

Investigating the Effect of Consciousness-raising Techniques on Learning the English Tense System by EFL Students

Amir H. Abdalla
Community College, Taif University, KSA

Abstract—This study explores the effect Consciousness-raising techniques (henceforth, C-R techniques) can have on the learning of the English tense system. The sample of the study (n=100) was randomly drawn from beginning EFL students at Taif University, KSA. The experimental design was used to carry out the study. The sample was divided into an experimental group (n=50) and a control group (n=50). Data for the study was collected via a test the researcher designed and administered to the two groups of the study. In addition to that, a special treatment of learning tasks and activities was given to the study's experimental group only. The data collection instrument (i.e. the test) comprised six questions relating to the form and uses of the present and past simple tenses. Data was then analysed by SPSS. The results of the study were statistically significant in favour of the experimental group (t-test value 1.072, the two-tailed level of significance .006 and $p < .05$).

Index Terms—C-R techniques, explicit, implicit, monitoring device, tense system

I. INTRODUCTION

Drawing on the researcher's experience as a university EFL teacher, the topic of this research work has been chosen for the following reasons:

First, the area of grammar has always been considered by EFL students as a priority to mastering the target language be it in relation to writing, speaking or reading. Within the grammar of English, the tense system has always been a problematic area for EFL students whose L1 is Arabic probably because of these reasons:

1. The differences between the two languages' grammatical systems
2. The way(s) verbs are conjugated in English
3. The rather abstract nature of the concept of tense in grammar

Second, since the main aim of grammar instruction is to help learners produce error-free English, it is essential for EFL teachers to experiment with and develop more effective ways of teaching grammar. Unlike traditional, rule-based and rote learning methods of learning grammar points, C-R techniques are seen as beneficial to learners for their presumed ability to draw EFL learners' attention to features of the target language, thus participate in increasing their linguistic feel for English.

Third, for EFL learners to achieve automaticity and accuracy in the target language, recourse to some sort of explicit grammar work could be helpful. This making use of explicit grammar work in the EFL context is often linked to enhancing learners' linguistic competence and proficiency in the target language.

A. Literature Review

One of the key questions EFL experts and practicing teachers have been busy with is whether to teach grammar explicitly or implicitly. Prominent among language teaching experts who tried to answer that question was Krashen (1982). He strongly objected to any explicit grammar teaching (EGT). He thinks that EGT leads to a 'learned' knowledge (i.e. conscious/explicit knowledge) which is useful to learners only as a 'monitoring device' learners refer to in order to edit and check the grammatical well-formedness of the sentences they produce.

Subsequently, Krashen modified his views on teaching grammar and suggested that classroom formal instruction can be effective particularly as far as EFL students are concerned. On the other hand, Rutherford (1987) avoided talking of grammar teaching; instead, he used the rubric 'grammatical consciousness-raising', which is, in essence, tasks and activities meant to draw learners' attention to the formal features of the target language. The objective of these C-R techniques is to ease EFL learners through the 'grammaticization process' which refers to "the process of achieving linguistic expression through recourse to grammatical rule" (Rutherford, 1987, P.189).

Ellis (1993) viewed C-R as an endeavour to bring to learners' attention specific formal features of the target language based on what they have been exposed to. To Ellis (1996) C-R is a guided problem solving in which learners are encouraged to notice particular features of the target language (p.64).

Therefore, according to Tanaka (1998) C-R characteristics can be summarized as follows:

1. C-R is an inductive approach which does not usually present learners with rules.
2. C-R observes the principles of universal grammar.

3. C-R rejects PPP (i.e. presentation, practice and production) in favour of activities that promote understanding of grammar.

4. C-R is learner- directed.

5. C-R teaches learners how to learn.

6. C-R is process and *not* product oriented.

7. C-R presents learners with data and invites them to make conclusions based on that data.

8. C-R is a means to an end and not an end in itself. (Tanaka, 1998, p.12)

Speaking of grammatical C-R techniques, there are three issues involved:

(i) They have a clear role

(ii) Their role is not clear

(iii) They do not have any role

According to Schmidt (1990), the role of conscious v. subconscious processes in language is still not fully grasped in applied linguistics. However, Rutherford and Sharwood-Smith (1985) state that conscious processes in EFL learning are very important facilitators in language learning. To Krashen (1999), the conscious-subconscious continuum constitutes two unrelated processes:

(1) Subconscious learning which he calls acquisition

(2) Conscious learning (i.e. learning in formal settings)

Questions such as the following do arise regarding Krashen's stance on the role of the conscious-subconscious: are the two complementary? Do they impact on one another? Which one leads to the other? Do they play an equal role in EFL learners' development? And most importantly, which one should EFL teachers focus on more than the other? Questions like these are still far from conclusively being answered.

