past.

Blank 7: B: Yes, they are very popular. They.....famous in my country for years.

a. **have been (right answer)**

b. were

Blank 7	N	%
Right answer have been	22	62.86
Wrong answer were	13	37.14
Total	35	100

Table 5.47. Pre-test, Experimental Group, Part One, Dialogue 2, Blank 7

Table 5.47 suggests that an average number of students got the seventh answer correct. Unlike the previous answer, where the percentage of correct answers was very low, more than half of the students answered positively for blank seven. Most probably, this is due to the use of the expression ‘for years’. We have already noticed this phenomenon in the CG. Learners have scored well for the sentences which contained time markers, both for the present perfect and the past simple.

We conclude that learners always associate the use present perfect tense with some specific adverbs of time which are often used with it. However, this is not always the true. The present perfect may be used with or without these time markers; native speakers make use of the present perfect tense a lot, whether in speech or in writing, when their primary interest is in describing what they have done neglecting the time of the action completely. They do not necessarily make use of those adverbs.

Activity Two: Fill in the blanks in the following sentences

In the second activity, the learners were not given any multiple choices to choose between, but were rather required to conjugate the verbs between brackets in the correct tense. We have classified the learners’ answers into correct vs. wrong answers, then we analyzed the wrong answers in details in the interpretation.

The following tables give details as to the correct and wrong answers for the Exp. G in the pre-test.

Blank 1: The president ...(to come).....out of the building and is going to make a speech. (**has come**).

Blank 1	N	%
Right answer:		
has come	00	00
Wrong answers:		
1. PS	04	11.43
2. Pr. S	14	40
3. Pr. C	10	28.57
4. FS	05	14.28
5. Gerund	01	02.86
No Answer	01	02.86
Total	35	100

Table 5.48. Pre-test, Experimental Group, Part Two, Blank 1

Unfortunately, none of the learners could conjugate the verb '*to come*' in the correct tense. Their answers ranged from past simple to present simple and continuous and even future simple tenses. They proved to be unable to locate a present perfect action in the time line without the help of the defined time markers used with the present perfect tense. Table 5.48. indicates that 40% of learners opted for the present simple instead which is, not at all acceptable, in this context. Probably learners behaved accordingly due to the use of the near future for the second verb in the sentence. However, the truth is that the first action of coming out of the building was spaced away from the second action i.e. making a speech by some short time. In other words, the two actions followed each other systematically. The speaker observing this event has said

this sentence at a middle time between the president’s leaving of the building in his way to the place where he will make the speech. The learners’ use of the present continuous is justified to some extent as they may have perceived the action as coinciding with the exact moment of speech. However, the use of the future simple and the gerund cannot be tolerated whatsoever.

Blank 2: I ...(to lose).....my purse. I cannot find it everywhere. **(have lost).**

Blank 2	N	%
Right answer:		
have lost	06	17.14
Wrong answers:		
1. PS	16	45.71
2. Pr. S	03	08.57
3. No answer	10	28.58
Total	35	100

Table 5.49. Pre-test, Experimental Group, Part Two, Blank 2

According to table 5.49, the percentage of right answers is always low. Only 17.14% of the learners succeeded in providing the correct verb form ‘*have lost*’, the remaining proportion of learners opted either for the past simple (45.71%), or the present simple (08.57%). However, about quarter of the learners did not answer this gap.

Blank 3: Joanne ...(to leave).....her home last year, but she came back two months later. **(left)**

Blank 2	N	%
Right answer:		
left	24	68.57
No answer	11	31.43
Total	35	100

Table 5.50. Pre-test, Experimental Group, Part Two, Blank 3

The percentage of correct answers, according to table 5.50 is rather high. Again, the same observation can be made here. Learners could infer from the use of the time marker '*last year*' that the tense required is the past simple. The remaining proportion of learners, 31.43%, did not answer this question.

Blank 4: Someone ... (to turn).....the hi-fi. I can hear it. (**has turned**)

Blank 4	N	%
Right answer:		
Has turned	03	08.57
1. PS	10	28.57
2. Pr. S	15	42.86
3. Pr. C	06	17.14
4. Gerund	01	02.86
No answer	03	08.57
Total	35	100

Table 5.51. Pre-test, Experimental Group, Part Two, Blank 4

Except for three learners, the vast majority of students (62.86%) were incapable of using the adequate verb form '*has turned*'. They used either the past simple, the past

continuous or the present continuous instead. The reason for this very poor performance is the learners' perception of the notion of time regarding the given situation. In other words, the learners' incapacity of recognizing the logical temporal links between the two actions in this sentence has led them to fail. They could not relate the past action to its present effect through the use of the present perfect.

Blank 5: I ...(to work).....at the Gulf bank since 1992. (**have been working/have worked**)

Blank 5	N	%
Right answers:		
have been working	05	14.29
have worked	11	31.43
Wrong answers:		
1. PS	08	22.86
2. PC	03	08.57
3. Pr. C	04	11.43
No answer	05	14.29
Total	35	100

Table 5.52. Pre-test, Experimental Group, Part Two, Blank 5

The use of the time markers has proved to be very helpful for learners to be on familiar terms with the fitting tense in a particular situation. It is clearly indicated, in table 5.52, that about half of the learners could opt for either the present perfect simple or continuous to fill in the fifth gap. However, the remaining group of learners provided a variety of other answers that entail that they have not yet arrived at a level where they can really use tenses adequately. If we consider all the wrong answers, we will notice the appearance of some very odd structures like *'have been'*, *'have been worked'*, *'have been work'* and *'have working'*. The students possess a very modest knowledge of the perfect and continuous aspects. They even mix the two together in some situations when they use the helping verb 'have' with the present participle to form the continuous, or they use the auxiliary 'be' with the past participle to form any other combination of

auxiliary and participle which does not give us any English tense. This problem has to be reconsidered by the teachers of Grammar who ought to draw the learners' attention to the form as well as the function of the perfect, continuous and perfect continuous aspects of tense.

Blank 6: A: A transformer is a great movie.

B: I know, I ...(to see).....it five times and I still enjoy it. **(have seen)**

Blank 6	N	%
Right answer: have seen	09	25.71
Wrong answers: 1. Pr. Perf. C	01	02.86
2. PS	18	51.43
3. Pr. S	05	14.29
4. P Perf. S	01	02.86
No answer	01	02.86
Total	35	100

Table 5.53. Pre-test, Experimental Group, Part Two, Blank 6

According to table 5.53, 51.43% of our subjects have chosen the past simple instead of the present perfect. Only nine learners answered adequately. We have already explained in many occasions the reason for this. It has become evident now that the major cause of the learners non-use or misuse of the present perfect is the past simple tense. This is regarding the present perfect simple tense. However, when we consider the present perfect continuous, the learners make fewer mistakes. They use the past continuous instead of the present perfect continuous.

Blank 7: A: Shawn and Teresa are good students.

B: It's true. They ...(to be).....my students last year. **(were)**

Blank 7	N	%
Right answer: were	30	85.71
Wrong answers:		
1. P Perf. S	01	02.86
2. Pr. S	01	02.86
No answer	03	08.57
Total	35	100

Table 5.54. Pre-test, Experimental Group, Part Two, Blank 7

The past simple being an absolute past tense is easily distinguished by the learners. This is the case of blank 7 where a high number of students gave correct answers.

Blank 8: I ...(not to write)...to my family since March. (**haven't written**)

Blank 8	N	%
Right answer: have not written	06	14.29
Wrong answers:		
1. PS	11	31.43
2. PC	03	08.57
3. P Perf. S	02	05.71
4. Pr. S	01	02.86
5. Pr. C	01	02.86
6. Gerund	01	02.86
No answer	10	20
Total	35	100

Table 5.55. Pre-test, Experimental Group, Part Two, Blank 8

Like all the previous sentences, where the present perfect is required, learners failed to insert it in the correct form in blank eight. A considerable number of them

(31.43%) used the past simple, while the others have chosen to conjugate the verb ‘to write’ in the past continuous, the past perfect simple, present simple or the present continuous tenses. 20% of the learners did not answer this gap.

Blank 9: A: Let’s go to the Art museum this Saturday.

B: Good idea. I(not to be)....there for a long time. (**haven’t been**)

Blank 9	N	%
Right answer: have not been	14	40
1. PS	11	31.43
2. PC	03	08.57
3. P Perf. S	01	02.86
4. Pr. S	03	08.57
5. Pr. C	01	02.86
6. FS	04	11.43
Total	35	100

Table 5.56. Pre-test, Experimental Group, Part Two, Blank 9

Table 5.56 shows that the percentage of correct answers for the ninth blank is rather average. Quarter of the learners employed the past simple tense, and the remaining answers enclose the use of some other past, present and future tenses. For the past continuous and the present simple, the percentage of correct answers is 08.57% for each. One learner has used the past perfect simple, while another employed the present continuous. Four other learners used the future continuous in the wrong place here.

Blank 10: A: What kind of work do you do?

B: I(to be)....a teacher for fifteen years. (**have been**)

Blank 10	N	%
Right answer:		
Have been	09	25.71
Wrong answers:		
1. PS	14	40
2. PC	01	02.86
3. P Perf. S	01	02.86
4. Pr. S	08	22.86
5. FS	02	05.71
Total	35	100

Table 5.57. Pre-test, Experimental Group, Part Two, Blank 10

The present perfect in this sentence is used to describe someone's state of being that extends from the past until the present and may probably continue into the future. 40% of our learners perceived it as a past event that is totally disconnected from the present time and 22.86% of them considered it as a present state of being that did not exist before now.

Blank 11: A: How long has Sharon lived in San Francisco? (**has been living/has lived**)

B: She(to live)....there for six months.

Blank 11	N	%
Right answer:		
Has live/has been living	13	37.14
Wrong answers:		
1. PS	13	37.14
2. PC	01	02.86
3. P Perf. S	02	05.71
4. Pr. S	03	08.57
5. Pr. C	01	02.86
6. Gerund	01	02.86
No answer	01	02.86
Total	35	100

Table 5.58. Pre-test, Experimental Group, Part Two, Blank 11

According to table 5.58, 37.14% of the learners opted for the correct answers 'has lived'. Both the present perfect simple and continuous refer to an action that started in the past and is still valid in the present time.

Blank 12: A: You(to see)....Suda lately? (**have seen**)

Blank 12	N	%
Right answer:		
Have...seen	11	31.43
Wrong answers:		
1. PS	18	51.43
2. Pr. S	01	02.86
3. FS	01	02.86
No answer	04	11.43
Total	35	100

Table 5.59. Pre-test, Experimental Group, Part Two, Blank 12

As we have already concluded for the CG's pre-test results in activity two, second-year learners at the Department of Letters and English, Mentouri University Constantine I, are aware of the fact that the present perfect tense is used with some adverbs like *'since', 'for', 'never', 'ever', 'already'*, however, very few of them proved to be aware of the fact that this particular English past tense, may be used alone, i.e. with no adverb from the list above. They have not yet understood the different functions of the present perfect tense which has been created in the language to express one main function that is to talk about something that happened at any time in the past. This tense may seem to be a bit complicated for it does not resemble any other tense in English. If we just compare it to the past perfect or the future perfect, we notice many differences between the three. Thus, grammar teachers should be very aware of these realities about the present perfect tense, particularly, and all the other English tenses in general.

Part Three: Fill in the gaps with the appropriate adverb.

The following tables summarize the findings of the Exp. G in the pre-test.

Blank 1: This program must be new. I've.....seen it before.

- a. ever
- b. never**
- c. since
- d. yet

Blank 1	N	%
Right answer never	29	82.86
Wrong answer ever	06	17.14
Total	35	100

Table 5.60. Pre-test, Experimental Group, Part Three, Blank 1

The majority of learners answered correctly the first blank. 17.14% of them have chosen the adverb ‘ever’ instead. ‘*Ever*’ is generally used to ask questions and ‘*never*’ to answer negatively those questions.

Blank 2: I haven’t seen my parents.....last Christmas.

- a. already
- b. before
- c. for
- d. since**

Blank 2	N	%
Right answer since	28	80
Wrong answers:		
1. Before	06	17.14
2. already	01	02.86
Total	35	100

Table 5.61. Pre-test, Experimental Group, Part Three, Blank 2

According to table 5.61, a high percentage of learners used the correct adverb to fill in the second gap. 17.14% of them used ‘before’ which is not appropriate in this sentence since it changes completely the meaning of the sentence and requires the use of the past simple and not the present perfect.

