

Kasdi Merbah University-Ouargla
Faculty of Letters and Languages
Department of Letters and English Language



Dissertation
ACADEMIC MASTER
Domain: Letters and Foreign languages
Field: English Language and Literature and Civilization
Specialty: Linguistics

Submitted by: Ayaicha Chaima
Messelem Rofaida

Title

Enhancing the use of the past simple tense in narrative texts: A discourse
analysis perspective

The case of Second Year 'licence' Students of English at KMUO

Submitted in Partial Fulfillment of the Requirements for the Degree of Master in Linguistics

Publically Defended on:

13 May 2018

Before the jury:

- | | | |
|-------------------------|------------|---------------|
| ❖ Mrs. SAADOUNE Farida | Examiner | (UKM Ouargla) |
| ❖ Pr. CHAOUKI Nouredine | Supervisor | (UKM Ouargla) |
| ❖ Mr. BELARBI Nouredine | President | (UKM Ouargla) |

Academic Year: 2018 /2019

Acknowledgments

We thank Allah for the fulfillment of this work. We are deeply indebted to our supervisor **Pr. CHAOUKI** for his invaluable advice. Without his patient, help and support, this work would not be carried out. We would like also to thank our greatest family for their encouragement. We are grateful for Mrs. SAADOUN who helped us in making interviews with teachers and for her advice to us. We would like to thank the examiners for accepting to read our dissertation and for any remark they make to improve this work. We also owe our thank to students and teachers who participated in this study. Without their help, this work would not been carried out.

Abstract

Grammar is considered as one of the most important components that help EFL learners to communicate using English language. Writing effectively requires the appropriate use of tenses. The aim of this study is to enhance the use of the past simple tense in narration by adopting discourse analysis as an approach that enhances the use of the simple past tense in narrative texts. In order to confirm the hypothesis, we opted for a true-experimental method which consisted of a pre-test, three lectures and a post-test. The tests were administered to 40 students of second year 'licence' students at KMUO. After gathering data and analyzing the different problems EFL learners face when using the simple past tense in narration, finding out the solution to these difficulties is what discourse analysis can provide.

Key words:

Discourse analysis, Context, past simple tense, Narrative text, Grammar.

الملخص

يُعد النحو أحد أهم الركائز التي تسهل عملية التواصل لمتعلمي اللغة الإنجليزية كلغة أجنبية، و كذلك تتطلب الكتابة الجيدة الاستخدام المناسب للأزمنة النحوية. تهدف هذه الدراسة إلى تحسين استخدام الزمن الماضي البسيط باعتماد منهج تحليل الخطاب التي تعزز استعماله في النصوص السردية. اخترنا المنهج التجريبي الحقيقي المكون من ثلاث مراحل : أولاً ما قبل الاختبار وثانياً ثلاثة دروس تدريبية و ثالثاً ما بعد الاختبار لكي نؤكد على صحة الفرضية. وُزعت الاختبارات لأربعين طالباً من طلبة السنة الثانية إنجليزية ليسانس بجامعة قاصدي مرباح في ورقلة. حللنا المشاكل المختلفة التي تواجه مستعملي اللغة الانجليزية كلغة أجنبية و كذلك عندما يستخدمون الماضي البسيط في النصوص السردية و هذا كله بعد جمع المعطيات.

يسعى منهج تحليل الخطاب لإيجاد الحلول المناسبة للصعوبات المذكورة أنفاً.

الكلمات المفتاحية:

تحليل الخطاب و السياق و الماضي البسيط و النصوص السردية و النحو.

List of abbreviations

DA: Discourse analysis

EFL: English foreign language

List of figures

Figure (01): percentages of the pre-test.....	23
Figure (02): percentages of the post-test	24
Figure (03): the comparison of the two tests	25

List of tables

Table (01): The past simple with regular verbs	12
Table (02): Spelling of ‘ing’ and ‘ed’ forms	13
Table (03): Regular verbs: pronunciation of ‘ed’ endings	14
Table (04): The form of verb ‘to be’	16

Table of contents

Acknowledgments.....	I
Abstract	II
List of abbreviations	III
List of figures	IV
List of tables	V
Table of contents	VI

Introduction.....	1
1-Research background.....	1
2-Research problem	2
3-The purpose of the study	2
4- Research questions	3
5- Research hypothesis	3
6- Research method.....	3
7- Structure of the study.....	3
8- Limitation of the study	4
Definitions of key terms.....	5