Moreover, Krashen's views on the conscious – subconscious dichotomy (i.e. conscious vs. subconscious – learning vs. acquisition) have been disputed by renowned researchers like McLaughlin, Rossman and Mcleod (1983). Moreover, Chomsky's (1965, 1980 and 1986) influential writings rekindled interest in the conscious – subconscious phenomena. Thus, language learning is believed to involve a subconscious element (i.e. an implicit process in which the system of language is gradually absorbed) but not necessarily separated from a conscious component.

B. Aims of the Study

This research work was carried out to achieve the following:

1. To explore the effectiveness of C-R techniques in learning the English tense system.
2. To find out whether C-R techniques can be used with the study's sample.
3. To discover the advantages of using C-R techniques.
4. To draw EFL learners' attention to the benefits of using C-R techniques in learning grammar points.

C. Limitation of the Study

This study is limited in two respects: first, within the area of the English tense system, it is limited to investigating the effectiveness of using C-R techniques by EFL students to learn about the present simple tense and the past simple tense especially regarding their form(s) and uses. Second, it is limited to a group of beginning EFL learners (n= 100) at Taif university, KSA.

II. METHODOLOGY

A. Questions of the Study

This study was carried out to find answers to the following questions:

1. To what extent can C-R techniques be effective in learning the English tense system?
2. What do EFL teachers need to do in order to familiarize their students with C-R techniques as tools for learning grammar?
3. Can EFL students wholly depend on C-R techniques to learn the English tense system?
4. What are the advantages for EFL learners to learn the English tense system via the use of C-R techniques?

B. Hypotheses of the Study

In addition to the above questions of the study, this study was carried out to test the following two hypotheses:

1. The performance of the study's experimental group is the same in both the pre-test and post-test of the study.
2. The performance of the study's experimental group in the post-test is different from the pre-test.

The method this study uses is the experimental method with the purpose of finding out how effective consciousness techniques are when employed to help university EFL students to learn about the form(s) and uses of the present and past simple tenses.

C. Subjects of the Study

The sample of the study (n=100) was randomly drawn from first-year EFL students at Taif University in Khurma. The sample was divided into two groups: the experimental group (n =50) and the control group (n =50).

TABLE I.
SUBJECTS OF THE STUDY

	Experimental group	Control group
Number	50	50
TOTAL	100	

D. Instruments of Data Collection

The two groups took a pre and post-test pertaining to the present and past simple tenses (see appendix i). The test, which was designed by the researcher, comprised six questions relating to the form(s) and uses of the present and past simple tenses. Question one of the test was a 10-item gap-filling question in which subjects fill gaps in given sentences with the correct present simple or past simple verb form. The second question was a 5-item matching question requiring subjects to match present-tense verb forms with their corresponding past forms. Question three of the study asked subjects to decide whether given sentences are correct or incorrect according to the tense of the verb. The fourth question of the test used to collect data for the study was a ten-item classification question in which subjects had to sort out given verb forms into a table of two columns: present forms and past forms. The penultimate question in the test administered to the study's subjects was in tabular format requiring subjects to make complete sentences using their own correct verb forms (either present simple or past simple tense depending on the context of each sentence). The last question in test subjects took was a substitution question to be answered by changing simple present tense verb-forms into simple past verb-forms and vice versa.

In addition to the pre- and post-test administered to the study's experimental and control groups, only the experimental group received a treatment of C-R tasks and activities designed by the researcher (see appendix ii). These tasks and activities were meant to draw the attention of members of the experimental group to the formal features of the present and past simple tenses together with their uses. All tasks and activities were done outside the classroom at subjects' own pace and choice of which tasks and activities to do first, second, etc. Since the general purpose of these C-R tasks and activities was to raise awareness to the formal and usage features of the two tenses the study focused on, there was no intervention of any sort on the researcher's part for any explanation and/or correction.