Blank 3: I’d like to borrow his book. Has Anna read it?

- a. done
- b. for
- c. just

d. yet

Blank 3	N	%
Right answer yet	33	94.28
Wrong answer: done	02	05.71
Total	35	100

Table 5.62. Pre-test, Experimental Group, Part Three, Blank 3

The vast majority of students got the answer correct when they used ‘*yet*’ to fill in the third gap. However, two of them fell in the trap when they chose the past participle ‘*done*’ as an adverb. This trap is done intentionally to know whether learners can distinguish an adverb from another part of speech or not. Nonetheless, we did not expect any of the learners to fall in that trap.

Blank 4: Ben writes very quickly. He’sfinished his essay.

- a. already
- b. been
- c. for
- d. yet

Blank 4	N	%
Right answer already	30	85.71
Wrong answer been	05	14.29
Total	35	100

Table 5.63. Pre-test, Experimental Group, Part Three, Blank 4

It is really surprising to find that 14.28% of the learners are unable to make the difference between and adverb and a past participle.

Blank 5: Have you.....done any skiing?

- a. ever
- b. already
- c. just
- d. yet

Blank 5	N	%
Right answer ever	30	85.71
Wrong answers: 1. already 2. just	05	14.29
Total	35	100

Table 5.64. Pre-test, Experimental Group, Part Three, Blank 5

Activity three is quite straightforward. The learners are simply required to choose between four adverbs to fill in the gaps. The results obtained in the pre-test are very satisfactory. The majority of the learners proved that they are aware of the different adverbs provided to them. The total percentage of the correct answers is 85.71% that is considered very acceptable.

5.2.2. The Post-test

The CG and the Exp. G have gone through different types of instruction. The CG was taught in the usual method, whereas the Exp. G was taught using role play activities.

5.2.2.1. The Control Group

After the CG has been taught the first lesson of the year that is entitled ‘*Tenses*’ within which the present perfect is incorporated, the learners have gone through the post-test to check how much their performance has improved. We will present the results obtained in the post-test first, and then compare them to the results obtained in the post-test for the Exp. G.

Part One: Fill in the blanks with the correct form of the tense out of two suggested tenses in the following dialogues

Dialogue One: Talking About Going to the USA

The following tables summarize the students’ answers to the first dialogue of the first activity.

Blank 1: Sarah:to the United States?

- a. **Have you ever been (Right answer)**
- b. Did you ever go

Blank 1	N	%
Right answer Have ...ever been	08	22.86
Wrong answer Did...ever go	27	77.14
Total	35	100

Table 5.65. Post-test, Control Group, Part One, Dialogue 1, Blank 1

The percentage of correct answers is rather low, the learners’ understanding level to distinguish the past simple from the present perfect is very limited. As we have

already mentioned so far for the pre-test, the learners mostly misuse the present perfect as they opt for the past simple instead which cannot fit this particular function of asking about someone's past experience.

Blank 2: Jim: Yes, Ito California last year.

- a. went (**Right answer**)
- b. have been

Blank 2	N	%
Right answer went	31	88.57
Wrong answer have...been	04	11.43
Total	35	100

Table 5.66. Post-test, Control Group, Part One, Dialogue 1, Blank 2

Learners have used the past simple instead of the present perfect for the first gap of the first activity, but they did not do the opposite here. In other words, when the past simple is required to fill in a given gap, very few learners use the present perfect in its place. Table 5.66 illustrates the point; it shows that 88.57% of the learners used the past simple in its appropriate context. This may be explained in terms of the time and efforts allocated for the teaching of the two tenses.

Blank 3: Sarah:it?

- a. **Have you liked. (Right answer)**
- b. Did you like

Blank 3	N	%
Right answer Have...liked	10	28.57
Wrong answer Did...like	25	71.43
Total	35	100

Table 5.67. Post-test, Control Group, Part One, Dialogue 1, Blank 3

The way we link a past action to the present time has always been a problematic area for learners to understand and for teachers to demonstrate and explain. A rather high percentage of learners fell short to choose the present perfect for the third blank. This is clearly demonstrated in table 5.67 above where we see that only 28.57% of learners have chosen the present perfect and not the past simple.

Blank 4: Jim: Yes, I.....the trip a lot.

- a. **have enjoyed (Right answer)**
- b. enjoyed

Blank 4	N	%
Right answer have enjoyed	14	40
Wrong answer enjoyed	21	60
Total	35	100

Table 5.68. Post-test, Control Group, Part One, Dialogue 1, Blank 4

We cannot really be satisfied as we see that after instruction, the percentage of correct answers for the fourth sentence, and the other sentences as well, is still rather

moderate. Only 40% of the learners can differentiate between the past simple and the present perfect.

Blank 5: Sarah: Whatthere?

- a. have you done (Right answer)
- b. did you do

Blank 5	N	%
Right answer have ...done	23	65.71
Wrong answer did...do	12	34.28
Total	35	100

Table 5.69. Post-test, Control Group, Part One, Dialogue 1, Blank 5

From table 5.69, we see that unlike the first, third and fourth sentences above, 65.71% of the learners answered adequately as they have chosen the present perfect to fill in the fifth gap. Surprisingly, this sentence does not contain any time marker which can help the learners guess what the correct tense for the sentence is.

Blank 6: Jim: IHollywood, Disneyland and San Francisco.

- a. have visited (Right answer)
- b. visited

Blank 6	N	%
Right answer have visited	18	51.42
Wrong answer visited	17	48.58
Total	35	100

Table 5.70. Post-test, Control Group, Part One, Dialogue 1, Blank 6

Table 5.70 reveals that 51.42% of the learners could select from the two-item list, the one that suits the context of the situation. Nevertheless, the other half of the learners failed to do so. Jim in this sentence is not interested in ‘when’ he has visited the Hollywood, Disneyland and San Francisco. He is rather busy with telling about his experiences in the US. This is one of the functions of the present perfect that the learners ignore the most.

Blank 7: Jim:to California, Sarah?

- a. **Have you been (Right answer)**
- b. Did you go

Options	N	%
Right answer Have... been	11	31.43
Wrong answer Did...go	24	68.57
Total	35	100

Table 5.71. Post-test, Control Group, Part One, Dialogue 1, Blank 7

68.57% of our informants opted for the past simple in place of the present perfect. We can now confirm, after all the examples we have got from our test that learners have very little knowledge concerning the use of the present perfect to ask about someone’s past experience.

Blank 8: Sarah: Ia holiday there. I’ve got my ticket and I’m going next week.

- a. **have booked (Right answer)**
- b. Booked

Blank 8	N	%
Right answer have booked	25	71.43
Wrong answer booked	10	28.57
Total	35	100

Table 5.72. Post-test, Control Group, Part One, Dialogue 1, Blank 8

For blank eight, the percentage of correct answers is rather high; 71.43% of the learners were able of identifying the correct answer. Most probably the sentence context was helpful for them as there is another verb, '*have got*', that is conjugated in the present perfect.

The total percentage of correct answers which require the use of the present perfect simple tense in dialogue one of the first part of the test is rather moderate 44.49%. Knowing that it was 38.36% in the pre-test, we may talk about an improvement of 06.13%.

● **Dialogue Two: Short Conversation**

The second dialogue of activity one is not different from the first one, we just wanted to provide more contexts so that the results we obtain from the test will be as much reliable as possible. Another reason why we used two dialogues instead of one is to provide more uses of the present perfect tense to see which one of its functions is more difficult for learners to grasp and try to find the best explanation for this.

Blank 1: A: I Jack last night.

- a. saw (**Right answer**)
- b. have seen

Blank 1	N	%
Right answer saw	31	88.57
Wrong answer have seen	04	11.43
Total	35	100

Table 5.73. Post-test, Control Group, Part One, Dialogue 2, Blank 1

According to table 5.73, a large number of students succeeded in answering correctly the first blank of dialogue two. Only 11.43% of them opted for the wrong choice. Whenever the past simple is required, learners have been continuously proving that they master the past simple tense; very few of them get confused with the present perfect one.

Blank 2: B: Oh, really! Ihim for months. How's he?

a. haven't seen (Right answer)

b. didn't see

Answers	N	%
Right answer haven't seen	24	68.57
Wrong answer didn't see	11	31.43
Total	35	100

Table 5.74. Post-test, Control Group, Part One, Dialogue 2, Blank 2

The percentage of correct answers presented in table 5.74 is rather high which was the case in the pre-test. The reason for this high level of performance has become known to us. Whenever there is any type of time reference using a given time marker, learners find it quite straightforwardly to answer correctly.

Blank 3: A: Weto the theatre last Saturday.

a. went (Right answer)

b. have gone

Blank 3	N	%
Right answer went	28	80
Wrong answer have gone	06	17.14
No answer	01	02.86
Total	35	100

Table 5.75. Post-test, Control Group, Part One, Dialogue 2, Blank 3

It is not a surprise for us to find that a high proportion of students have answered correctly choosing the past simple tense. According to table 5.75 above, 80% of our informants' choices were accurate.

Blank 4: B:the play?

a. Have you enjoyed (Right answer)

b. You enjoyed

Blank 4	N	%
Right answer Have...enjoyed	05	14.28
Wrong answer enjoyed	30	85.72
Total	35	100

Table 5.76. Post-test, Control Group, Part One, Dialogue 2, Blank 4

Contrary to blank three where the vast majority of learners answered accurately, only 14.28% of our subjects scored well for the fourth blank. The use of the present perfect is not well-drilled or maybe not well-explained for the learners who have failed to identify its context several times in the test.

Blank 5: A: Yes, it.....very good.

- a. was (Right answer)
- b. has been

Answers	N	%
Right answer was	35	100
Total	35	100

Table 5.77. Post-test, Control Group, Part One, Dialogue 2, Blank 5

Following the explanation and interpretation of the preceding sentences, table 5.77 reinforces what we have just said about the learners' knowledge of the past simple compared to their knowledge of the present perfect. In other words, learners seem to be quite aware of the different functions of the past simple, but the same thing is not true for the present perfect.

Blank 6: A: I.....of this group before. Are they famous in your country.

- a. have never heard (Right answer)
- b. never heard

Blank 6	N	%
Right answer have never heard	17	48.57
Wrong answer never heard	17	48.57
No answer	01	02.85
Total	35	100

Table 5.78. Post-test, Control Group, Part One, Dialogue 2, Blank 6

As far as blank six is concerned, half of the learners answered correctly and the other half did not. One learner has left the blank empty.

Blank 7: B: yes, they are very popular. They.....famous in my country for years.

- a. **have been (Right answer)**
- b. were

Blank 7	N	%
Right answer have been	26	74.28
Wrong answer were	09	25.72
Total	35	100

Table 5.79. Post-test, Control Group, Part One, Dialogue 2, Blank 7

Table 5.79 indicates that 74.28% of the informants are able to select the present perfect to fill in the seventh blank in sentences which include adverbs of time used with this particular tense.

At the first glance at the tables above, we notice that all the answers which require the use of the past simple tense gained a high percentage of correct choices, the total percentage of the correct answers that require the use of the past simple tense is 62.03%. It was 55.09% in the pre-test. The learners' improvement in the post-test is equal to 06.94%. The only two exceptions are answers four and eight where only 11.42% of learners got the eighth answer correct, whereas none got the fourth one correct. The reason behind this is that those answers require the learners to change the two verbs which are put in the affirmative past form into the interrogative one, and we have noticed so far that learners have problems with asking questions.

On the other hand, the total percentage of the correct answers which require the present perfect simple tense is 51.43% in the post-test. It was, however, 54.28% in the pre-test. Contrary to expectations, there has been a declination of 07.86% in the learners' performance between the pre-test and the post-test.

Part Two: Fill in the blanks in the following sentences

Blank 1: The president ...(to come).....out of the building and is going to make a speech. (**has come**)

Blank 1	N	%
Right answer <i>has come</i>	00	00
Wrong answers:		
1. PS	08	22.86
2. PC	01	02.86
3. Pr. S	14	40
4. Pr. C	08	22.86
5. FS	01	02.86
6. Gerund	02	05.71
No answer	01	02.86
Total	35	100

Table 5.80. Post-test, Control Group, Part Two, Blank 1

As was the case in the pre-test, none of the learners in the CG answered the first gap of part two adequately in the post-test. Table 5.80 indicates that the answers are either past simple or continuous, or present simple or continuous. One learner opted for the future and two learners used a gerund. In more details, 40% of the learners used the present simple; this is most probably due to the use of the near future ‘*is going*’ in the second part of the sentence. If we analyze this sentence with scrutiny, we will notice that the speaker is most probably watching the president’s actions and reporting them lively. The present simple is not adequate in this context since it does not describe the perfectness of the action which has been accomplished at the moment of speech but still has some effect on it. The speaker of that sentence perceives the action as being done and fulfilled at the temporal zero point that coincides with the moment of speech in that very sentence. Moreover, the learners who have opted for the past simple considered the two actions in this sentence as distant in terms of time and a bit far from one another. However, the use of the present continuous is more logical than acceptable. The learners here thought that the action of leaving the building was taking place at the exact moment of speech and is spaced away of the second action of delivering a speech.

