

The Interrelationship of Form, Meaning, Use and Culture in a Textbook to Develop English as a Foreign Language Learners' Grammar Awareness

Farida ABDERRAHIM

ABSTRACT

The rationale underlying the textbook we have developed following a Grammar Consciousness-raising approach focuses on the idea that grammar is a body of knowledge that we need in order to gain insights into the language and the belief that mastery of grammar improves when the students produce grammar in meaningful contexts at the discourse level.

On this basis, we have sequenced the textbook into three parts, each devoted to one major objective. Part One: "Form, Meaning and Use: What You Need to Know", aims at providing the learners with the declarative knowledge (the knowledge we learn) they need. Part Two: "Activities: What you Need to Do to Achieve Form, Meaning and Use", covers a variety of activities to make the learners knowledgeable about the intricacies of the language and devoted to the development of grammar consciousness-raising. Part Three: "Texts: Context of Form, Meaning and Use", includes a number of texts related to up-to-date and universal topics which will serve as the basis of teaching or assessing the students' level of the use of the different structures introduced in Part One and Part Two.

In this paper, we will explain what each part includes and how it is related to the others. The focus is put on Part Two: Activities, which constitutes the core of the development of language/grammar awareness — the conscious knowledge of how to use correctly a language element. This will enable the learners to produce an acceptable semantic and syntactic production. We will identify the various types of activities which can be used: guided, semi-guided and free activities. A combination of the three, it is believed, contributes to the development of language awareness. We will then describe the objectives and the content of the activities we have developed in the context of teaching Grammar to Second Year students of English as a foreign language at University level. The different examples used to illustrate the declarative knowledge are the basis of the development of awareness of form, meaning use and culture. We will explain how one sentence illustrating a particular tense use, for example, will serve as the basis for the development of the students' vocabulary and their knowledge of the world. We will also explain how awareness of grammar is developed through the constant interaction teacher/students about what, why a specific grammatical use is accepted or refused through the students' involvement in the teacher's presentation, students' practice and mainly production. Without learners' awareness, part of the errors will be fossilized; others will take a long time to get rid of.

Introduction

1. Textbook Reviews

2. Rationale of the Textbook

3. Sequence of the Textbook

3.1 Part One: Form, Meaning, Use and Culture: What You Need to Know

3.2 Part Two: Activities: What You Need to Do to Achieve Form, Meaning, Use and Culture

3.3 Part Three: Texts: Content of Form, Meaning, Use and Culture

3.4. Appendices

3.5. References

4. A Model Unit

Conclusion

References

Introduction

The analysis of a number of textbooks we have undertaken has shown that, whether intentionally or not, a language textbook allows reference to grammar, either deductively or inductively. The sequence followed and the activities included reflect the approach underlying the design which can be situated along the Structural, Communicative Language Teaching continuum. The array of exercises aims at developing the learners' knowledge of form and/or meaning and/or use, and/or culture, and their ability to understand and use the language grammatically.

On the basis of this observation, we have undertaken to develop a grammar textbook following a Form, Meaning, Use and Culture approach. We will explain the rationale of this textbook which focuses on the idea that grammar is a body of knowledge that we need in order to gain insights into the language, and the belief that mastery of grammar improves when the students produce grammar in meaningful contexts at the discourse level.

We will also explain in details the sequence followed in Part One: Form, Meaning, Use and Culture: What You Need to Know, in Part Two: Activities: What You Need to Do to Achieve Form, Meaning, Use and Culture, in Part Three: Texts: Content of Form, Meaning, Use and Culture, Appendices and References.

We will illustrate all this with the presentation of a unit with the three parts and show how the combination of the knowledge of form, meaning, use and culture in Part One and the activities in Part Two through a text from Part Three contributes to the development of language awareness.

1. Textbook Reviews

In the context of this study, we have defined a textbook as a teaching material involving the teachers/learners in the teaching/learning of language, preceded or followed by exercises, involving the learners in guided or semi-guided work, usually referred to as “practice”; tasks, involving the learners in free work which has a real purpose; or activities, a general term, in most cases, covering exercises and/or tasks.

We have analysed twenty eight textbooks according to first the sequence/Contents, reflecting the approach and the ultimate aim of the textbook, usually clearly explained in an “Introduction” or “Forward” or “To the Teacher” or “To the Student”; and second, the nature of the activities suggested to enhance the learning/acquisition of a foreign language. This has given us three major categories: Grammatical Sequence (seven textbooks), Grammar and Content (sixteen textbooks) and Grammar in Context: Form, Meaning and Use (five textbooks).