Owing to the complexity and difficulty posed by the area of tenses within the English grammar to beginning EFL students, the researcher opted to limit the study only to the present and past simple tenses. Furthermore, the researcher assumed that the English tense system is an area that deserves researching to make its learning easier and effective especially to beginning, low-proficiency EFL students.

E. Procedures

Prior to the administration of the data collection instruments (i.e. the test and the C-R tasks and activities), the researcher asked three EFL colleagues who are PhD holders to review the data collection instruments by checking, editing and evaluating them so as to establish their content validity. As for the test reliability, it was worked out using Cronbach's alpha which estimated the test reliability as .73.

Consent to take part in the study was sought from the two groups (n=100) the researcher worked with and participants were made fully aware of the study's aims, objectives and limitation together with the time and dedication especially required from members of the experimental group of the study. On the ethical side of the study, the researcher did assure all participants that their answers and scores will be used only for the purpose of the study they kindly accepted to participate in.

The two groups of the study took the pre-test during the first term of the academic year 2013 on the same day but in separate rooms and invigilation duties were assigned to four colleagues of the researcher. The test was scored out of 100 marks. After three week of the administration of the pre-test to both groups of the study, the two groups took the same test again as a post-test which was rated by the researcher in the same way the pre-test was rated.

III. STATISTICAL ANALYSES

Measures of descriptive statistics were employed to statistically treat the data generated by the study's instrument of data collection. The analysis of subjects' test scores relating to the pre and post-test was done using SPSS. In addition to measures of descriptive statistics, t-test was used to work out how similar or different the performance of the experimental group was in the pre- and post-test of the study was. The t-test is used to compare the means of the experimental group before and after the test administered to the study's two groups. According to Seliger and Shohamy (1989:231) the t-test "helps determine how confident the researcher can be that the difference between two groups (experimental and control) as a result of a treatment are not due to chance".

TABLE3.1
SUBJECTS' SCORE FREQUENCIES IN THE PRE-TEST

Range of scores	Experimental group		Control group	
	Frequency	%	Frequency	%
95-100	0	0%	0	0%
90-94	0	0%	0	0%
85-89	0	0%	1	2%
80-84	3	6%	4	8%
75-79	2	4%	3	6%
70-74	6	12%	7	14%
65-69	5	10%	7	14%
60-64	11	22%	6	12%
55-59	8	16%	6	12%
50-54	5	10%	4	8%
45-49	7	14%	6	12%
40-44	3	6%	4	8%
< 40	0	0%	2	4%
TOTAL	50		50	

Table 3.1 displays the distribution of the frequencies of subjects' scores in the pre-test according to the ranges between 100 and <40. It was clear that the scores of the two groups were very similar in relation to the upper ranges of the scores (i.e. from 100 down to the upper eighties). However, regarding the experimental group there was no score below 40 compared to two cases of scores less than 40(4%) in the control group.

TABLE3.2
SUBJECTS' SCORE FREQUENCIES IN THE POST-TEST

Range of scores	Experimental group		Control group	
	Frequency	%	Frequency	%
95-100	0	0%	0	0%
90-94	1	2%	0	0%
85-89	3	6%	1	2%
80-84	4	8%	5	10%
75-79	8	16%	3	6%
70-74	8	16%	7	14%
65-69	10	20%	9	18%
60-64	5	10%	7	14%
55-59	7	14%	4	8%
50-54	4	8%	6	12%
45-49	0	0%	3	6%
40-44	0	0%	5	10%
TOTAL	50		50	

According to the data shown in table3.2, subjects' score frequencies in the post-test were similar regarding the upper score ranges (90-100), whereas, scores in the lower ranges (45 and below) were obtained by 8 members of the control group (16 %). By comparison, there was no case of a score in the range 45 and below in the experimental group. Interestingly, score frequencies in the range 65-69 were very similar in both groups of the study wherein 10 members of the experimental group (20%) got scores in 65-69 range compared to 9 subjects of the control group (18%).