Blank 2: I ...(to lose).....my purse. I cannot find it everywhere. (**have lost**).

Blank 2	N	%
Right answer <i>have lost</i>	02	05.71
Wrong answers:		
1. PS	31	88.57
2. Pr. S	01	02.86
No answer	01	02.86
Total	35	100

Table 5.81. Post-test, Control Group, Part Two, Blank 2

For the second blank, 88.57% of our subjects have chosen to use the past simple and not the present perfect that is not fitting for this situation. One learner did not answer at all.

Blank 3: Joanne ...(to leave).....her home last year, but she came back two months later. (**left**)

Blank 3	N	%
Right answer <i>left</i>	21	60
Wrong answers:		
1. P Perf. S	04	11.43
2. Pr. S	01	02.86
3. Past Passive	01	02.86
No answer	08	22.86
Total	35	100

Table 5.82. Post-test, Control Group, Part Two, Blank 3

Students' poor knowledge of the irregular verbs and the correct forms of compound verb forms has resulted in a long list of odd structures. The table above shows that 22.86% of the learners have problems in this area of the English tense system.

Blank 4: Someone ...(to turn).....the hi-fi. I can hear it. (**has turned**)

Blank 4	N	%
Right answer has turned	09	25.71
Wrong answers:		
1. PS	04	11.43
2. PC	01	02.86
3. Pr. S	17	48.57
4. Pr. C	02	05.71
5. Gerund	01	02.86
No answer	01	02.86
Total	35	100

Table 5.83. Post-test, Control Group, Part Two, Blank 4

According to table 5.83, 48.57% of the learners have used the present simple to fill in the fourth gap. The other answers include the past simple, the past continuous and the present continuous. One of the learners used a gerund. Most learners use a gerund, not because they know it is a gerund, nor do they possess knowledge as to the functions of a gerund, but for the simple reason that they miss the auxiliary verb when they decide to use the continuous.

Blank 5: I ...(to work).....at the Gulf bank since 1992. (**have been working/have worked**)

Blank 5	N	%
Right answer <i>have worked/ have been working</i>	22	62.86
Wrong answers:		
1. PS	01	02.86
2. PC	02	05.71
3. Pr. C	06	17.14
4. Gerund	01	02.86
5. Pr. Perf. Passive	01	02.86
No answer	02	05.71
Total	35	100

Table 5.84. Post-test, Control Group, Part Two, Blank 5

Table 5.84 shows that a very moderate number of students answered correctly for the fifth gap. The fifth blank requires the use of either the present perfect simple or continuous. Students are not really confused between the present perfect continuous and the other past tenses; their biggest problem is with the past simple and the present perfect simple. Nonetheless, they sometimes use the past continuous instead of the present perfect continuous. Two out of thirty-five learners used the past continuous in the fifth blank and six others used the present continuous. The gerund, the past simple and the present perfect passive of the verb ‘write’ were used by one learner for each. One learner did not answer at all.

Blank 6: A: A transformer is a great movie.

B: I know, I ...(to see).....it five times and I still enjoy it. (**have seen**)

Blank 6	N	%
Right answer have seen	09	25.71
Wrong answers:		
1. PS	20	57.14
2. PC	01	02.86
3. P Perf. S	01	02.86
4. Pr. S	03	08.57
No answer	01	02.86
Total	35	100

Table 5.85. Post-test, Control Group, Part Two, Blank 6

The same problem has been observed several times during our analysis of the data gathered from the students' test. The learners are still puzzled concerning the two past tenses: the present perfect simple and the past simple. Table 5.85 justifies this. The learners course of confusion is most probably their Mother Tongue. In Arabic, there is no such a tense called 'present perfect', some particles such as 'kad' and 'lakad' are used with main verbs to convey the meaning that an action, or part of it, is perfect at the moment of speech. Arabic comprises three main tenses: the past, the present and the 'imperative' that is not a tense but a mood in English. However, the English tense system is very detailed. In other words, whenever there is a difference in the action being performed, its length, its starting and ending points, a new tense is created. A large number of tenses is at the learners' disposal and they have to choose the most suitable one. The table above, for example, suggests that the present perfect is confused with the past simple (20 Ls), past continuous (1L), past perfect continuous (1L) and the present simple (3Ls).

Blank 7: A: Shawn and Teresa are good students.

B: It's true. They ...(to be).....my students last year. (**were**)

Blank 7	N	%
Right answer were	34	97.14
Wrong answers: 1. Pr. Perf. S	01	02.86
No answer	01	02.86
Total	35	100

Table 5.86. Post-test, Control Group, Part Two, Blank 7

For the blanks which are supposed to be filled in with a verb conjugated in the past simple (which is a tense that exists as such in the learners' mother tongue), the percentage of correct answers is always high. Table 5.86 indicates that 97.14% of the learners answered adequately. Only one learner used the present perfect simple instead and another one did not answer at all.

Blank 8: I(not to write)....to my family since March.

Blank 8	N	%
Right answer <i>have not written</i>	09	25.71
Wrong answers: 1. PS	06	17.14
2. PC	02	05.71
3. P Perf. S	01	02.86
4. P Perf. C	01	02.86
5. Pr. C	04	11.43
6. Gerund	01	02.86
7. Pr. Perf. Passive	01	02.86
No answer	10	28.57
Total	35	100

Table 5.87. Post-test, Control Group, Part Two, Blank 8

It seems from table 5.87 that the large number of tenses creates a dilemma for the Arabic learners of English, especially for beginners. As far as sentence eight is concerned, we have obtained a diversity of tenses and strange forms more than all the other sentences in the test. 28.57% of the learners did not answer. 11.43% opted for the present continuous. The past perfect simple, past perfect continuous, present perfect passive and the gerund have been used by one learner for each.

Blank 9: A: Let's go to the Art museum this Saturday.

B: Good idea. I(not to be)....there for a long time. **(have not been)**

Blank 9	N	%
Right answer have not been	18	51.43
Wrong answers:		
1. PS	12	17.14
2. FS	02	05.71
No answer	03	02.86
Total	35	100

Table 5.88. Post-test, Control Group, Part Two, Blank 9

According to table 5.88, half of the learners have filled in the gap with the right tense and the remaining proportion of learners has opted for either the past simple (17.14%) or the future simple (05.71%). Three learners did not answer.

Blank 10: A: What kind of work do you do?

B: I(to be)....a teacher for fifteen years. **(have been)**

Blank 10	N	%
Right answer have been	17	48.57
Wrong answers:		
1. PS	09	25.71
2. Pr. S	08	22.86
No answer	01	02.86
Total	35	100

Table 5.89. Post-test, Control Group, Part Two, Blank 10

A rather average percentage of learners have answered appropriately for the tenth blank. The table above shows the other wrong answers provided by the learners which are either past simple (9Ls) or present simple (9Ls).

Blank 11: A: How long has Sharon lived in San Francisco?

B: She(to live)....there for six months. (**has been living/has lived**)

Blank 11	N	%
Right answer <i>has lived/has been living</i>	11	31.43
Wrong answers:		
1. PS	10	28.57
2. PC	07	20
3. P Perf. S	01	02.86
4. P Perf. C	01	02.86
5. Pr. S	02	05.71
6. Pr. C	01	02.86
No answer	01	02.86
Total	35	100

Table 5.90. Post-test, Control Group, Part Two, Blank 11

For the eleventh blank, that is represented in the table above, about quarter of the learners have given correct responses. 28.57% of them used the past simple and 20% other decided upon the past continuous. We have already mentioned for the preceding responses that the past continuous is mainly used by learners to describe an action that happened in the past and continues to the present and maybe the future which is a function proper to the present perfect continuous.

Blank 12: A: You ...(to see)...Suda lately? (**have seen**)

Blank 12	N	%
Right answer		
Have ...seen	13	37.14
Wrong answers:		
1. PS	11	31.43
2. Pr. S	04	11.43
3. Near future	01	02.86
No answer	06	17.14
Total	35	100

Table 5.91. Post-test, Control Group, Part Two, Blank 12

Table 5.91 clearly details the learners' answers to the twelfth blank. It shows that quarter of the learners used the present perfect simple which is the right answer here, and another quarter opted for the past simple.

In conclusion, if we calculate the total percentage of the correct answers which require the use of the present perfect tense in activity two, we will get 27.13%. The same total percentage for the CG in the pre-test was 26.18%. The learners' performance has improved by 0.95% which is considered very low. When we discover that learners'

performance is approximately the same before and after instruction of the present perfect tense, we make sure that we are facing a very serious problem. Thus, the present research's ultimate goal is to solve it.

Part Three: Fill in the gaps with the appropriate adverb

Blank 1: This program must be new. I've.....seen it before.

- a. ever
- b. never**
- c. since
- d. yet

Blank 1	N	%
Right answer never	29	82.86
Wrong answer ever	06	17.14
Total	35	100

Table 5.92. Post-test, Control Group, Part Three, Blank 1

The vast majority of learners have chosen 'never' to fill in the first gap which is the appropriate choice. Six other learners used 'ever'.

Blank 2: I haven't seen my parents.....last Christmas.

- a. already
- b. before
- c. for
- d. since**

Blank 2	N	%
Right answer <i>since</i>	31	88.57
Wrong answer		
1. Before	03	08.57
2. for	01	02.86
Total	35	100

Table 5.93. Post-test, Control Group, Part Three, Blank 2

According to table 5.93, 88.57% of the learners have selected ‘since’ from the four-item list. Another three students have selected ‘before’ that can be used in this context but only when we change the temporal schemata of this sentence. Another learner has opted for ‘for’ that is not accepted at all.

Blank 3: I’d like to borrow this book. Has Anna read it

- a. done
- b. or
- c. just
- d. yet**

Blank 3	N	%
Right answer yet	32	91.42
Wrong answers:		
1. done	01	02.86
2. just	01	02.86
No answer	01	02.86
Total	35	100

Table 5.94. Post-test, Control Group, Part Three, Blank 3

91.42% of our subjects answers adequately and one did not answer at all the third blank.

Blank 4: Ben writes very quickly. He'sfinished his essay.

- a. **already**
- b. been
- c. for
- d. yet

Blank 4	N	%
Right answer already	34	97.14
Wrong answer been	01	02.86
Total	35	100

Table 5.95. Post-test, Control Group, Part Three, Blank 4

Only one learner has made a mistake in choosing the right adverb for the fourth blank.

Blank 5: Have you.....done any skiing?

- a. **ever**
- b. already
- c. just
- d. yet

Blank 5	N	%
Right answer ever	34	97.14
Wrong answer already	01	02.86
Total	35	100

Table 5.96. Post-test, Control Group, Part Three, Blank 5

The percentage of right answers for the fifth blank is very high; only one single learner has failed.

Before we provide an overall analysis of the results obtained in the third part of the test for the CG, we have to make a remainder as to the aim behind this activity. This activity is meant to check the learners' understanding of the different meanings of time adverbials that may be used with the present perfect tense. As you can see in the tables above, the learners' responses to this activity are very positive. 17.14% of learners cannot make the difference between '*never*' and '*ever*'. Concerning the second adverb '*since*', three learners confuse it with '*before*' and one with '*for*'.

We would have liked to add another activity where the learners themselves would be asked to insert the adverbs in the gaps without the help of any multiple choices, but the test would have been long. So, we preferred to opt for this activity as the last activity in the test. Another reason why we didn't include a fourth activity is to make learners concentrate on the previous activities which require both time and effort on the part of the learners to answer, and for the researcher teacher to analyze and interpret. In other words, the test would have been very long and exhausting.

5.2.2.2. The Experimental Group

After we have finished the presentation of the results obtained in the pre-test by the Exp. G, we will now move to the presentation and analysis of the results obtained in the post-test by the same group. We present the activities as they occur in the test, starting with activity one, then two and three.