In the first category, Grammatical Sequence, five textbooks (out of seven) have a Structural Approach (Crystal 1996, Eastwood 1999, Hewings 2005, Murphy 2004, and Sinclair 2004). The Structural Approach is reflected through the lay-out of the units with two facing pages. The left-hand page (to be read first) includes the basic information about the grammatical element to be studied, the right-hand page exercises to put into practice what has been learned on the left-hand page. In terms of Contents reflecting the sequence followed in the textbooks and consequently the approach, we have noticed that the following elements are common to the five textbooks, not necessarily presented in the same order and not necessarily in this order (Words, Sentences, Nouns, Articles, Verbs: Tenses, Modals, The Infinitive, the –ing Form, The Passive, Adjectives, Adverbs, Pronouns, Prepositions, Phrasal Verbs, Reported

Speech, Relative Clauses, and Conditionals). Some elements are in the same unit: “Adjectives and Adverbs” (Eastwood 1999; Hewings, 2005; and Murphy 2004), “Nouns and Articles” (Eastwood (1999), and Murphy (2004) and “Prepositions and Phrasal Verbs” (Sinclair 2004). The exercises all involve the learner in guided or semi-guided activities requiring them to add a grammatical point to a word (a prefix or suffix: Crystal 1996) or a sentence or a passage (Eastwood 1999), identify parts of a word (prefix, suffix) or a sentence (Noun, Verb...), change the meaning of a number of sentences by changing, for example, the Subject and the Object (Sinclair 2004), fill in blanks with a list of suggested words, cross out any improbable answers (two are suggested for each sentence), expand one of the sets of notes to complete a dialogue (Hewings 2005), or put the right answer in the right context (matching) (Murphy 2004). The remaining two textbooks (out of seven) combine a grammatical sequence and a Communicative Approach (Azar Schramper 2002, and Bideleux, & Mackie 2007). In Azar Schramper (2002), while focusing on grammar in comprehensive grammar charts, the textbook includes real communicative opportunities; students’ own life experiences are used as context. Topics of interest form the basis of the activities to stimulate the free expression of ideas. It supports the view that grammar-based and communicative approaches are not mutually exclusive; they can co-exist in the same language program, the same class, the same lesson. The activities are free response communicative tasks. The controlled response exercises are given to aid initial understanding of the form, meaning and usage of the target language. In Bideleux and Mackie (2007), grammar points are illustrated in an entertaining cartoon at the beginning of each unit. Grammatical explanations are concise and are illustrated with examples. There are fill-in blanks exercises followed by production activities, to help consolidate the grammar points in an effective way through realistic situations. We note that the activities covered in these two textbooks are close to the third category: Grammar in Context: Form, Meaning and Use, but in terms of sequence — Contents — our first criterion of analysis of the textbooks, they have a grammatical sequence, which explains why they are in this category.

In the second category, Grammar and Content, four textbooks (out of sixteen) have as a main content grammar (Freeborn 1987; Freeborn 1995; Leech, Deuchar & Hoogenrad 1982; and Palmer 2003). These four textbooks deal with grammar as a content of study. They describe the grammar of English in relation to its main functions in communication (Freeborn 1987 and Freeborn 1995), provide an extensive coverage of parts of speech, syntax, inflection and punctuation (Palmer, 2003), analyse grammar in a comprehensive manner (Leech et al

1982: influence of the Systemic Grammar of MAK Halliday, of Quirk, 1974, of Quirk and Greenbaum, 1974 and Leech and Svartvick, 1975). The activities involve the learners in comparing, classifying, identifying, and describing, filling in blank exercises (Freeborn 1987), and freer activities, like opinion questions. In ten textbooks (out of sixteen), the main content is writing. The common point about these ten textbooks is that the sequence (Contents) combines both grammar and writing. However, not all these textbooks give the same importance to grammar. In three textbooks (out of ten), grammar takes up a great part of the content, as expected from the title of the textbooks (Barton 1999, Schiak 1998, and Stott et al. 2001). In Barton (1999), grammar covers the two first sections, followed by Section Three about writing. In Schiak (1998), Section One, devoted to grammar, is made up of thirty units, all phrased in grammatical terms, followed by Punctuation and Spelling with twelve units each. In Stott et al. (2001), four sections focus on grammar, followed by a section on Punctuation and one on structures beyond the sentence (Genre and Text Structure, a Paragraph, Coherence, Cohesion, Connectives and Phrases, and Topic Sentences). In four textbooks (out of ten), grammar is important but not the only major focus (Aarts (2008), Collinson et al 1992, Lekeu 1997, and Seely 1999). In Aarts' (2008) textbook, grammar is in Part One: Function (Subject, Predicate, Object...) and Form (Word Classes, Clauses and Sentences), and Part Two and Three are devoted to the link between these elements and argumentation. In Collinson et al (1992), grammar is introduced in the third section, after Punctuation, Spelling and before Style. In Lekeu (1997), all the units consist of five sections, all starting with grammar as the first section (the others are Phrasal Verbs, Spelling, Build up Your Vocabulary and the Meaning of Words). All the exercises are made up of up-to-date, real English in actual use and authentic sentences, from for example "The Times" or "The Guardian". Seely's (1999) textbook, devised for primary school first language learners, contains teaching materials including grammatical concepts that help the learners use this understanding of grammar in reading and writing. The units are based on the adventures of an Eastern European television director who has come to Britain to make a series of programmes for Herzegovina television. His knowledge of English is limited, so he needs help with the language. This device is used to enable the learners to reflect upon their existing knowledge of English. All the units are first identified in functional terms, then in grammatical terms and finally in reference to writing. The rest of the textbooks in this category (three textbooks out of ten) cover grammar as a handbook (Langan 2001, and Trimmer 1995), or as a review (Smalley 2000). Langan (2001) presents grammar in Section One in Part Five: Handbook of Sentence Skills, followed by Mechanics, Punctuation and Word Use. Grammar is dealt with