Section one theoretical part

Chapter one	6
Introduction	6
1. Discourse analysis.....	6
1.1 The notion of discourse.....	6
1.2 The notion of discourse analysis.....	6
1.3 Form and function.....	7
1.4 Discourse analysis and grammar	7
1.5 Discourse analysis in the teaching grammar	8
1.6 Conclusion... ..	9

Chapter two the simple past tense in narrative text Section

one

Introduction	10
1. Definition of narrative text.....	10
1.1 Grammatical features of Narrating	10

Section two

2. Past simple tense	12
2.1 Definition of tense.....	12
2.2 The form of simple past tense	12
2.2.1 The past simple with regular verbs	12
A/ Spelling of 'ing' and 'ed' form	13
B/ Regular verbs: pronunciation of 'ed' ending	14

2.2.2 The simple past with irregular verbs	15
A/ The affirmative form.....	15
B/ The form of negative and questions.....	15
C/ The form of the verb ‘to be’	16
2.3 The past simple in use.....	16
2.4 Some difficulties in the simple past tense.....	17

Section two Practical Part

Introduction.....	19
1. Sample	19
2. Method	19
3. Means of research	19
4. The teachers’ interview.....	20
4.1 Analysis of the interview	20
5. The description of the experiment	21
5.1 The experiments.....	21
5.2 The procedures.....	22
5.3. The analysis of the pre-test results	23
5.4. Interpretation.....	23
5.5 The analysis of the post-test	24
5.6 interpretations	24
5.7 comparisons of the pre-test and post-test	25
5.8Validity	25
5.9. Reliability.....	25
Conclusion	26

General conclusion	27
Pedagogical implications	28
List of References	29
Appendices.....	31

Introduction

1. Research Background

Many people over the world attempt to learn English because it has become the lingua franca in many fields. EFL learners seek to master the four macro skills: listening, reading, speaking and especially writing. The latter is defined as written words in which the production of these words aids in shaping a text (Celce Murcia, and Olshain, 2000). This skill is an essential element because it provides one with the opportunity to express one's emotions, ideas and knowledge in a meaningful and effective way. Writing in EFL is one of the basic skills that EFL learners aim to achieve. Harmer (2001) points out that writing has been recognized as an important skill in language learning.

Grammar is considered as one of the most fundamental components that help EFL learners to communicate using the structure of English language when writing. It's defined by Lynch and Anderson (2013, p. 4) "as the rule system of a language, but it is also useful to think of it as a resource for expressing meaning". In the same sense, Ansell (2000, p. 25) sees that "the grammar of a language is an analysis of the various functions performed by the words of the language, as they are used by native speakers or writers". Considering grammar as set of rules makes people think that there is a one -to-one relationship between grammar and meaning (Lynch and Anderson, 2012. P.4). The grammatical rule enables learners to be communicatively competent in using language (Widodo, 2006). So, grammar plays an important role in language learning.

Traditionally, grammar was taught using different methods whereby rules were based only on linguistic components of language. That is to say, the main focus was only on the grammatical rules and items of lexis (linguistic knowledge) without giving importance to context. Thornbury (1999:69) sees that "language is context sensitive. This means that, in the absence of context, it is very difficult to recover the intended meaning of a single word or phrase". So, language teachers need to teach more than grammatical knowledge in order to make learners able to communicate effectively outside the classroom. As a component of the whole communicative competence, grammatical competence, like other components, provides such a framework where learners are enabled to use the rules of grammar effectively in real life situations. Nunan (1998) argues that if learners are taught grammar outside the appropriate

context, they will not be able to know how and for what reason forms are used in expressing the different functions (p.102)

As a grammatical category, tense is considered as one basic concept in the whole linguistic competence. Alterberg and Vago (2010, p. 156) argue that “time refer to a point in real life at which something occurs. Tense refers to the grammatical form of a verb”. Herring (2016) defines tense as the way of using a form of a verb in a sentence to express the time when the action occurs (p, 1013)

EFL learners face difficulties in using tenses in general and past simple tense in particular, especially in narration. This is mainly due to the fact that teachers too often focus on the form and neglect the context i.e., they tend to decontextualize sentences when using language (Olshtain and Celce-Murcia, P, 708). In order to develop EFL learners communicative competence in writing, teachers need to integrate both linguistic and non-linguistic components in teaching grammar in general and temporality in particular (Bruce, 2010, P, 10). Nunan (1998) points out that

"if learners are not given opportunities to explore grammar in context, it will be difficult for them to see how and why alternative forms exist to express different communicative meanings" (P, 102)

So, teachers need to take the context into account for the sake of making learners aware of how and for what reasons forms are used to express various meanings in communication.