Part One: Fill in the blanks with the correct form of the tense out of two suggested tenses in the following dialogues

Dialogue One: Talking About Going to the USA

Blank 1: Sarah:to the United States?

- a. **Have you ever been (Right answer)**
- b. Did you ever go

Blank 1	N	%
Right answer <i>Have ...ever been</i>	11	31.43
Wrong answer Did...ever go	24	68.57
Total	35	100

Table 5.97. Post-test, Experimental Group, Part One, Dialogue 1, Blank 1

According to table 5.97, a large number of students did not answer adequately. Instead of using the present perfect simple tense '*have...been*', the learners alternated it with the past simple one that is '*did...go*'. The reason is most probably the absence of the time adverbials used with the present perfect that have been proved to be very

helpful for learners to opt for the right choice, either of the past simple or the present perfect.

Blank 2: Jim: Yes, Ito California last year.

- a. went (Right answer)
- b. have been

Blank 2	N	%
Right answer went	32	91.43
Wrong answer have...been	03	08.57
Total	35	100

Table 5.98. Post-test, Experimental Group, Part One, Dialogue 1, Blank 2

As opposed to the first blank, the learners' level of performance has increased for the second response. Table 5.98 reveals the 91.43% of the learners were able to identify the correct tense and only three of them failed to do this.

Blank 3: Sarah:it?

- a. Have you liked (Right answer)
- b. Did you like

Blank 3	N	%
Right answer Have...liked	19	54.29
Wrong answer Did...like	16	45.71
Total	35	100

Table 5.99. Post-test, Experimental Group, Part One, Dialogue 1, Blank 3

The results obtained for the third gap are rather average. Table 5.99 shows that 54.29% of the learners succeeded to answer effectively by selecting the present perfect verb form which is used here to ask about an action that happened in the past regardless of the exact time of occurrence.

Blank 4: Jim: Yes, I.....the trip a lot.

- a. **have enjoyed (Right answer)**
- b. enjoyed

Blank 4	N	%
Right answer have enjoyed	19	54.29
Wrong answer enjoyed	16	45.71
Total	35	100

Table 5.100. Post-test, Experimental Group, Part One, Dialogue 1, Blank 4

Again for table 5.100., we got similar results as blank three knowing that the present perfect in this sentence is used for the same purpose as explained in the previous sentence.

Blank 5: Sarah: Whatthere?

- a. **have you done (Right answer)**
- b. did you do

Blank 5	N	%
Right answer have ...done	20	57.14
Wrong answer did...do	15	42.86
Total	35	100

Table 5.101. Post-test, Experimental Group, Part One, Dialogue 1, Blank 5

A rather moderate percentage of correct answers is presented in table 5.101 above. The speaker in this sentence is asking about an action that has happened before now at any time. The speaker’s intention is not to enquire about the time when the action happened but rather wants to get information about what has the person done as action; 57.14% of our learners have been able to identify this.

Blank 6: Jim: IHollywood, Disneyland and San Francisco.

- a. have visited (Right answer)
- b. visited

Options	N	%
Right answer have visited	18	51.43
Wrong answer visited	17	48.57
Total	35	100

Table 5.102. Post-test, Experimental Group, Part One, Dialogue 1, Blank 6

Jim's answer, as Sarah's question, seeks to tell about the action more than being interested in its time of occurrence. Approximately the same results of the previous table reoccur here.

Blank 7: Jim:to California, Sarah?

- a. **Have you been (Right answer)**
- b. Did you go

Blank 7	N	%
Right answer Have... been	19	54.29
Wrong answer Did...go	15	42.86
No answer	01	02.86
Total	35	100

Table 5.103. Post-test, Experimental Group, Part One, Dialogue 1, Blank 7

As far as blank seven is concerned, 54.29% of the learners answered positively and the other 42.86% failed. One learner has left the blank empty.

•Dialogue Two: Short Conversation

Blank 1: A: Ilast night.

- a. **saw (Right answer)**
- b. have seen

Blank 1	N	%
Right answer saw	33	94.29
Wrong answer Have...seen	02	05.71
Total	35	100

Table 5.104. Post-test, Experimental Group, Part One, Dialogue 2, Blank 1

We are approaching the end of the data analysis and still the learners are proving that they do not have problems with the use of the simple. Table 5.104 proves that 94.29% of the learners do not have problems with using the pat simple tense.

Blank 2: B: Oh, really! Ihim for months. How's he?

- a. haven't seen (Right answer)
- b. didn't see

Blank 2	N	%
Right answer <i>haven't seen</i>	20	57.14
Wrong answer didn't see	15	42.86
Total	35	100

Table 5.105. Post-test, Experimental Group, Part One, Dialogue 2, Blank 2

The percentage of correct answers for the second gap in dialogue two of the first activity is rather average. 57.14% of the learners got this answer correct and the remaining 42.86% failed to choose the right tense.

Blank 3: A: Weto the theatre last Saturday.

- a. went (Right answer)
- b. have gone

Blank 3	N	%
Right answer went	31	60
Wrong answer have gone	04	40
Total	35	100

Table 5.106. Post-test, Experimental Group, Part One, Dialogue 2, Blank 3

Algerian learners of English have been taught the past simple tense at the very beginning of their learning in middle and high schools. On the contrary, the present perfect is only taught in very little details at that level. This is why students of English do come to university with a deep understanding of the past simple tense. Table 5.106. reinsures the learners' mastery of the past simple tense.

Blank 4: B:the play?

- a. **Have you enjoyed (Right answer)**
- b. Did you enjoy

Blank 4	N	%
Right answer Have...enjoyed	22	62.86
Wrong answer Did...enjoy	13	37.14
Total	35	100

Table 5.107. Post-test, Experimental Group, Part One, Dialogue 2, Blank 4

The percentage of correct answers which require the use of the present perfect simple has increased to some extent compared to the one of the pre-test. For example, for the fourth gap, detailed in table 5.107, 62.86% of the learners provided correct answers. This percentage was only 20% in the pre-test.

Blank 5: A: Yes, it.....very good.

- a. **was (Right answer)**
- b. has been

Blank 5	N	%
Right answer was	32	91.43
Wrong answer Has...been	02	05.71
No answer	01	02.86
Total	35	100

Table 5.108. Post-test, Experimental Group, Part One, Dialogue 2, Blank 5

91.43% of our informants have employed the past simple tense to fill in the fifth blank, according to table 5.108 above. The percentage of wrong answers is very low, 05.71%. Only one out of thirty-five learners did not answer.

Blank 6: A: I.....of this group before. Are they famous in your country?

a. **have never heard (Right answer)**

b. never heard

Answers	N	%
Right answer have never heard	22	62.86
Wrong answer never heard	13	37.14
Total	35	100

Table 5.109. Post-test, Experimental Group, Part One, Dialogue 2, Blank 6

Table 5.109 indicates that 62.86% of the learners have selected the correct verb form for the sixth blank. This percentage is considered as moderate.

Blank 7: B: Yes, they are very popular. They..... in my country for years.

a. *have been* (Right answer)

b. were

Blank 7	N	%
Right answer have been	23	65.71
Wrong answer were	12	34.29
Total	35	100

Table 5.110. Post-test, Experimental Group, Part One, Dialogue 2, Blank 7

The learners have continuously proved, through the test, that they do not really face problems with the use of the past simple tense. The average percentage of the correct answers which require the use of the present perfect tense is 65.71%. However, it was 44.48% in the pre-test.

Part Two: Fill in the blanks with the right tense

Blank 1: The president ...(to come).....out of the building and is going to make a speech. (**has come**)

Blank 1	N	%
Right answer: has come	04	11.43
Wrong answers:		
1. PS	09	25.71
2. Pr. S	13	37.14
3. Pr. C	07	20
4. FS	01	02.86
No answer	01	02.86
Total	35	100

Table 5.111. Post-test, Experimental Group, Part Two, Blank 1

According to table 5.111., 11.43% of the learners have been able to answer the first blank adequately. 25.71% have used the past simple and 37.14% have chosen to conjugate the verb 'to come' in the present simple. The learners' use of the present simple indicates that they have understood that the action has some sort of link with the present time, but they could not express that meaning appropriately through the use of the present perfect simple tense. The use of the past simple is also dominant; 20% of the learners opted for that tense. the use of the future simple has been minimized, compared to the pre-test, only one learner has used the future simple for that first blank.

Blank 2: I ...(to lose).....my purse. I cannot find it everywhere. (**have lost**)

Blank 2	N	%
Right answer: have lost	12	34.29
Wrong answers:		
PS	12	34.29
Pre. S	06	17.14
No answer	05	14.28
Total	35	100

Table 5.112. Post-test, Experimental Group, Part Two, Blank 2

The percentage of correct answers has increased compared to the first one. 34.29% of our subjects answered positively the second gap. The same proportion of learners has opted for the past simple and six learners used the present simple tense. Five learners did not answer at all.

Blank 3: Joanne ...(to leave).....her home last year, but she came back two months later. **(left)**

Blank 3	N	%
Right answer: left	28	80
No answer	07	20
Total	35	100

Table 5.113. Post-test, Experimental Group, Part Two, Blank 3

Table 5.113 shows that the vast majority of students have employed the past simple to fill in the third gap that is considered as a high level of correct answers. The other students have given some odd forms like '*leaved*' (2Ls), '*has leaved*' (1L), '*have lived*' (1L), '*live*' (1L) and '*have to*' (1L). The learners seem to be confused between the regular and irregular past participles of verbs and they seem to mix between the verb '*to leave*' and '*to live*'.

Blank 4: Someone ...(to turn).....the hi-fi. I can hear it. (*has turned*)

Blank 4	N	%
Right answer: has turned	04	11.43
Wrong answers: 1. PS	10	28.57
2. Pr. S	15	42.86
3. Pr. C	03	08.57
No Answer	03	08.57
Total	35	100

Table 5.114. Post-test, Experimental Group, Part Two, Blank 4

Table 5.114 reveals that the majority of the answers are in the past simple 28.57% or in the present simple 42.86%. The percentage of correct answers has not changed if we compare it to the pre-test (11.43%). The past perfect simple and the present

Blank 5: I ...(to work).....at the Gulf bank since 1992. (**have been working/have worked**)

Blank 5	N	%
Right answers: Have worked have been working	20	57.14
Wrong answers: 1. PS	09	25.71
2. Pr. C	02	05.71
3. Pr. Perf. Passive	02	05.71
No answer	02	05.71
Total	35	100

Table 5.115. Post-test, Experimental Group, Part Two, Blank 5

As far as blank five is concerned, table 5.115 reveals that 57.14% of the learners have answered adequately. 25.71% of them used the past simple and three learners have chosen to use the past continuous. The present continuous has been used by two students and two others used the passive voice *'have been worked'*.

Blank 6: A: A transformer is a great movie.

B: I know, I ...(to see).....it five times and I still enjoy it. (**have seen**)

Blank 6	N	%
Right answer:		
Have seen	11	31.43
1. PS	15	42.86
2. Pr. S	04	11.43
No answer	05	14.29
Total	35	100

Table 5.116. Post-test, Experimental Group, Part Two, Blank 6

The past simple is still causing troubles for learners who cannot get rid of their Arabic language interference in their learning of English. 42.86% of the learners have used the past simple where inappropriate. Four learners used the present simple and another three learners have not answered the sixth blank.

Blank 7: A: Shawn and Teresa are good students.

B: It's true. They ...(to be).....my students last year. (**were**)

Blank 7	N	%
Right answer:		
were	30	85.71
Wrong answers:		
1. Pr. Perf. S	01	02.86
2. FS	01	02.86
No Answer	03	08.57
Total	35	100

Table 5.117. Post-test, Experimental Group, Part Two, Blank 7

Whenever the use of the past simple is required, the percentage of correct answers is high. We have been observing this through the analysis of the data for both the CG and the Exp. G for both the pre-test and the post-test. This is clearly shown in the table 5.117 above where we notice that 85.71% of our subjects answered adequately. Three learners have left the seventh blank empty and the other two learners have given two different answers. These are: *'have been'* (1L), *'will be'* (1L).

Blank 8: I(not to write)....to my family since March.

Blank 8	N	%
Right answer:		
have not written	14	40
Wrong answers:		
1. PS	06	17.14
2. Pr. C	01	02.86
3. Passive voice	01	02.86
No Answer	13	37.14
Total	35	100

Table 5.118. Post-test, Experimental Group, Part Two, Blank 8

According to table 5.118, 40% of the informants in this study have preferred to use the present perfect simple to fill in the eighth gap. The wrong answers range from past simple (6Ls) to present continuous (1L) and passive voice (1L). Ten students have filled in with strange forms that cannot be considered as tenses like *'have wrote'*, *'have write'*, *'was wried'* and *'wried'*. Three learners have left the eighth blank empty.