As for the connection between subjects' scores in the pre-test and post-test, on the whole, all members of the experimental group of the study did achieve positive gain (i.e. the difference between their pre-test score and their post-test score was greater than or equal one). On the other hand, five participants of the control group (10%) scored a zero gain (i.e. their pre and post-test scores remained the same). Another five members of the control group (10%) obtained a negative gain in their taking of the two versions of the test (i.e. their post-test score was less than their pre-test score).

In terms of minimum and maximum scores in the post-test, scores of the experimental group did clearly move upwards while those of the control group did slightly change.

TABLE3.3
EXPERIMENTAL AND CONTROL GROUP DESCRIPTIVE STATISTICS IN THE PRE AND POST-TEST

Group	N	Range	Mini	Max	Mean	SD
Expgrouppre-test scores	50	40	41	81	60.64	10.682
Expgrouppost-test scores	50	40	50	90	68.38	10.681
Cnrlgroup pre-test -scores	50	51	36	87	60.90	13.012
Cnrlgroup post-test -scores	50	45	40	85	62.34	12.323

Table 3.3 summarizes the results of the study's two groups in terms of measures of descriptive statistics. It was interesting that the ranges (i.e. the difference between the maximum and minimum score) of the experimental group in both the pre and post-test of the study were the same (40). However, for the control group, the range of the scores in the pre-test was 51 compared to 45 in the post-test. According to the table, the means of the scores of the control group in both versions of the test did slightly change (60.90 to 62.34). However, for the experimental group, the mean in the pre-

test was 60.64 compared to 68.38 in the post-test. Furthermore, the statistics in table 4 indicated that the standard deviations of the two groups of the study in the pre and post-test clearly demonstrated how varied the performance of the two groups was according to their test scores.

TABLE3.4A
T-TEST PAIRED SAMPLES STATISTICS

Pair	Mean	N	Std. Deviation	Std. Error Mean
Experimental group pre-test scores	60.64	50	10.682	1.511
Experimental group post-test scores	68.38	50	10.681	1.510

TABLE3.4B
T-TEST PAIRED SAMPLES CORRELATION

Pair	N	Correlation	Sig.
Experimental group pre-test scores	50	.955	.000
Experimental group post-test scores			

TABLE3.4C
PAIRED SAMPLES TEST

Pair 1	Paired Differences				t	df	Sig. (2-tailed)
	Mean	Std. Deviation	Dtd. Error Mean	95% Confidence Interval of the difference			
Expgrppretestscores	-7.740	3.206	.453	Lower	1.072	49	.006
Expgrpposttestscores				Upper			
				9.651			
				10.829			

Tables3.4a, 3.4b and 3.4c show the results of SPSS t-test analysis of the scores of the experimental group in the pre-test and post-test. Table 3.4a, which is labeled paired samples, gives descriptive statistics (i.e. the mean, standard deviation and standard error of means) for the experimental group before the treatment and after the treatment. Table 3.4b displays the value of the correlation coefficient together with the significance level of the two-tailed t-test. The statistics given in table 3.4c are about the differences in the analysis of the experimental scores in the pre-test and post-test. The mean, standard deviation, standard error of mean of these differences in addition to the 95% confidence interval for mean differences.

According to table 3.4c, the t-value is 1.072 with 49 degrees of freedom. The two-tailed p-value is .006, which is less than the level of significance (i.e. $\alpha = .05$). Therefore, the study's null hypothesis which states that the performance of the study's experimental group is the same in both the pre-test and post-test of the study is rejected.

AS for how subjects' scores in the pre and post-test are related, the correlation coefficient, which was calculated at the significance level of 0.05 (table 3.4b), is .955. Therefore, it is clear that there is strong positive correlation between the scores of the experimental group in the pre-test vis-a vis the post-test.

Most probably due to the influence of the consciousness-raising tasks and activities offered to the study's experimental group prior to their taking of the post-test, it can be said that their scores in the post-test were a little better than those of the control group whose members did not receive any treatment. The difference between the scores of the experimental group in the pre-test and the post-test is herein referred to as the gain score as is shown in table 6 below.