in terms of activities involving the learners to identify and understand the grammatical point in context (sentences). In Trimmer (1995), at the end of the textbook, the author devotes a section (including seven units), entitled “Handbook of Grammar and Usage”, where the underlying approach is clearly the Structural Approach illustrated by traditional explanations followed by exercises involving the learners, for example to identify the underlined words, to use coordination or subordination to combine sentences, to transform sentences from the passive to the active form. In Smalley’s (2000) textbook, grammar, perceived as part of composition, concerned with form and accuracy, is allocated a separate part (a Review) in the third unit and extensive appendixes. In terms of types of exercises, we have noticed that for the majority of textbooks (seven textbooks out of ten): Aarts 2008, Barton 1999, Lekeu 1997, Seely 1999, Schiak 1998, Smalley 2000 and Trimmer 1995), the students are required to fill in blanks, identify, change, transform, add, rewrite, remove and underline. In the remaining three textbooks, the activities require the learners to spot the incorrect use; to describe it and write a correct version to be chosen from a suggested pair of words (Collinson et al 1992); to write quickly for five minutes about what they would like to do in their leisure time, without thinking about any language aspect, focusing on writing as many words as possible, then make any changes necessary (Langan 2001); or to rewrite a number of sentences, then explain what this process tells them about the differences between written and spoken language (Stott et al 2001). In the third part of the second category (Grammar and Content), two textbooks (out of sixteen) are about Science and Technology (Carlisi 2008, and Master 2004). In these two textbooks, the sequence is organized according to fields of study, for example, “Sociology: Urban History” (Carlisi 2008) and “The Amplified Definition” (Master 2004). For each field study, a number of grammatical aspects, linked to the rhetorical patterns, are analyzed and practised in a comprehensive manner. Carlisi (2008) aims at making the learners use the language grammatically and being able to communicate authentically. The textbook helps students connect, hence the title «connection», with the ability to function academically; it is relevant for academically and professionally oriented courses and students. It allows students to review grammar, to assess and reinforce language learning with the belief that background knowledge facilitates comprehension. The students move from a variety of short, controlled exercises to longer more self-directed ones, enabling them to become more accurate grammatically. There is a balance between controlled activities such as fill-in blanks and interactive activities. Master’s (2004) textbook, includes common forms of scientific writing and the grammar necessary to produce them. The exercises are written in scientific language and reflect a variety of disciplines. They require the learners to underline, circle, fill

in blanks as well as formulate a rule for the use of a specific grammatical point or produce a whole discourse.