Blank 9: A: Let's go to the Art museum this Saturday.

B: Good idea. I(not to be)....there for a long time. (**have not been**)

Blank 9	N	%
Right answer: have not been	15	42.86
1. PS	09	25.71
2. P Perf. S	01	02.86
3. FS	05	14.29
No Answer	05	14.29
Total	35	100

Table 5.119. Post-test, Experimental Group, Part Two, Blank 9

The learners' answers to blank nine have been summarized in the table above. The percentage of correct answers is 42.86% that is below the average. 25.71% of learners used the past simple and five used the future simple. We shall note here that the use of the past simple is logically explained, however, using the future simple in such a context is very illogical.

Blank 10: A: What kind of work do you do?

B: I(to be)....a teacher for fifteen years. (**have been**)

Blank 10	N	%
Right answer: have been	15	42.86
1. PS	12	34.29
2. Pr. S	04	11.43
3. FS	01	02.86
No Answer	03	08.57
Total	35	100

Table 5.120. Post-test, Experimental Group, Part Two, Blank 10

According to table 5.120 above, the past simple has been used in the first place by 34.29% of learners followed by the present simple that was used by a percentage of 11.43% learners. Three out of the thirty-five learners in the Exp. G did not answer this blank.

Blank 11: A: How long has Sharon lived in San Francisco?

B: She(to live)....there for six months. (**has been living/has lived**)

Blank 11	N	%
Right answer: has been living/ has lived	11	31.43
1. PS	13	37.14
2. PC	01	2.86
3. Pr. S	04	11.43
4. Pr. C	01	02.86
No Answer	05	14.29
Total	35	100

Table 5.121. Post-test, Experimental Group, Part Two, Blank 11

Contrary to expectations, only 31.43% of the learners have given correct verb forms for the eleventh blank. Although the present perfect is used in the question, learners have not paid attention to its use. They opted for four other past tenses to fill in this gap. Their answers are detailed in table 5.121 above. Another quarter of the learners used the past simple, the past continuous and the present continuous were used by one learner for each, and 11.43% of the learners used the present simple tense. Five learners did not answer at all.

Blank 12: A: You(to see)....Suda lately? (**have seen**)

Blank 12	N	%
Right answer:		
Have ...seen	17	42.86
1. PS	08	22.86
2. Pr. S	02	05.71
No Answer	08	22.86
Total	35	100

Table 5.122. Post-test, Experimental Group, Part Two, Blank 12

According to table 5.122, 42.86% of the learners have employed the present perfect simple, which is the right answer, in the twelfth gap.

Part Three: Fill in the blanks with the appropriate adverb

Blank 1: This program must be new. I've.....seen it before.

- a. ever
- b. never**
- c. since
- d. yet

Blank 1	N	%
Right answer never	30	85.71
Wrong answer: ever	05	14.29
Total	35	100

Table 5.123. Post-test, Experimental Group, Part Three, Blank 1

The vast majority of learners, 85.71%, have chosen the adverb ‘never’ from the list of the multiple choices. Other five learners opted for the answer ‘ever’ instead.

Blank 2: I haven’t seen my parents.....last Christmas.

- a. already
- b. before
- c. for
- d. since**

Blank 2	N	%
Right answer since	26	74.28
Wrong answers: 1. before 2. already	08 01	22.86 02.86
Total	35	100

Table 5.124. Post-test, Experimental Group, Part Three, Blank 2

For the second blank, 74.28% of our subjects have selected ‘since’ from the list of multiple choices that is the most appropriate answer. However, 22.86% others used ‘before’ and one learner opted for ‘already’.

Blank 3: I’d like to borrow this book. Has Anna read it

- a. done
- b. for
- c. just
- d. yet**

Blank 3	N	%
Right answer yet	30	85.71
Wrong answer: just	03	08.57
No answer	02	05.71
Total	35	100

Table 5.125. Post-test, Experimental Group, Part Three, Blank 3

Table 5.125 reveals that 85.71% of the learners have preferred the use of the adverb ‘yet’ that is required filling in the third gap. Three learners used ‘just’ that is not accepted grammatically and two learners did not provide any answer.

Blank 4: Ben writes very quickly. He’sfinished his essay.

- a. already**
- b. been
- c. for
- d. yet

Blank 4	N	%
Right answer already	32	91.43
Wrong answers:		
1. been	01	02.86
2. for	01	02.86
No answer	01	02.86
Total	35	100

Table 5.126. Post-test, Experimental Group, Part Three, Blank 4

All the learners except for three ones have answered using the right adverb ‘already’. For these three learners, one used ‘been’ that is not an adverb at all and another one opted for ‘for’ that does not fit the context of the sentence. One learner did not answer.

Blank 5: Have you.....done any skiing?

- a. ever
- b. already
- c. just
- d. yet

Blank 5	N	%
Right answer ever	34	97.14
No answer	01	02.86
Total	35	100

Table 5.127. Post-test, Experimental Group, Part Three, Blank 5

Table 5.127 shows that all the learners, except for one, have answered correctly for the fifth sentence.

The learners in both the CG and the Exp. G, proved that they do not have problems with understanding the different meanings of the adverbs that refer, most of the time, to the present perfect tense. The total percentage of correct answers for activity three in the pre-test for the Exp. G is 88.09%, and that of the same group in the post-test is 87.13%.

5.2.3. Overall Analysis of the Results of the Test

This sub-section is concerned with the comparison of the obtained results by the CG and the Exp. G in the pre-test. We compare the two groups' performances in the pre-test to identify the level of each group at the very beginning of the experiment; i.e. before the two groups are introduced to a given type of instruction. We will follow the same above procedure followed in the analysis of results i.e. we start with activity one (Dialogue One then Dialogue Two), and then we move to activities two and three consecutively.

5.2.3.1. The Pre-test

Part One: Activity One: Fill in the blanks with the correct form of the tense out of two suggested tenses in the following dialogues.

We will consider, in this comparison of the results obtained by the CG and the Exp. G in the pre-test, the total percentages of correct answers for both responses which require the use of the past simple tense, and the ones which require the present perfect tense as answer.

As far as the CG is concerned, the percentage of correct answers which require the use of the past simple tense in part one is 86.43% and, that of the present perfect

tense is 48.05%. However, for the Exp. G, the percentage of correct answers which require the use of the past simple is 90.71%, and that of the present perfect is 43.89%. In other words, the starting level of the CG, concerning the use of the Present Perfect, is better than that of the Exp. G. Concerning the use of the past simple, the percentage of correct use of the Exp. G is higher than that of the CG. In short, the students in the CG seem to outperform those in the Exp. G in the first part of the pre-test.

	Use of the Present Perfect (%)	Use of the Past Simple (%)
CG	48.05	86.43
Exp. G	43.89	90.71

Table 5.129. Pre-test, Part 1, Comparison of the Results

Part Two: Fill in the blanks with the right tense

The table below summarizes the CG and the Exp. G total percentage of answers for the second part of the test.

	Use of the Present Perfect (%)
CG	29.77
Exp. G	22.85

Table 5.130. Pre-test, Part 2, Comparison of the results

If we consider the table above, we will notice a difference of 06.92% between the CG and the Exp. G before instruction. The CG outperforms the Exp. G in the second part of the pre-test.

Part Three: Fill in the gaps with the appropriate adverb

	Level of Achievement (%)
CG	89.71
Exp. G	85.71

Table 5.131. Pre-test, Part 3, Comparison of the results

The two groups got quite similar results in part three of the pre-test. More precisely, the CG's total percentage of correct answers is 89.71%, and that of the Exp. G is 85.71%. Both groups seem to have a very acceptable knowledge of the adverbs of time that are generally associated with the Present Perfect tense, they rarely failed to select the right choice out of four suggested adverbs.

5.2.3.2. The Post-test

Part One: Activity One: Fill in the blanks with the correct form of the tense out of two suggested tenses in the following dialogues

In the preceding sub section, we compared the results obtained by CG and the Exp. G in the pre-test. In this section, we will compare the results of the two groups in the post test. The following tables are used as illustrations to clarify things out.

	Use of the Present Perfect	Use of the Past Simple
CG	47.01	89.28
Exp. G	55.58	84.28

Table 5.132. Post-test, Part 1, Comparison of the Results

When we compare the learners' obtained results in the post-test for both the CG and the Exp. G, we find that 55.58% is the total percentage of correct answers which require the use of the present perfect tense for the Exp. G. However, the rate of correct answers which require the learners to choose the present perfect tense is only 47.01% for the CG. The difference in performance between the two groups in this first part of activity one in the post test is 08.57%.

Part Two: Fill in the blanks in the following sentences

The table below presents the average percentages of the use of the present perfect in part two of the post-test by the population of students involved in this research work.

	Use of the Present Perfect (%)
CG	31.42
Exp. G	34.57

Table 5.133. Post-test, Part 2, Comparison of the Results

For the second activity in the post-test, quarter of the learners in the CG and the Exp. G scored well in the answers which need the use of the present perfect tense. The total percentage of correct answers is 31.42% for the CG, and 34.57% for the Exp. G. The difference in performance between the two groups is 03.15% that is considered as a very slight difference.

Part Three: Multiple Choice

The learners when asked to choose the right adverb to fill in the gaps, they provided very positive responses. The total percentage of the correct answers for the CG and the Exp. G is summed up in the table below.

	Level of Achievement (%)
CG	91.42
Exp. G	71.31

Table 5.134. Post-test, Part 3, Comparison of the results

According to table 5.134 above, the learners in the CG performed better than the learners in the Exp. G in part three of the post test.

Now we will look at the results of each group in isolation. In other words, we compare the CG results in the pre-test and post test and do the same thing for the Exp. G. First, for part one, the learners in the CG maintained the same level of performance in the pre-test and post test. 48.01% of them used the present perfect correctly for the first activity in the pre-test and this percentage has almost remained the same and decreased very slightly, it becomes 47.01%. For the second part of the test, 29.77% of the learners in the CG used the present perfect adequately in the pre-test, and this level has increased a bit in the post-test, it has become 31.42%. Finally, for the third part of the test, the CG learners' performance in the pre-test and the post-test has remained almost the same. It was 89.71% in the pre-test and becomes 91.42% in the post-test.

As far as the Exp. G is concerned, the results have changed to the better to some extent. For the first part, the learners' performance concerning the use of the present perfect has been 43.89% which has become 55.58% in the post-test. In the second part of the test, the learners' use of the present perfect has increased compared to the pre-test; 34.57% of the learners used the present perfect correctly, while only 22.85% did so in the pre-test. For the last part of our test, the learners' performance did not develop considerably, it rather diminished. It was 85.71% in the pre-test and has become 71.31% in the post-test.

The average percentage of the present perfect correct use for the Exp. G in the post test for parts one and two is 45.07%. However, it was 33.37%. On the other hand, the total percentage of the correct use of the present perfect in the post test for the CG is 39.31. It was 38.91%. The level of improvement for the Exp. G is 11.70% and for the CG, it is 0.4%.

On the basis of the comparison between the learners' performances in the pre-test and post test, both for the CG and the Exp. G, we can conclude that learners in the Exp. G outperform those in the CG to some extent. Our second hypothesis has been partially confirmed, in other words, Role Play has helped learners to understand and use the Present Perfect tense.

Conclusion

The analysis and interpretation of the results show that the second hypothesis, which suggests that practising Role Play to teach the Present Perfect can help learners understand and use this tense adequately, has been partially confirmed. The use of Role Play to teach grammar has proved to be effective to a certain degree. This has been revealed from the analysis of the results for the Exp. G in the post test which has shown that there exists an improvement in the learners' responses to the different parts of the test. Learners' confusions between the very functions of the Present Perfect and the past simple have led to the overgeneralization of the use of the past simple tense, and thus neglecting the use of the Present Perfect tense. However, the use of Role Play has helped learners understand and use the present perfect when expressing some past events that are strongly related to the present as they imply that what has happened in the past has some sort of connection to the present.