TABLE 3.5
STATISTICS OF THE EXPERIMENTAL AND CONTROL GROUP GAIN SCORES

Group	N	Range	Mini	Max	Mean	SD
Experimental group	50	15	2	17	7.54	2.984
Control group	50	15	-7	8	1.44	3.105

In terms of the statistics given in table 3.5, it can be concluded that the gain scores of the experimental group, on the whole, were better than those of the control group as the minimum gain score was 2 and the maximum was 17 (the mean average was 7.54 and the SD was 2.98). As for the control group, -7 was the minimum gain score and the maximum was 8 (the mean average was 1.44 and the SD was 3.10).

IV. RESULTS OF THE STUDY

Following the analysis and discussion of the data collected via the test the study used as the main instrument of data collection, these results were arrived at:

First, the performance of the experimental group in both versions of the test was better than that of the control group particularly regarding:

1. The range of test scores
2. The highest and lowest scores
3. The difference between the post-test and the pre-test scores (i.e. gain scores)

Second, there was strong positive correlation between the scores of the two groups of the study in the pre-test in relation to the post-test.

Third, as far as the study's experimental group is concerned and judging by the statistics and figures given in the previous tables, it may be said that C-R techniques may have achieved good results with the sample of EFL learners

who participated in this research work. This is so particularly in connection with concepts /notions within the grammar of English (e.g. the tenses) known to have posed a lot of difficulty especially to beginning EFL learners.

Fourth, as learning means, C-R techniques can be effective if and when used in conjunction with other techniques. On the teaching side, EFL teachers can always use a combination of C-R techniques together with explicit, formal instruction by way of strengthening the teaching methods they are familiar with. In addition, C-R techniques may have the advantage of lessening students' dependence on the teacher, thereby, fostering learner-independence, a goal EFL teachers have always been encouraging learners to achieve.

Fifth, C-R techniques may work better if and when employed in dealing with rather complex grammatical concepts like the one the current study investigated. Furthermore, if C-R tasks and activities are carefully designed, they can be effective with all levels of EFL learners.

As to how the analysis of the data collected shed light on answering the questions this study was carried out to answer, it is important to point out that not all questions of the study were equally supported by the results reached. Regarding the first question of the study which asked about the extent to which C-R techniques can be effective in learning the English tense system, the previously outlined results lend a lot of support to answering the question. Almost all the statistical measures of central tendency and variability used in data treatment did show that the performance of the experimental group may have, to a large extent, been influenced by the C-R techniques employed.

Questions two and three of the study (the former was concerned with familiarising EFL learners with C-R techniques and the latter was about making EFL learners dependent on C-R techniques), the results and findings did not directly bear on these two questions. However, since C-R techniques are meant to draw EFL learners' attention to the formal features of the target language, the more they are used, the more learners will be familiar with them and, therefore, get some benefits out of them.

The fourth question the study was meant to provide answer to was about the advantages of learning about the English tenses through the use of C-R techniques. The results of the statistical analysis of the experimental group scores indicated that the group had benefited from the C-R tasks and activities taken before the post-test. This special treatment package of C-R tasks and activities offered to the group may have played a role in the group's better gain scores (i.e. the difference between the post-test score and the pre-test score). Therefore, the results of data analysis did support the answer to this question of the study. It may also be said that C-R techniques can have the potential of consolidating the learning of the English tenses together with building in learners some sense of independence from the teacher.

V. CONCLUSION

This study was designed and carried out to investigate the effect of C-R techniques on the learning of the present and past simple tenses by EFL learners. The purpose of the study was to find out whether C-R techniques can be used with the study's participants together with the advantages they have as a means of learning. Generally, C-R techniques are thought to have the ability of drawing EFL learners' attention to how the target language works. The subjects of the study were drawn from beginning EFL students at Taif University, KSA. A pre and post-test on the present and past simple tenses was administered to the sample of the study as the main data collection instrument.

Following the analysis of the data generated, the results did show that C-R techniques can be effective in learning the formal features and uses of present and past simple tenses by EFL learners. Since the main aim of using C-R techniques is to raise EFL learners' language awareness, it goes without saying that they can help learners to be less dependent on the teacher and formal instruction even when dealing with arduous learning tasks such as the tenses.

As for whether or not the results and findings arrived at match with the previously stated aims of the study, the researcher believes that the study's aims have been corroborated by the results reached though with varying degrees of support.