In the third category, *Grammar in Context: Form, Meaning and Use*, one textbook (out of five) follows a grammatical sequence (Thewlis 2007). In this textbook, although the Contents are in terms of grammatical categories, each unit deals with form, meaning and use separately and/or together. It is a comprehensive communicative grammar textbook. Grammar charts provide the rules and explanations preceded by examples involving the learners in an inductive work to discover the rules on their own, first. The underlying approach is twofold: first consciousness-raising where noticing is an important step in acquiring the grammatical structure and where explicit formulation can lead to implicit acquisition with practice, and second “psychological” (the author’s term) authenticity which is very important in order for the students to be able to transfer what they know to new situations so that they can use it for their own purposes. In this context, a large variety of lively communication and personalized activities in all the units consolidate grammar instruction and help students understand their learning style and develop learning strategies. These activities come in four sections: Interactive activities, at the beginning of each unit, which serve as diagnostic tools directing students’ learning towards the most challenging dimensions of language structure; Integrated Activities at the end of each unit; Research Activities and Use your English, which are communicative activities that integrate grammar with reading, writing, listening and speaking and an opportunity for the students to practise and personalize grammar (consciousness-raising activities). Three textbooks (out of five) follow a grammatical sequence for the majority of the units and functionally for three units (Kesner 1996, Pavlik et al 1996, and Lott 2006). In Kesner Bland (1996), the textbook is structured as: Preview, a section which describes and gives examples of the meaning and uses of structures in the unit; Form Box, which displays, describes and explains the forms of a given structure; Meaning and Use Box, which gives the what, where, when and why of meaning and use; Conversation Note, which describes a special feature of pronunciation or usage (often contrasts spoken and written language); Focus on Vocabulary, which presents vocabulary associated with a spoken structure; Summary, which is a comprehensive display of form, meaning and use for each structure in the unit; and Exercises. Each unit has exercises for diagnostic use, interactive practice and review in authentic language and contexts. Activities consider form meaning and use separately or together: the title of the exercise indicates the focus aimed at. Pavlik, Ballein and Kesner Bland’s (1996) textbook has the same Contents and the approach as Kesner’s

(1996). In addition, it emphasizes the importance of elicitation, a student-centred approach to teaching. Teachers elicit as much as possible from the students, and then build on their knowledge, filling in the gaps and clearing up confusion where necessary. Elicitation, the authors advocate, is one of the most useful techniques when teaching grammar to intermediate students; it shows where the students are, what they know and do not know. In this sense, errors allow to pinpoint the areas that students have not yet mastered, give insight into the way the learners are thinking about the material, and help to guide teaching. It is recommended to lower the error anxiety level by helping the learners try out new structures they are not sure of. In Lott (2006), all the units begin with a text exemplifying the use of the grammatical item in a real context, with simple and natural examples. The texts and exercises consist of a wide range of genres of modern English (Letters, Emails, Schedules, Stories, Songs...) using a variety of characters to bring the examples to life. Colours, pictures and cartoons are adequately used to provide the context in a realistic manner. In the remaining textbook of this category, the sequence is partly grammatical and partly functional (Eastwood et al 1988): the first twenty eight units are presented grammatically, and the remaining eight units are presented functionally, all entitled "Communication" with a further specification, for example, Unit 29: Starting and Finishing a Conversation, Being Friendly. All the examples are presented with notes giving basic information on form and use; and when necessary, usages are marked as formal or informal, spoken or written. The activities are contextualized in everyday spoken English with a small number of activities which are typically of formal or written style.

The analysis of these textbooks has shown that a language textbook, whether intentionally or not, allows reference to grammar, either deductively or inductively. The sequence followed and the activities included reflect the approach underlying the design which can be situated along the Structural, Communicative Language Teaching continuum. The array of exercises aims at developing the learners' knowledge of form and/or meaning and/or use and their ability to understand and use the language grammatically. In order to achieve this aim, learners have to develop awareness about both the language input and the language output. We argue that consciousness-raising activities, which have been proved to successfully develop this ability, will successfully create a favourable learning environment for the development of performance and competence in the language.

2. Rationale of the Textbook

As a foreword to this textbook, intended for First and Second Year University Students of English as a Foreign Language, we will highlight the rationale underlying the design of this grammar textbook and its organization.

The textbook reviews we have undertaken and the readings we have done for the preparation of lectures and papers to be presented at international conferences/publications have constructed and consolidated our approach to language teaching/learning in general and our approach to teaching/learning grammar in particular — the consciousness-raising approach — based on the idea that explicit formulation can lead to implicit acquisition with practice. The definition of grammar, its place in language teaching is a fundamental reference before one teaches grammar. Grammar may be defined as the way language manipulates and combines words in order to form longer units of meaning. It is seen as a body of knowledge that we need in order to gain insights into the language, the structure of a language which we need to understand in order to be able to use the language effectively. Grammar is also defined as the body of rules which govern the structure of words, (for example prefixes and suffixes) and which rules govern the structure of words to form clauses and sentences that are acceptable to native speakers. It is not only form (how the grammatical structure is formed) or accuracy, but also meaning (what the grammatical structure means) or meaning and use (when or why the grammatical structure is used) or appropriateness. Language users need form to know the meaning of the forms and when to use them appropriately. It is the meaning or appropriate use of a grammatical structure that represents the greatest long-term learning challenge for students, for example when it is appropriate to use the past simple or the present perfect. In relation to tenses, a particular focus should be put on the relationship between time and tense in English. The English tense system is quite complicated, but the most common problem is not how to form the tenses; the manipulation of verbs is easily learned through rules and formulas. The problem lies in deciding on which tense to use in a given situation. In order to choose correctly, the learner must understand the meaning of the tense, its time frame, the kind of actions or states that can be described by the verbs and the different aspects (simple, progressive, perfective and perfect progressive).