Chapter Six

Pedagogical Implications

Introduction

- 6.1. Contextualizing Grammar: Association of Form and Meaning**
- 6.2. Temporal Relations and the English Tense**
- 6.3. Importance of Practising role play to Teach the Present Perfect**

Conclusion

Introduction

The sixth chapter of our research work summarizes the most important pedagogical implications of our study to the larger field of foreign language learning and teaching which can be grouped into three main points. We start by giving credit to the notion of context on which the whole research work is mainly based by reasserting that contextualizing grammar is crucial for English as a Second Language learning. Second, the concept of temporal relations and the English tense system is very important for teachers of Grammar to study and investigate in deep. Third, some other applications of RP are discussed that teachers of grammar and other teachers as well as syllabus designers can make use of.

6.1. Contextualizing Grammar: Association of Form and Meaning

According to Thornbury (1999, p. 7), “teaching grammar out of context is likely to lead to similar misunderstandings as in the example from *Clueless*”. *Clueless* is a film from which the writer extracted an exchange between a father and his daughter’s friend who came to her house to take her out. Consider the following exchange taken from Thornbury (1999, p. 6):

Father: Do you drink?

Young man: No, thanks, I’m cool.

Father: I’m not offering, I’m asking IF you drink. Do you think I’d offer alcohol to teenage drivers taking my daughter out?

The writer’s example applies to our classrooms when grammar is presented in isolation from context. We are likely to let things ambiguous in the learners’ minds if we do not put them in the right frame. Thus, the focus in foreign language instruction should be on the different meanings or functions expressed through the use of particular

grammatical forms. As far as the present research is concerned, this principle is applied to teaching tenses.

When we talk about tenses, we rather talk about how form and temporal expression interfere in different ways to create the set of tenses known to us as speakers of English as the English tense system. More explicitly, the same verb form may be used to express various temporal meanings or relations; likewise, the same meaning may be expressed using different verb forms. For example, the same tensed verb form that is the '*present simple*' may be used to express both the meanings of a present or a future action. Consider the following two examples respectively: '*she reads novels*' and '*the plane leaves tomorrow*'. If the English language user is able to associate the different tensed verb forms with the variety of meanings they would like to express, then they will succeed in overcoming the problem of learning tenses in English and simultaneously improve their quality of the language they are actually using.

Furthermore, the same temporal relation may be expressed in different ways through the use of a diversity of verb forms. The future is the best example, it can be expressed through (a) the use of the '*present simple*', (b) the use of '*present continuous*', (c) the expression '*going to*', and (d) the modal verbs '*will/shall*'. We shall note here that researchers argue that all modal verbs possess a future meaning that is innate in them. This nature of the future tense in English raises a great debate amongst linguists and researchers who argue for or against its existence. It is very important for teachers of grammar to make the learners aware of this multiplicity of structures when they present the future tense for their learners. Learners when they express futurity will undoubtedly use all those forms which are used by native speakers in their speech or writing.

6.2. Temporal Relations and the English Tense

There are thousands of books written on the subject of the English Tense System, and it is for us to read. The one on which the present research is based is “Tense in English: Its Structure and Use in Discourse” by Declerck (2015). The present research work is useful for teachers who seek to get a deep comprehension of the English tense system, i.e. the internal structure of tense in English, and not the number of tenses and their different functions. As a result of our literature review, see Chapter Two: “English Tenses”, we can conclude that the English tense system is very complex, especially, the two concepts of the Present Perfect and the future. We have tackled both notions in our study with a focus on the present perfect that is the core of this research work. However, we may explore the notion of futurity in more details in future research.

The deep comprehension of the English tense system consists of being knowledgeable about aspects related to the notion of ‘tense’ that is made up of a number of dimensions related to its complex internal structure. For instance, tenses vary from absolute vs. relative tenses to perfective vs. non-perfective ones. A tense is said to be absolute when it relates directly to the temporal zero-point; i.e. when it is linked straightforwardly to the moment of speech. However, relative tenses have other tenses as their reference point which are absolute tenses. For example, the reference point for the past perfect is the past simple and not the present moment. It is considered as the first element of a three- element chain that may be expressed as follows: Past Perfect → PastSimple → Moment of speech. The present perfect ,however, is an absolute tense since it relates directly to the moment of speech and even interrupts with it in some cases. More details about the notion of absolute and relative tenses can be found in Chapter Two, Sub-section 2.1.6.1. Absolute vs. Relative Tenses.

Another distinction that the teacher of grammar should know before she tackles the notion of tense is the perfective vs. the imperfective aspects of tense, sub-section 2.1.2 of Chapter Two provides more details about this issue. A tense is said to possess a perfective nature when the action expressed through the use of a given tensed verb form is seen as complete; in other words, the speaker does not consider its beginning and ending points, but rather conceives it as a complete and perfect whole where the result of the action is much more important than how it has happened. However, the imperfective aspect of tense refers to the different components of a given action; the stress falls sometimes on the beginning of an action, and other times on its middle or ending points. Examples of the perfective aspect include the simple past, whereas, the past continuous is an example of the imperfective aspect since the starting and ending points of the action are not bounded. In the example “she was playing football yesterday”, the boundaries of the action are not clear for the hearer, the only meaning that we get from this sentence is that the action happened in the past and extended over a period of time for which the starting and ending points are unknown and open to any interpretations. One may think that she spent two hours playing football, whereas another one may imagine that the action took a period of time that is longer or shorter than this one. Besides, we may understand that the action happened in the morning or in the afternoon, or somewhere in between. The most important criterion of tense is that it is deictic; this is discussed further in Chapter Two.

As a result of all these complex issues related to tense in English, we recommend that teachers of grammar should have a deep look at these concepts which will, for sure, enable them to teach tenses with more confidence and competence. In addition to this, tenses make up a great part of the English grammar and once

understood adequately they enable the language learner to better her oral as well as written language.

6.3. Importance of Practising role play to Teach the Present Perfect

Nobody can deny the fact that learning grammar has not gained interest on the part of learners who have always maintained the negative idea that it is boring and demanding; the idea that we, teachers of grammar, have never stopped fighting to change in the mind of the learners. We have more or less succeeded in doing so. What is important is that the teacher of grammar has to work hard to devise for herself an approach towards grammar teaching that is both effective and enjoyable. In other words, she should take into account not only her learners' needs, but also the suitable context where they feel comfortable to learn and achieve a maximum benefit.

The present research suggests that the use of the innovative technique that is RP provides the learners with a meaningful context for learning the very English tense that is the Present Perfect. English language speakers use the present perfect a lot when they speak or write because most of what they express happened some time before they report it and left some effect on the present moment. RP resembles what takes place daily in an English language community and is decided upon by teachers who want to create a classroom environment that looks like a natural habitat for the language being used. In other words, it gives the learners an opportunity to experience 'how it would be if...' situations. They will undoubtedly learn and enjoy learning at the same time. It is advisable, not only for teachers of Grammar, but also for teachers of other disciplines such as teachers of Oral Expression, Written Expression and teachers of Literature and Civilization. The idea of contextualization is much more tackled in Chapter Three, Sub-sections 3.1.1 and 3.1.2. It is also referred to in the Sub-section 2.6.5.6. Identify the Context of the first Chapter. Though we have referred to simulations in the Third

Chapter, we have preferred to use RP in our research work for some reasons. The main one is that simulations are ‘lengthy’ and ‘more complex’ than RPs which are said to be ‘simple’ and ‘flexible’. The main differences between RPs and simulations are presented in much more details in the Sub-section 3.2. ‘Drama’, in the Third Chapter.

Furthermore, the theoretical part of our study has revealed three main conclusions that may be beneficial for English Language teachers. First, teaching tenses is best achieved when the teacher provides for her learners as much authentic and real-life contexts as possible where the different language elements are presented, for teaching is not only about knowing, but a great part of teaching is about knowing how to transform our knowledge to the others.

Second, RP is the technique suggested in our research, but it does not mean that there does not exist other techniques that may fulfill the same function such as simulations and any other teaching games, mainly grammar games, that are designed for the same purpose. RP and simulations were suggested years ago by language researchers and specialists in SLA domain, go back for more details about this to Sub-section 3.2. ‘Drama’, Chapter Three. In the present study, we used RP to present and practise grammar rules. As a matter of fact, we shall note here that teachers of grammar are not only teaching abstract grammar rules; they are likewise referring unconsciously to issues related to the spoken grammar as well. This is stemmed from their strong belief that language is a whole that is hardly disassociated. The main principle in teaching grammar, whether spoken or written, has been to form an English language learner that is able to communicate oral as well as written messages that best express what they want to convey as meaning.

Third, the teacher of grammar should possess a knowledge of the subject matter that enables her to be able to direct her teaching so as to meet the learners’ needs and

confine with their cognitive abilities to understand her input, or as Krashen stated it years ago as part of his comprehensible input hypothesis which is based upon the idea that all humans learn languages the same way in condition that the input they are exposed to is clear enough for the learners to take from. If we take the example of teaching tenses, we will find that their internal structure is very complex, especially that of the Present Perfect, which makes it very difficult for the teachers to explain this complexity for the learners.

In what concerns the present perfect, the first problem lies in the name of the tense itself; why it is called present though the action happened in the past? This makes us rethink about the idea hold by those researchers who do not believe in its existence. However, we cannot, as teachers of grammar, argue for or against this idea with our learners who do not possess enough theoretical knowledge that enables them to get to the point and understand what does this mean essentially? That's why we have chosen to follow the theory which says that we learn foreign language in exactly the same way we acquire our mother tongue; which means through exposure to the target language. Of course this is not totally true, but we may take its positive side and adopt it to our teaching context. This is what we have done when we chose to use RP to teach the present perfect tense.

Empirically speaking, the findings of the students' test and the teachers' questionnaire have revealed that: first, teachers, though they have never tried to use RP to teach the present perfect, believe that it would be a good idea to implement it in their future teaching. Second, the results of the test have shown that the present perfect is best understood when it is taught in a context such as RP. In other words, the learners in the Exp. G have achieved better results than those in the CG.

-Designing Roles for Students

We have included in Chapter Three, Sub-sections 3.3.1. ‘Conducting Role Play’, and 3.3.2. ‘Tips for a Successful Role Play’ some tips for the design of a successful RP as well as the procedure followed when designing RP. It is recommended for teachers of grammar and teachers of other modules to consider those tips in case they decided to implement the RP technique in their teaching. We reconsider those steps briefly in this section.

First, researchers agreed on the importance of ‘preparation’ for the RP. They argued that a successful RP depends essentially on the good preparation and the warming-up of students. The preparation phase may include a dialogue about the same topic of the RP to be presented afterwards. This will provide learners with some language they will need for their performance and decrease the peculiarity of the topic for them. The students may also listen to an audiotape or watch short videotape that are authentic tools where the language being used is in its real-life context.

After the learners are well prepared, the teacher explains fully what they are expected to do in the RP. She starts by dividing the classroom into pairs or groups of various sizes depending on the RP. After this, the teacher distributes the role cards for each learner where the roles of each student or pair or group of students are described. The students have to read their roles carefully and ask for any ambiguities. We shall note here that the whole process of RP can be divided into sessions; it is not necessary that the whole process takes places during one-session time. The preparation may take one session and the remaining steps may be done during a second session. This will give much more time for the learners to internalize any new concepts presented in the first session. The whole RP, however, may take place during the same session only if it is very simple and short.

The third step of the RP is the performance of that RP. During performance, the teacher and the other students who are not performing will be watching the RP; the teacher observes the performance and may ask the students who are watching to take notes, or do any other activity that should have been explained for them before the performance. Of course it should relate to the RP being performed. When the RP is over, students are supposed to debrief about the RP or RPs between each other and with the teachers. Debriefing may be in the form of questions and answers as it may take the form of another activity that fits the context. More details about this are found in the two sections of Chapter Three mentioned above.

The successfulness of the RP depends on three main things: the well preparation (from both the teacher and the learners), the good management on the part of the teacher during the performance phase and the adequate discussion after the RP which is considered as the most important step where the teacher checks the learners' understanding of the language element and the other language skills that the RP is set to achieve.

Conclusion

On the basis of both the literature review and on what has been empirically carried out in the present research work, we recommend that RP is a very effective and enjoyable technique to implement in one's class. The aim behind this is to try to get the learners integrate within the context of the TL and let them contribute something to the lesson instead of just sitting down in the classroom observing the teacher lecturing some language elements they may or may not understand. The choice of a given type of RP depends on the learners' level as well as their interests and motivations. Thus, the teacher should be very careful when she selects the topic of the RP. The language used in the explanation of instructions must be simple and clear since a learner cannot

succeed in performing their role unless if they really understands what they are expected to do exactly.