Finally, based on the study's results and findings, the researcher would like to recommend the use of C-R techniques to help EFL learners to increase their language awareness and be less dependent on explicit, rule-giving instruction.

APPENDIX A. THE TEST USED TO COLLECT THE STUDY'S DATA

Dear student,

The following questions are meant to find out how much you know about the:

1. The present simple
2. The past simple
3. The differences in form between the two tenses
4. The contexts in which the two tenses are used

I will be grateful to you if you take some of your time to answer these questions using what you know and what you have already been taught about English tenses.

Q.1

Fill the gaps in these sentences with the suitable verb given below: (visited, equals, live, travelled, leaves, drink, like, watched, flows, born):

1. I ----- in a small town near Taif.

2. Every morning, I ----- a cup of tea.
3. Yesterday, I ----- an interesting film.
4. Water----- from high to low places.
5. Last week, ----- my friends.
6. I ----- football.
7. I was ----- in 1999.
8. Two plus three ----- five.
9. My flight to Jeddah ----- at 6:30 p.m.
10. Ahmed and Faisal ----- to London last month.

Q.2

Match the present form of the verb with its past form:

- | | |
|----------|----------|
| 1. Begin | 1. Drove |
| 2. Come | 2. Found |
| 3. Drive | 3. Began |
| 4. Find | 4. knew |
| 5. Know | 5. Came |

Q.3

Which of the following sentences are correct (✓) and which are wrong(X)?

1. My car are new. ()
2. I visit my uncle last Monday. ()
3. Fahad always eat pizza on the weekends. ()
4. He send me an e-mail yesterday. ()
5. They likes to play basketball. ()

Q.4

Put these verbs in the suitable column (break, learn, became, felt, buy, eat, dreamed, left, hear, make, wrote, sat, forget, went, sleep, kept, rise, paid, win, and told):

Present		Past	
1		1	
2		2	
3		3	
4		4	
5		5	
6		6	
7		7	
8		8	
9		9	
10		10	

Q.5

Fill the gaps in the table below to make complete and correct sentences:

	Pronoun	Verb	Complement
1	I	.....	my car.
2	We	.....	to Jeddah last week.
3	He	.....	in Damam.
4	She	.....	her children to the zoo yesterday.
5	They	.....	football every evening.

Q.6

In each of the following sentences, change the tense of the verb from present to past or from past to present:

1. He studies English at college.
2. I drank a cup of tea.
3. We know the answer.
4. They ran away.
5. She spoke to her husband by telephone.

APPENDIX B. THE C-R TASKS AND ACTIVITIES OFFERED TO THE STUDY'S EXPERIMENTAL GROUP

• Task One

In each of the following sentences, underline the verb then try to answer the questions that follow:

1. I want to be a teacher.
2. He likes football.
3. They visit Jeddah every weekend.

4. We speak English
5. Ahmed and I go to the same college.
6. She studies mathematics.

Q.1. What did you notice about each verb form?

Q.2. Can you draw a comparison between the forms of the verb when used with a name or the pronouns he/she against the other pronouns?

• **Task Two**

Study these present simple tense verb-forms and their equivalent past simple forms in this table:

Present simple	Past simple
become	became
blow	blew
build	built
choose	chose
cut	cut
creep	crept
drive	drove
find	found
get	got
hold	held
lie	lay
look	looked
pay	paid
see	saw
show	showed

Q.1. Are the two forms each verb the same or different?

Q.2. In what way(s) are the two forms different?

Q.3. Can you work out rules for changing the present tense forms of these verbs into their equivalent past forms?

Q.4. What are you going to do in order to avoid making mistakes in using the past forms?

• **Task Three**

In each of the following pairs of sentences, identify the difference in time-relations in the verbs used:

1. (a) He likes reading. (b) He like dreading.
2. (a) I visit my uncle every weekend. (b) I visited my uncle last month.
3. (a) I usually drink coffee in the morning. (b) I drank a cup of coffee on my way to college.
4. (a) They enjoy watching films. (b) They enjoyed watching the film.
5. (a) We study English every day. (b) We studied English yesterday.
6. (a) Birds fly (b) He flew to London five hours ago.
7. (a) It breaks easily. (b) He broke his arm a year ago.
8. (a) My name is Fahad. (b) His father named him Fahad.
9. (a) He drives fast (b) He drove to Mecca.
10. (a) They come from a rich family. (b) I came yesterday.