This textbook is meant as a comprehensive aid to improving the students' knowledge and use of English grammar, based on the belief that learning a language involves understanding its grammar and knowing how to apply its rules. It will help the students

achieve more accurate use of the grammatical structures they need for communication. It will help them become more language aware and to incorporate grammatical functions into the language they use. It is structured according to the belief that to use English correctly, students need to become familiar with basic grammatical patterns of English, use language grammatically and communicate authentically. To achieve this purpose, we believe that the learners have to be presented with a variety of language elements, both in the form of definitions, illustrations (Form and Use) and in the form of authentic contexts where these language elements occur naturally (Form, Meaning and Use). The interrelationship between the two is consolidated through activities, both controlled responses activities which contribute to the understanding of the form, meaning, and use of the target structure, and free response and open-ended communication activities. The underlying principle of this textbook is that, if theory without practice is useless, practice without theory is meaningless; the two go together.

This textbook is not intended as a course to follow in the order it is presented: there is no induced order to be followed and no induced relationship between the activities, the texts and the language elements. It is intended as an overview of the language elements with their different uses with illustration of these form/meaning/use/culture relationships (Part One: Form, Meaning, Use and Culture: What You Need to Know), a collection of activities (Part Two: Activities: What You Need to Do to Achieve Form, Meaning and Use), a collection of authentic texts which incorporate the elements of language identified in Part One and practiced in Part Two, (Part Three: Texts: Content of Form, Meaning, Use and Culture), and a collection of appendices which the teacher/the learner needs in the development of the teaching/learning of the language elements identified in Part One, consolidated in Part Two and illustrated in Part Three.

3. Sequence of the Textbook

The textbook is divided into three parts followed by Appendices and References.

3.1. Part One: Form, Meaning, Use and Culture: What You Need to Know

This part aims at providing the learners with the declarative knowledge (the knowledge we learn) they need. The grammar rules are neither oversimplified nor too complicated; they are formulated in a language the students can understand. They are enough to present information the students need to be able to communicate effectively, a pedagogic grammar for English as

a foreign language learners. The rationale of the sequence followed in Part One corresponds to the usual organization of a sentence and what words occur together. In this respect, we have first analyzed Nouns, then the word categories that modify a Noun — Determiners (Articles and Quantifiers), Adjectives and Pronouns — then Verbs and words which modify a Verb: Adverbs — then the word categories that modify Nouns and Verbs or the sentence as a whole — Connectors (Prepositions, Coordinating Conjunctions, Subordinating Conjunctions and sentence Connectors).

WORDS

1. Word Classes

1.1. Nouns

1.2. Determiners: Articles, Demonstratives, Quantifiers

1.3. Adjectives

1.4. Pronouns

1.5. Verbs: Tenses, Modal Verbs, Auxiliaries, Active versus Passive,

1.6. Reported Speech

1.7. Adverbs

1.8. Connectors: Prepositions, Conjunctions

2. Word Functions

2.1. Subject

2.2. Verb: Categories of Verbs

2.3. Object: Direct Object, Indirect Object, Infinitive, Gerund

2.4. Complements/Modifiers

PHRASES

1. Noun Phrases

2. Adjectival Phrases

3. Adverbial Phrases

4. Prepositional Phrases

CLAUSES

1. Relative Clauses

2. If Clauses

SENTENCES

1. A Simple Sentence

2. A Compound Sentence

3. A Complex Sentence

4. A Conditional Sentence

5. Questions/Answers/Negation

3.2. Part Two: Activities: What You Need to Do to Achieve Form, Meaning, Use and Culture

This part aims at providing the teaching/learning environment where integration of the language elements, in terms of Form, Meaning and Use, is going to take place. We have opted for the term “activity” (and not exercise, task or practice) because it refers to any work done to put into practice some kind of theory. The activities reflect the various strategies the learners need to go through in order to achieve language competence. All the activities known in the teaching methodology — guided, semi-guided and free activities — can contribute to the development of language awareness; it all depends on how we present them, what the students do with them and whether they are used alone or in collaboration with other types of activities. This division is based on what the teacher instructs the learners to do and how the teacher and the learners are involved in the answer. In a guided activity, the teacher gives instructions to be followed in order to get a specific answer from the learners. In a semi-guided activity, the teacher gives directions to enable the learners to give one or more acceptable answer(s). In a free activity, the teacher instructs the learners to give their opinion

about a topic, either of the teacher's choice or the learners' choice. We suggest a battery of activities the teacher can choose from to make the learners acquainted with the language elements in an authentic environment and devoted to the development of grammar consciousness-raising.