General Conclusion

As a result of our observations of the learners' problems in learning tenses, we have decided to carry out the present study about the use of Role Play to teach the present perfect tense. Our interest in enquiring the field of teaching tenses stems principally from our strong belief that speakers of English cannot communicate fully and effectively in case they are unable to use tenses adequately because tenses vary tremendously according to the situation being expressed and their temporal meanings are very specific and meticulous. Our investigation has been narrowed down to the present perfect tense due to its commonly spread use in English and its being the most troublesome among the twelve declarative English tenses. This particularity of the present perfect has made it the subject of exploration of a huge number of researchers who have agreed upon its importance and difficulty. Put in another way, the present perfect is very difficultly located within the time continuum by learners which makes it hard for them to understand its meanings; however, it is indispensable for them to learn it. The present study is an attempt to find out about the reality of teaching the present perfect at the Department of Letters and English, University 'Des Frères Mentouri', Constantine, and is purposed to practise role play to teach it.

The suggested treatment that is, Role Play activities, is believed to bring positive changes as to the problem of teaching the present perfect to English as a Second Language learners. For this reason, our study aims to examine four important questions deeply rooted in the nature of the difficulties in learning the present perfect and thus searches for the best method to teach it. Two of our research questions concern learners; they are about the tenses that these learners use as alternatives to the present perfect, and which consequently diminish its importance and use by those learners, and how much their knowledge of this English tense would improve after practising role

play. As far as teachers are concerned, another two very important questions have been raised in the present research concerning the teachers' awareness of using of Role Play to teach the present perfect tense and their readiness to apply it to their teaching contexts for the sake of benefiting from the positive aspects of pedagogical Role Play.

Our investigation has been centered on the area of teaching the Present Perfect tense through the use of Role Play that is based on the idea that if learners take part in the evolution of the lesson, they will certainly understand better and remember longer. On this basis, we hypothesize that if teachers of Grammar are aware of the importance of practising role play to teach the Present Perfect, they will have a positive attitude towards its implementation in their own classes. We also hypothesize that if Role Play is used to teach the Present Perfect, this will help the students use this tense adequately.

The contents selected for the theory of the present research work have been principally based on the three fundamental concepts of our study: the teaching of grammar, the internal structure of tense in English and the use of Role Play as a teaching strategy to teach the Present Perfect to second year students of English, at the Department of Letters and English, University 'Des Frères Mentouri', Constantine. The choice of those three elements has been based on the importance of each one for the present research. In other words, the enquiry about the teaching of Grammar has been stressed in our research because we robustly consider that teaching Grammar would not have been advanced if these methods to teaching Grammar had not emerged in the history of English as a Second Language teaching, and we, teachers of Grammar, would not have had a deep understanding of the concept of Grammar, if we had not consulted the valuable literature about the foremost position of Grammar in the various schools that have dominated the teaching of Grammar over the years. The second, and the most important among the theoretical concepts that are dealt with in our research, is the study

of the internal structure of the English tense. Our investigation of the area of the English tense system has revealed some very important realities related to the nature of tense in English, and how every little change in the expression of time is important when talking about the various English tenses. Tenses in English possess a distinct characteristic that distinguishes them from tenses in Arabic or in French. More precisely, tenses in English are very specific and interfere between each other to a very large extent; the interference of the present with the future is the best example.

Role play activities are chosen as a second variable in our research work which has been manipulated with the present perfect tense (the first variable) to measure the learners' level of performance concerning this very tense. On the one hand, this manipulation has resulted in a moderate level of improvement on the part of learners who need to be taught using this technique for a long-term period. Thus, our first hypothesis has been partially confirmed. The findings obtained from the analysis of the questionnaire, on the other hand, have confirmed our second hypothesis about the teachers' attitudes and use of the present perfect. In other words, teachers, when made aware of the importance of practising role play activities to teach the present perfect, agreed with the idea of using it in their own classes.

To test our hypotheses, quantitative and qualitative data are gathered through the use of two research tools: a students' test and a teachers' questionnaire to render our findings statistically and clinically significant. The two hypotheses have been confirmed after the use of the two experimental instruments. The results of the questionnaire that is meant to check the first hypothesis about the teachers' awareness of practising role play to teach the Present Perfect have confirmed to a very large extent our first hypothesis. In other words, teachers are very convinced with the idea of practising role play to teach the present perfect tense, and they said they would be ready to try it in their own classes.

On the other hand, the test that is designed for the sake of testing and assessing the learners' level of performance before and after instruction has proved that Role Play succeeded to some extent to better the learners' understanding and use of the Present Perfect. The test has also revealed that the learners confuse between the Present Perfect and the past simple; in the first part of the test, where they are asked to choose between the past simple and the Present Perfect, they have opted for the past simple in most cases. It has also shown that learners confuse between the present perfect progressive and other past tenses, namely the past progressive and the past perfect progressive. Therefore, we now assume that the first reason why learners do not use the Present Perfect adequately is that they use the past simple and the past progressive tenses instead.

Insights drawn from the present research have led us to end up with some conclusions which we share with our readers in the last chapter 'Pedagogical Implications'. The main implication of our research concerns teachers of Grammar who are recommended to focus on the problematic areas of the present perfect such as: subject-verb agreement, use of verb auxiliaries 'have/has', and irregular past participles. Besides, teachers of Grammar should emphasize the different functions of the present perfect including its use to talk about indefinite past actions and past experiences. Another pedagogical implication of our work is about the use of Role Play as such. It has been proved to be a very motivating technique to enhance the students' speaking skill. We have noticed, from its use in our own classes, that it stimulates learners and boosts them to speak and express themselves in a very fluent way. Role play is not only useful for teaching structures and aspects of oral English, it is also suggested for use in literature and civilization classes to describe the different historical developments that took place in these two disciplines.

References

- Aitken, R. (2002). *Teaching Tenses: Ideas for Presenting and Practicing tenses in English with Photocopiable Materials & Activities*. ELB Publishing: Brighton.
- and Presentation.
- Bardovi-Harlig, K. (2012). In R., Binnick, (Ed.). *The Oxford Handbook of Tense and Aspect: Second Language Acquisition. (chapter 16)*. Oxford: Oxford University Press.
- Bardovi-Harlig, K., & Komajoan, L. (2010). In Spolsky, B. & F. M. Hult (Eds.). *The Handbook of Educational Linguistics*. Blackwell Publishing Ltd: United Kingdom.
- Beedham, C. (2005). *Language and Meaning: the Structural Creation of Reality*. John Benjamins Publishing Company: Amsterdam. Studies in Functional and structural Linguistics (Vol. 55).
- Bouras, M. (2006). *A Form Oriented Study of the Acquisition of Tense and Aspect by Algerian Adult Learners of English*, PhD Thesis. Constantine: Mentouri University I. (department of Letters and English).
- Butler, C. S., Downing, H. R. & Lavid, J. (2007). *Functional Perspectives on Grammar and Discourse*. In C. S. Butler (Ed.). John Benjamins Publishing Company: Amsterdam. Studies in Language Companion Series (Vol. 85). In honor of Angela Downing.

- Celce Murcia, M. (2015). In Christison, M. A., Christian, D., & Duff, P. A. (Eds.).
Teaching and Learning English Grammar: Research Findings and Future
Directions. Routledge: New York.
- Chomsky, N. (2002). *Syntactic Structures*.
- Claxton, N. (2008). *Deliberating Across the Curriculum: Using Deliberative Techniques
in the English as a Foreign Language Classroom: A Manual for Teachers of
Advanced Level Students*. New York: International Debate Education
Association.
- Comrie, B. (1976). *Aspect: An introduction to the Study of Verbal Aspect and Related
Problems*. Cambridge: Cambridge University Press. (Cambridge textbooks in
linguistics).
- Cook, V. (2016). *Second Language Learning and Language Teaching*. (5th Ed.). New
York: Routledge.
- Cowan, R. (2008). *The Teacher's Grammar of English*. (a course book and reference
guide). Cambridge: Cambridge University Press.
- Danesi, M. (2003). *Second Language Teaching: A View from the Right Side of the
Brain*. Springer-Science+ Business Media, B. V. University of Toronto, Canada.
- Declerck, R. (2015). *Tense in English: Its Structure and Use in Discourse*. Routledge:
New York.
- Declerck, R., & Reed, S., & Capelle, B. (2006). In K. Bernd & E. C. Traugott (Eds.).
The Grammar of the English Tense System: A Comprehensive Analysis (Vol. 1)..
Mouton de Gruyter: New York.

- Di Sabato, B. (2014). *Playing a Part : Drama in the Language Classroom.*. In Di Martino, E & Di Sabato, B. (Eds.). *Studying Language through Literature: An Old Perspective Revised and Something More.* UK: Cambridge Scholars Publishing.
- Doff, A. (1988). *Teach English Trainer's Handbook: A Training Course for Teachers.* Cambridge: Cambridge University Press.
- Eggins, S. (2004). *An Introduction to Systemic Functional Linguistics.* London: Continuum International Publishing Group
- Grauberg, W. (1997). *The Elements of Foreign Language Teaching: The Grammar Controversy.*
- Gregori, C. & Garcia, M. D. (2008). . In M. Fuster & A. Sanchez (Eds.). *Working with words: An Introduction to English Linguistics.* In M. Fuster & A. Sanchez Eds. Universitat de Valencia.
- Halliay, M. (2013). Revised by Matthiessen M. I. M. *Halliday's Introduction to Functional Grammar.*
- Hinzen, W. & Sheehan, M. (2013). *The Philosophy of Universal Grammar.* Oxford: Oxford University Press. (Oxford Linguistics).
- Hutton, M. (2015). *Dynamic Dialogues: Dramatic Role-Plays for the EFL Classroom.*
- Killen, R. (2007). *Teaching Strategies for Outcomes-based Education.* (2nd Ed.). South Africa: JUVA & Co. Ltd.
- Ladousse, G. P. (1987). *Role Play.* In A. Maley (Ed.). *Resource books for Teachers.* Oxford: Oxford University Press.

- Leech, G. (2014). *Meaning and the English Verb*. (3rd Ed.). Pearson Education Limited: New York. (Routledge).
- Legutke, M. & Howard, T. (2013). *Process and Experience in the Language Classroom*. Routledge: New York.
- Linguistics. Oxford University Press.
- Littlewood, W. (1981). *Communicative Language Teaching*. Cambridge: Cambridge Language Teaching Library. CUP.
- Lottgen, D. S. (1997). *Cultural Studies in the Second Language Classroom: Needs, Problems and Solutions*. UNIVERSIDAD DE MURCIA: Servicio de Publicaciones, ed. III. Título.
- Montrul, S., & Sallaberry, R. (2003). *Spanish Second Language Acquisition: State of the Science. Development of Tense/Aspect Morphology in Spanish as a Second Language*. Lafford, B. A., Salaberry, R. (Eds.). Georgetown University Press: Washington D. C.
- Nassaji, H., & Fotos, S. (2011). *Teaching Grammar in Second Languages Classrooms: Integrating Form Focused Instruction in Communicative Context*. In Hinkel, E. (Ed.). New York: Routledge.
- Palmer, F. R. (2001). *Mood and Modality*. (2nd Ed.). Cambridge: Cambridge University Press. Cambridge textbooks in linguistics.
- Penston, T. (2005). *A concise Grammar for English Language Teachers*. Ireland: TP publications.

- Pierangelo, R. & Giuliani, G. (2008). *Classroom Management for Students with Emotional and behavioural Disorders*. Corwin Press: California, UK.
- Purpura, J. E. (2004). In J. Charles Alderson & Lyle F. Bachman (Eds.). *Assessing Grammar*. Cambridge: Cambridge Language Assessment Series.
- Richards, J. C. (1990). *The Language Teaching Matrix*. Cambridge: Cambridge University Press.
- Richards, J. C. (2002). Addressing the Grammar Gap in Task Work. In Richards, J. C. & Renandya, W. A. (Eds.). *Methodology in Language Teaching: An Anthology of Current Practice*. New York: Cambridge University Press.
- Richards, J. C., & Rodgers, T. S. (2001). *Approaches and Methods in Language Teaching* (2nd ed.). New York, Cambridge University Press.
- Ruiz-Funes, M. T. (2002). On Teaching Foreign Languages: Linking Theory to Practice.
- Salaberry, R., & Shirai, Y. (2002). "L2 Acquisition of Tense-Aspect Morphology". John Benjamins Publishing Company: Amsterdam. *Language Acquisition and Language Disorders* (Vol. 27).
- Schlogel, A. (2011). *Teaching Grammar*.
- Scrivener, J. (2010). *Teaching English Grammar: What to Teach and How to Teach it*. Macmillan Published Limited: London.
- Slabakova, R. (2001). *Telicity in the Second Language*. *Language Acquisition & Language Disorders*. (Vol. 26). John Benjamins Publishing Company: Amsterdam. The Netherlands.