• **Task Four**

Study this table and try to answer the questions that follow:

Present simple form	Past simple form
buy	bought
cooks	cooked
deal	dealt
dream	dreamed/dreamt
freeze	froze
hear	heard
leaves	left
says	said
sob	sobbed
stops	stopped

Q.1. Can you say there is one, unchanging rule for the present tense forms and their equivalent past tense forms?

Q.2. Did you notice that the endings in both the present and past tense forms affect not only the way they are written , but also how they are said?

Q.3. Talk to your classmates about working out some guidelines concerning how the present and past tense verb

forms are made.

REFERENCES

- [1] Bourke, James M. (1989). The Grammar Gap. *English Teaching Forum*, 27 (3), pp.20-23.
- [2] Chen, Tasi-Yu, (1995). In Search of an Effective Grammar Teaching Model. *English Teaching Forum*, 33(3), pp.58-61.
- [3] Chomsky, N. (1980). Rules and Representations. New York: Columbia University Press.
- [4] Chomsky, N. (1986). Knowledge of Language: Its Nature, Origin and Use. New York: Praeger.
- [5] Ellis, R. (1985). Understanding Second Language. Oxford: OUP.
- [6] Ellis, R. (1990). Instructed Second Language Acquisition: Learning in the Classroom. Oxford: Basil Blackwell.
- [7] Ellis, R. (1993). Instructed Syllabus and Second Language Acquisition. *TESOL Quarterly*, 27, pp.91-113.
- [8] Fotos, Sandra, (1993). Consciousness-Raising and Noticing through Focus on Form: Grammar Task Performance versus Formal Instruction. *Applied Linguistics*, 14(4), pp.385-407.
- [9] Harmer, Jeremy. (2001). The Practice of English Language Teaching. London: Longman.
- [10] Krashen, S. (1981). Second Language Acquisition and Second Language. Oxford: Pergamon.
- [11] Krashen, S. (1982). Principles and Practice in Second Language Acquisition. Oxford: Pergamon.
- [12] Krashen, S. (1992). Formal Grammar Instruction: Another Educator Comments. *TESOL Quarterly*, 25(2), pp.409-410.
- [13] Krashen, S. (1999). Seeking a Role for Grammar: A review of some recent Studies. *Foreign Language Annals*, 32(2), pp.245-257.
- [14] Linnel, Julian D. (1991). Instruction or Interaction? A study of the Acquisition of Modals by Beginning Non-Native Speakers. *PENN working paper*, volume 7, No. 2 / Feb. 1991.
- [15] McLaughlin, B. et.al. (1983). Second Language Learning: Information- Processing Perspective. *Language Learning*, 33(2), pp.135-158.
- [16] McLaughlin, B. (1987). Theories of Second Language Learning. London: Edward Arnold.
- [17] Mohamed, Teresa. (1994). Teaching Tenses through Patterns: Charting the Tenses. *English Teaching Forum*. 32(2), pp.34-36.
- [18] Rutherford, W. (1987). Second Language Grammar: Learning and Teaching. London: Longman.
- [19] Rutherford, W. and Sharwood Smith. (1988). Grammar and Second Language Teaching. New York: Newbury House.
- [20] Schmidt, R. (1999). The Role of Consciousness in Second Language Learning. *Applied Linguistics*, 11(2).pp.129-158.
- [21] Seliger, H.W and Shohamy, Elana. (1989). Second Language Research Methods. Oxford: OUP.
- [22] Tanaka, S. (1998). Using Cycles to Teach Tenses. *English Teaching Forum*. 36(2), pp.12-17.



Amir H. Abdalla is an assistant professor of English and he was born in Khartoum (Sudan) in 1971. He earned his PhD in English from Khartoum University in 2009. His major field of study was English and English language teaching. He taught English at several Sudanese universities and English language training centres. He is currently heading the English department of the Community College, Taif University (KSA). He published in the Journal of American Arabic Academy for Sciences and Technology (AMARABAC). Presently, he is working on research papers in the field of EFL teaching and learning.