1. Types of Activities

To achieve language awareness, the interrelationship between form, meaning and use has to be focused on. This can be done through the three types of activities – guided activities, semi-guided activities and free activities. One category of activities alone is not enough to develop the awareness required for the right use of grammar in the appropriate context. Even free activities, which involve learners in the spontaneous use of language for a personal use, will lack their original purpose if not backed by the other two types of activities. In this sense, we suggest a list of activities per category and illustrate each one with examples. However, one category of activities can be turned into another one if the directions are reformulated in such a way that they fit the other category. The activities are ordered alphabetically. The free activities start with one type of direction and are often followed by another one (s). The directions often lead to the same performance with a different focus.

1. Guided Activities: The teacher gives instructions to be followed in order to get a specific answer.

1.1. Circle: The students are required to circle the grammatical element which is the focal point of Part One of the Activity/Unit being dealt with.

1.2. Cloze Procedure: Filling in the blanks in a text where words are omitted in a random order, for example, every sentence word.

1.3. Describe what you see in a picture: Describe the people, the objects, the situated represented in the picture.

1.4. Dictation: The teacher reads the text at normal speed as many times as students need to hear the words in order to write them. The word groups should be read as they occur in normal speed.

1.5. Fill in the blanks in a sentence with or without options to choose from.

1.6. Matching a word or a phrase from one list with another word or a phrase in another list.

1.7. Underline: The students are instructed to underline the grammatical element emphasized in in Part One of the Activity/Unit being covered.

2. Semi-guided Activities: The teacher gives directions to enable the learners to get one or more acceptable answer (s).

2.1. Complete: The students have to complete a sentence or a group of interrelated sentences with words which fit the context grammatically and semantically.

2.2. Change: The teacher instructs the students to change certain parts of the sentence and use certain specific grammatical elements.

2.3. Cloze Procedure: Filling in blanks in a text where we accept words which are semantically and syntactically acceptable in the context where they occur.

2.4. Expand: The students are required to expand a sentence or a group of interrelated sentences with grammatically and semantically acceptable sentence(s).

2.5. Rewrite: Rewriting of a paragraph following specific grammatical directions.

3. Free Activities: The teacher instructs the learners to give their opinion about a topic.

3.1. Argue: The students to show their ability to give their opinion about a topic of their interest or og general culture.

3.2. Describe: The students are asked to describe a person, or an animal, or an object or a fact which represents a current situation or a cultural aspect.

3.3. Direct/Free Questions: The students are required to answer open ended questions and express personal opinions about topics of their choice.

3.4. Discuss: This activity can be illustrated by the following questions:

“Discuss the different uses of the tenses you have used in your composition and why they are right or wrong. How can you improve your composition with different tenses.”

“Discuss the importance of TV, the mobile phone, the computer in your life”.

“Discuss the major political and economic changes which have taken place since independence.

3.5. Explain: The students are required to explain their opinion about a particular topic of interest to them.

3.6. Identify: The teacher provides the students with situations where they show their ability to identify the different aspects of an activity or a skill.

3.7. Imagine: The students are required to project themselves in situations of their interest or of a cultural importance.

3.3. Part Two: Texts: Content of Form, Meaning, Use and Culture

This part aims at providing the learners with a number of texts representing a natural context of language elements. The texts reflect up-to-date and universal topics and can be used as the basis of teaching or assessing the students’ level in the use of the different structures. We have ensured that these topics correspond to situations close to the learners’ needs, interests and general knowledge. As there is no inherent order of importance, the texts are presented alphabetically within the sections, also presented alphabetically. The texts are of different length (short, average and rather long), first to respect the authenticity of the references, and second for the need to have a variety of text length to suit all the teaching situations. In some situations, a short text will be more convenient to dictate in order to use it as the basis of activities.

I. Education

A. Academic Information

B. Functional Situations

C. Universities

II. Famous People in the World

A. History

B. Literature

C. Science

III. General Knowledge

A. Medicine

B. World Climate

IV. Traveling All Over the World

A. Africa

B. America

C. Asia

D. Australia

E. Europe

3.4. Appendices

At the end of the textbook, additional information necessary for the development of grammar consciousness-raising is included.