- Starko, A. J. (2010). *Creativity in the Classroom: Schools of Curious Delight*. (4th Ed.).
Routledge: New York.
- Thornbury, S. (1999). In J. Harmer (Ed.) *How to Teach Grammar*. England: Pearson
Education Limited.
University Press.
- Ur, P. (1988). *Grammar Practice Activities*. Cambridge: Cambridge University Press.
- Ur, P. (2012). *A Course in English Language Teaching*. Cambridge: Cambridge
University Press.
- Widdowson, H. G. (1978). *Teaching Language as Communication*. Oxford: Oxford
University Press.
- Wright, A. (1989). *Pictures for Language Learning*. In S. Thornbury (Ed.). Cambridge:
Cambridge University Press. Cambridge Handbooks for Language Teachers.
- Yule, G. (2006). *Oxford Practice Grammar*. Oxford: oxford University Press.

Appendices:

Appendix I: The Teachers' Questionnaire

Appendix II: The Test

Appendix I:

The Teachers' Questionnaire

Dear colleagues,

This questionnaire is part of a research on practising role play to teach the present perfect tense. We aim at identifying the teachers' methodologies and opinions about practising role play to teach the present perfect.

I would be thankful if you could fill in this questionnaire.

Please, tick (x) the right answer or give a full statement when necessary.

May I thank you in advance for your corporation.

Mrs. Samia CHOUIEB

Department of Letters and English

Faculty of Letters and Languages

University 'Frères Mentouri', Constantine

Section One: Teaching Grammar

01. How long have you been teaching Grammar?

First year:

Second year:

02. In our Department, is the time allocated for teaching Grammar in the second year sufficient?

Yes

No

03. If “No”, how many hours per week do you think it should be?

.....hours per week.

04. Do you think that Grammar should be taught:

a. Deductively

b. Inductively

c. Eclectically

Q5: Does the nature of the grammar point you deal with influence your choice of the teaching method?

Yes

No

Q6: If “Yes”, please explain how.

.....
.....
.....

Section Two: Teaching Tenses

07. Do you teach tenses:

- a. Deductively
- b. Inductively
- c. Eclectically

08. Please, explain why.

.....
.....

09. When you introduce the lesson tenses to your students, how do they react?

- a. Show they are afraid of learning them.
- b. Start complaining about the failure of their previous teachers to teach them appropriately.
- c. Ask a lot of questions about their large number (compared to their mother tongue).
- d. React otherwise, please specify.

.....
.....

10. What is/are the tense(s), you think your students find the most complicated to learn?

.....

11. Please, explain why.

.....

.....

Section Three: Role Play

12. Do you think that role play activities to teach the present perfect can turn the classroom into a real life context?

Yes

No

13. If “Yes”, please explain how.

.....

.....

14. Have you ever used role play activities to teach the present perfect tense?

Yes

No

15. If “Yes”, explain how.

Appendix II:

The Test

This test is part of a research proposal on the use of Role Play activities in teaching the present perfect tense. It aims at using this technique in teaching this tense for the sake of improving its teaching and, of course, learning. We would be very grateful if you accept to answer this test.

Thank you for your collaboration

Mrs. Samia CHOUIEB

Department of Letters and English

Faculty of Letters and Languages

University 'Frères Mentouri', Constantine

Part One: Fill in the blanks with the correct form of the tense out of the two suggested in the following dialogues.

Dialogue 01: Talking About Going to the USA:

Sarah: (Have you ever been / Did you ever go) to the United States?

Jim: Yes I (I've been / I went) to California last year.

Sarah: it (Did you like/ Have you liked) it?

Jim: Yes, the trip a lot (I've enjoyed / I enjoyed) the trip a lot.

Sarah: What (did you do/ have you done) there?

Jim: I.....(I visited/ I've visited) Hollywood, Disneyland

And San Francisco. (Have you been / Did you go) to California, Sarah?

Sarah: I..... (I've booked / I booked) a holiday there.

I've got my ticket and I'm going next week.

Dialogue 02: Short Conversation

A: I (have seen/saw) Jack last night.

B: Oh really, I (didn't see/haven't seen) him for months. How is he?

A: We (have gone/went) to the theatre last Saturday.

B: (you enjoyed/ you have enjoyed) the play?

A: Yes, it (has been/was) very good.

A: I (never heard/ never have heard) of this group before. Are they famous in your country?

B: Yes, they are very popular. They (were/have been) famous in my country for years.

Part Two: Fill in the blanks with the right tense

1. The president (to come) out of the building and is going to make a speech. [.....]

2. I (to lose) my purse. I cannot find it anywhere.
[.....]

3. Joanne (to leave) her home last year, but she came back two months later
[.....]
because she couldn't live elsewhere.

4. Someone (to turn) on the hi-fi. I can hear it.
[.....]

5. My mother (to put) a carrot in her soup.
[.....]

6. I (to work) at the Gulf Bank since 1992.
[.....]

7. A: "Transformer" is a great movie.
B: I know, I (to see) it five times and I still enjoy it.
[.....]

8. A: Shawn and Teresa are good students.
B: It's true. They (to be) my students last year.
[.....]

9. A: I (to write) to my family since March.
[.....]
B: Why do not you write to them right now?

10. A: Let's go to the art museum this Saturday.

B: Good idea. I (to be) there for a long time.

[.....]

11. A: What kind of work do you do?

B: I (to be) a teacher for fifteen years.

[.....]

12. A: How long has Sharon lived in San Francisco?

B: She (to live) there for six months.

[.....]

Part Three: Fill in the blanks with the appropriate adverb

1. This program must be new. I've seen it before.

a. ever

b. never

c. since

d. yet

2. I haven't seen my parents last Christmas.

a. already

b. before

c. for

d. since

3. I'd like to borrow this book. Has Anna read it?

a. done

b. for

c. just

d. yet

4. Ben writes very quickly. He's finished his essay.

a. already

b. been

c. for

d. yet

5. Have you done any skiing?

a. ever

b. already

c. just

d. yet

الملخص :

لطالما تركّز تعليم اللّغات الأجنبيّة على تعليم قواعد النّحو لتلك اللّغات والذي بدوره تركّز أساسًا على تعليم الأزمنة الفعلية. يهدف هذا البحث إلى معرفة مدى فعالية أنشطة لعب الأدوار في تدريس المضارع التّام و يبحث أيضًا في آراء أساتذة النّحو في استعمال أنشطة لعب الأدوار و أساليب التّعليم المنتهجة من قبلهم في تدريس هذا الزّمن الفعلي بقسم اللّغة الإنجليزيّة بجامعة الإخوة منتوري، قسنطينة. على هذا الأساس، تأسست فرضيتان إثنان: الأولى مفادها أنّه إذا تمّ تحسيس أساتذة النّحو بأهمية استخدام أنشطة لعب الأدوار في تدريس المضارع التّام، فإنّ هذا سيؤدّي إلى النّظر بأكثر إيجابية إلى هذه الأنشطة ممّا قد يشجّعهم على استعمالها. أما الفرضية الثانية فمفادها أنّه إذا تمّ استخدام أنشطة لعب الأدوار في تدريس المضارع التّام لطلبة السنة الثانية إنجليزية فهذا من شأنه تحسين فهم الطلبة و كذا توظيفهم له. للتأكد من مدى صحّة الفرضيتين قمنا بإجراء إختبار للطلبة و إستبيان لأساتذة النّحو. فيما أكد الإستبيان الفرضية الأولى بشكل كبير، تمّ تأكيد الفرضية الثانية بشكل جزئي. حيث أنّ تحليل نتائج الإستبيان أسفر عن أنّ آراء أساتذة النّحو بخصوص استخدام أنشطة لعب الأدوار في تدريس المضارع التّام إيجابية إلى حدّ كبير جدًا. تمّ استعمال الإختبار للتأكد من الفرضية الثانية و هو مكوّن من ثلاثة أجزاء: التّعرف على الإجابة الصحيحة وتمارين ملئ الفراغ و أخيرا تمرين متعدّد الأجوبة و يهدف إلى تقييم معرفة الطلبة بالمضارع التّام قبل وبعد استعمال أنشطة لعب الأدوار. قام بالإجابة على الإختبار سبعون طالبًا سنة ثانية من قسم اللّغة الإنجليزيّة بجامعة الإخوة منتوري، قسنطينة خلال السنة الدراسية 2015/2014. أظهرت ا لنتائج المحصّل عليها أنّ أنشطة لعب الأدوار ساهمت بشكل جزئي في تحسين أداء الطلبة خلال الإختبار البعدي الذي يبيّن أنّ هناك تحسّن في أداء الطلبة بنسبة 11.07% مقارنة بنتائج الإختبار القبلي. ولدينا إقتناع راسخ بأنّه لو أمكن لنا أن نطبق هذه التّقنية الجديدة لفترة أطول من الوقت، لكانت النتائج أفضل. نختتم أطروحتنا ببعض التوصيات لأساتذة النّحو الذين يرغبون في استخدام هذه التّقنية جديدة لتدريس المضارع التّام وأيضا أساتذة التّعبير الشّفوي الذين تعتبر هذه التّقنية مفيدة جدًا لهم.

Résumé :

L'enseignement des langues a été toujours axé sur l'enseignement de leurs grammaires, qui à leur tour, se concentrent sur l'enseignement des temps verbaux. Cette recherche vise à étudier l'efficacité de l'utilisation de jeu de rôle pour enseigner le passé composé. Cette dernière s'informe également des attitudes et de l'expérience des professeurs de grammaire, du Département des Lettres et Langue Anglaise, Université 'Des Frères Mentouri', Constantine quant à l'utilisation de jeu de rôle pour enseigner le passé composé. Nous faisons l'hypothèse que, d'abord, si les enseignants de grammaire sont conscients de l'importance d'utiliser le jeu de rôle pour enseigner le passé composé, ils auront des attitudes positives à l'égard de leur mise en œuvre dans leurs propres classes. Deuxièmement, si les enseignants utilisent le jeu de rôle dans leur enseignement du passé composé, cela aidera les élèves à comprendre et à utiliser ce temps de manière adéquate. Pour tester nos hypothèses, un questionnaire sur les enseignants et un test d'élève ont été utilisés. Le Questionnaire des enseignants est destiné à étudier les opinions des enseignants sur l'utilisation du nouveau traitement dans l'enseignement du passé composé, qui a totalement confirmé notre première hypothèse: l'analyse du questionnaire des enseignants montre que les enseignants de la grammaire tiennent des attitudes positives à l'égard de l'utilisation de jeu de rôle pour enseigner le passé composé. Le test a été mis au point pour vérifier la deuxième hypothèse concernant l'utilisation du passé composé par les élèves. Il se compose de trois parties: «Identification de la bonne réponse», une activité «Remplir les lacunes» et une activité à choix multiple et vise à évaluer la connaissance des apprenants avant et après l'instruction. L'échantillon (70 apprenants) est tiré des élèves de deuxième année en Anglais, au Département des Lettres et Langue Anglaise, Université 'Des Frères Mentouri', Constantine, au cours de l'année scolaire 2014/2015. Les résultats obtenus

confirment partiellement la deuxième hypothèse, en d'autres termes, le jeu de rôle a réussi dans une certaine mesure à améliorer la compréhension et l'utilisation du passé composé par les élèves. Ceci est clairement montré dans les résultats obtenus dans le test en aval par le groupe expérimental qui diffèrent de ceux obtenus dans le test en amont. Lorsque nous calculons la moyenne des réponses correctes pour le groupe expérimental dans le test en amont et le test en aval, nous constatons qu'il existe une différence de 11,70% entre les performances des apprenants dans le test en amont et le test en aval. Nous sommes fermement convaincus que s'il nous avait été possible d'appliquer le nouveau traitement pendant une plus longue période, les résultats auraient augmentés davantage que cela. Nous concluons notre thèse par des recommandations pour les professeurs de grammaire qui souhaitent utiliser la nouvelle technique de jeu de rôle pour bien enseigner le passé composé, et d'autres pour les professeurs de l'expression orale qui peuvent également bénéficier de cette technique.