Appendix I: Irregular Verbs

Appendix II: Irregular Plural Words

Appendix III: Punctuation

Appendix IV: Capital Letters

Appendix V: Contractions

Appendix VI: Common Prepositions and their Meaning

Appendix VII: Prepositions Combinations with Adjectives and Adverbs

Appendix VIII: Prepositional/Phrasal Verbs

Appendix IX: Abbreviations in Grammar

3.5. References

A list of references used to develop the textbook and others are provided for checking any information provided or extending the textbook user's knowledge in Grammar.

4. Model Unit: English Tenses

Part One: Form, Meaning and Use of English Tenses

1. Form:

— The **form** of any verb in English is made up of a **time frame** and **aspect**.

— **Time frame** tells when something takes place. There are **three Time Frames: Present, Past and Future**.

— **Aspect** tells how the verb is related to the **time frame**. There are **four aspects: Simple** (at the time), **Progressive/Continuous** (in progress during that time), **Perfect** (before that time) **and Perfect progressive/continuous** (in progress during and before that time).— When we **combine the three time frames** and **the four aspects**, we get **12** possible combinations of forms, called **tenses**. The name of each tense tells which time frame and which aspect are being used.

Time Frame	Aspects			
	Simple	Progressive	Perfect	Perfect Progressive
Present	Pr. S	Pr. C	Pr. Perf.	Pr. Perf. C
Past	PS	PC	P Perf.	P Perf. C
Future	FS	FC	F Perf.	F Perf. C

2. Meaning and Use:

2.1. Simple Tenses

2.1.1. The Present Simple (Pr. S): We use the Pr. S to express a habit, schedules/action in the future or facts or a general truth/generalisations/definitions

E.g.1: She gets up at 6.00 AM. (She always gets up at 6.00 AM)

E.g.2: Classes begin at 8.00 AM

E.g.3: We arrive tomorrow at 12.00 PM.

E.g.4: Water freezes at 0° centigrade.

E.g.5: The English like their pets.

E.g.6: Grammar describes the structure of words and sentences.

2.1.2. The Past Simple (PS): We use the PS to express an action which began and ended at a definite time in the past either explicitly or implicitly or when the length of the action in the past is specified.

E.g.1: The tourists arrived yesterday.

E.g.2: The test was hard.

E.g.3: The earthquake lasted 10 seconds.

2.1.3. The Future Simple (FS): We use the FS to refer to a future action or an intention in the future

E.g.1: The best students will pass their exams.

E.g.2: I will visit the South hemisphere.

2.2. Progressive (Continuous) Tenses

2.2.1. The Present Continuous (Pr. C): We use the Pr. C to refer to an action in progress at the time of speaking, an action in progress around the time of speaking or an action in the near future.

E.g.1: They are concentrating on their lesson.

E.g.2: This semester, we are studying the English tenses.

E.g.3: On Sunday, they are running for the London Marathon.

2.2.2. The Past Simple (P C): We use the P C to refer to an action that was in progress at a specific time in the past, a background information in

stories, a number of events that are occurring simultaneously, long duration of the action or Complex sentences with time clauses beginning with “while”.

E.g.1: When I saw them, they were working on their laptop.

E.g.2: The wind was whistling through the trees, and thunder was crashing all around us.

E.g.3: It was snowing this afternoon.

Note: It snowed this afternoon: the action of snowing is not perceived as long.

E.g.4: While the children were running, the parents were resting.

2.2.3. The Future Continuous (FC): We use the FC to refer to an action in progress at a specific time in the future or to ask politely about someone’s future plans.

E.g.1: Next week, they will be traveling back home.

E.g.2: Will you be applying for a job?

3. Perfect Tenses

3.3.1. The Present Perfect (Pr.Perf.): We use the Pr.Perf. to refer to an action which started in the past and is still going on/action in the past with an effect on the present, an action that has just happened, an action in the past, but the reference to the past is not important or after superlatives.

E.g.1: She has taught (for) thirty years.

E.g.2: He has been president since 2000.

E.g.3: We have never eaten with chopsticks before. (So, we don't know how to eat with chopsticks).

E.g.4: The actors have (just) finished their film.

E.g.5: Have you visited many countries?

E.g.6: This is the best movie I have (ever) seen.

3.3.2. The Past Perfect (P Perf.): We use the P Perf. to refer to an action that happened in the past before another action in the past, an action that happened before a specific time in the past or an action that happened before a specific time in the past.

E.g.1: The fire had gone out before the firefighters got there.

E.g.2: They had all left by midnight.

E.g.3: The dogs had gone wild. (So, they barked all the time)

3.3.3. The Future Perfect (F Perf.): We use the F Perf. To refer to an action that will be finished before another one or before a specific time in the future.

E.g.1: I will have finished my book before I retire.

E.g.2: The employees will have finished work by 5 o'clock.

E.g.3: Will the students have finished reading the book in an hour?

4. The Perfect Progressive Tenses

4.4.1. The Present Perfect Continuous (Pr. Perf. C): We use the Pr. Perf. C to refer to an action in progress that started in the past and is still going on.

E.g.: He has been fixing the car for an hour.

4.4.2. The Past Perfect Continuous (P Perf. C): We use the P Perf. C to refer to an action in the past that lasted a long time before another one in the past.

E.g.: They had been singing before the lights went out.

4.4.3. The Future Perfect Continuous (F Perf. C): We use the F Perf. C to refer to an ongoing action that started in the past, present or future and that will still be in progress at a certain time in the future.

E.g.: Next year, you will have been studying English for two years.

Part Two: Students' Use of the Tenses

The students are involved in the understanding of the form, meaning, use and cultural content of all the examples used in Part One and are encouraged to contribute to this understanding with similar examples.

At the end of this process, they are asked to write a paragraph about a topic of their choice where they refer to actions in the present, past and future, in respect to the simple, continuous and perfect aspects.

Part Three: Text

All the texts included in Part Three of the textbook can be used for this Unit: English Tenses.

Conclusion

Whatever the type of textbook we use, it is important to make sure to develop language awareness in the learners. Without language awareness, we do not acquire. We can learn, but not acquire.

References

1. Aarts, B. (2000). *English Syntax and Argumentation*. (3rd ed.). Palgrave. Mac Millan.
2. Azar Schampfer, B. (2002). *Understanding and Using English Grammar*. (3rd ed.). Longman.
3. Barton, G. (1999). *Grammar in Context*. Oxford University Press.
4. Bideleux, S., & Mackie, G. (2007). *Grammar Expert 3*. Thomson. Heinle.
5. Brown, H. D. (2001). *Teaching by Principles. An Interactive Approach to Language Pedagogy*. (2nd ed.). Longman.
6. Carlisi, K. (2008). *Grammar Connection 3. Structure through Context*. M. Celce-Murcia & M.E Sokolih (Eds). Thomson. Heinle.
7. Collinson, D., Kirkyp, G., Kyd, R., & Slocombe, L. (1992). *Plain English*. (2nd ed.). Open University Press.
8. Crystal, D. (1996). *Discover Grammar*. Longman.
9. Eastwood, J. (1999). *Oxford Practice Grammar. With Answers*. Oxford University Press.
10. Eastwood, J., & Mackip. K. (1988). *A Basic English Grammar with Answers. Self-Study Edition*. Oxford University Press.
11. Freeborn, D. (1987). *A Coursebook in English Grammar*. Mac Millan.
12. Freeborn, D. (1995). *A Coursebook in English Grammar*. (2nd ed.). Palgrave.
13. Hewings, M. (2005). *Advanced Grammar in Use. A Self-Study Reference and Practice Book for Advanced Students of English. With Answers*. (2nd ed.). Cambridge University Press.

14. Kesner Bland, S. (1996). *Intermediate Grammar. From Form to Meaning and Use*. Oxford University Press.
15. Lagan, J. (2001). *English Skills*. (7th ed.). Mc Graw Hill.
16. Lekeu, P. (1997). *Challenges. English Exercises for Advanced Students*. De Boeck University.
17. Lott, H. (2006). *Real English Grammar. The New Pre-Intermediate Grammar*. Mac Marshall Covendish Education.
18. Master, J. (2004). *English Grammar and Technical Writing*. United States Department of State. Office of English Language Programs.
19. Murphy, J. (2004). *English Grammar in Use. A Self-Study Reference and Practice Book for Intermediate Students of English*. (3rd ed.). Cambridge University Press.
20. Pavlik, C., Balleisen, E., & Kesner Bland, S. (1996). *Intermediate Grammar. From Form to Meaning and Use*. Oxford University Press.
21. Seely, J. (1999). *The Language Kit*. Heinemann.
22. Shiack, D. (1998). *Grammar to 14*. Oxford University Press.
23. Sinclair, J. (2004). *Collins Cobuild Intermediate English Grammar*. Harper Collins Publishers.
24. Smalley, R.L., Ruetten, M.K., & Kozyrev, J.R. (2000). *Refining Composition Skills. Rhetoric and Grammar*. (5th ed.). Heinle and Heinle. Thomson Learning.
25. Stott, R., & Chapman, P. (2001). *Grammar and Writing*. Longman.
26. Thewlis, S. H. (2007). *Grammar Dimensions 3. Form, Meaning, Use*. (4th ed.). D. Larsen-Freeman (Ed.). Thomson. Heinle.
27. Trimmer, J.F. (1995). *Writing with a Purpose*. (11th ed.). Houghton Mifflin Company.