2. Research Problem

Traditionally, teachers taught tenses following a structural approach i.e. they focused only on the grammatical rules and decontextualized sentences. They presented grammar rules to their students only for the sake of drilling and memorization. Second Year English 'licence' students, among other students, face difficulties in using tenses appropriately in writing, especially in narrating.

3. The Purpose of The Study

The aim of this study is to enhance the use of the past simple tense in narration by second Year 'licence' students at KMUO through a discourse analysis approach. Also, it aims to examine the extent to which a discourse analysis approach is beneficial to teach English

grammar to EFL learners and to raise their awareness in using language in general and grammar in particular.

4. Research Questions

The present research aims to provide an answer to the following research questions

- 1- Are second year 'licence' students' of English aware of using the past simple?
- 2- What are the main causes behind the inappropriate use of the past simple tense by second year 'licence' students' of English in narrating?
- 3- Does a discourse analysis approach enhance the use of past tense among second year 'licence' students' of English in narrating?

5. The Hypothesis

The main hypothesis in this study is: a discourse analysis approach enhances the appropriate use of past simple tense in narration.

6. Research Methodology

This study is conducted on second Year 'licence' students at the Department of English at KMUO. To collect data, we have interviewed with teachers. Also, we opt for a descriptive and analytic method to describe and analyze students' errors in using the past simple tense. In addition, we opt for a true-experimental method in which the pre-test, three training sessions and a post-test are designed to measure students' development concerning the use of past simple tense. Afterwards, we try to draw a conclusion about the contribution of discourse analysis approach in enhancing the use of past simple by comparing the pre-test results with the post-test ones of the experimental group.

7. Structure of The Study

This study contains two parts, a theoretical part and a practical one. The former includes two chapters. The first chapter is devoted to discourse analysis; its definition, form and function, discourse and grammar and discourse and grammar teaching. The second chapter is divided into two sections: narrative text and past simple tense. The practical part presents the methodology and data collection. It explains the methods and the tools used in the analysis of the findings. It is followed by a general conclusion.

8. Limitations of The Study

The present study has some limitations. We cannot pretend that this study has dealt with all the different problems that EFL learners face when using the past simple. We selected one group out of a total large number of students at KMUO. Consequently, the findings cannot be generalized.

Definitions of Key Terms

Discourse Analysis: “discourse analysis is concerned with the study of relationship between language and context in which it is used” (McCart, 1991.p. 05). Discourse analysis has an effect role in the teaching program that aids both teachers and learners (Demo, 2001)

Context: Halliday and Hassan (1976. P, 17) state that “a text always exists in the context, the notion of context is inseparable”. They said that the context can influence the text because the context of situation is feature which is relevant to speech.

Grammar: is set of rules that combine meaning and words to form new sentences to constitute the grammar of a language.

Chapter one: Discourse analysis

Introduction

This section is devoted to discourse, its origin and its applications. After that the relationship between form and function will be tackled. Then, we will attend to the role of DA in teaching grammar.

1.1 The Notion of Discourse

The term 'discourse' dates back to the 14th century. Discourse is taken from the Latin word 'discursus' which means a 'conversation' (Drid, 2010). That is, the term discourse has not appeared recently. Rather it existed before.

The term discourse is defined as "a serious speech or piece of writing on a particular subject" (Longman Dictionary of Contemporary English, 2001, p.388). In its general sense, discourse takes into account both the spoken and the written discourse.

According to Van Dijk (1997), the definition of discourse is linked to three dimensions which are language, communication and interaction. In other words, discourse does not merely deal with the study of language use. It goes beyond these boundaries. It seeks to understand how people communicate with others and how they interact. It is also defined "as stretches of language perceived to be meaningful, unified and purposive" (Cook 1989:158). That is to say, discourse refers to language which is meaningful and functional.

Within discourse analysis, there are two essential terms which are 'text' and 'discourse'. For some linguists, the terms are used interchangeably, for others they are distinct. Suffice it to say that "text refers to any written record of a communicative event" (Nunan, 1993, p.6). Whereas, "the term discourse refers to the interpretation of the communicative event in context" (p.7). The communicative event may include the written language or the spoken one. Nunan (1993) lays stress on the importance of context where discourse is embedded. For him (ibid), there are two types of context, the linguistic context and the non-linguistic one. Without context one cannot realize the intended meaning of a given text.

1.2 The Notion of Discourse Analysis

The term discourse analysis has been introduced by many linguists. For Celce-Murcia and Olshtain (2000), discourse analysis is "...the study of language in use that extends beyond

the sentence boundaries" (p.04). That is, it does not study only the internal relationship between sentences, but it also tries to look for what surrounds the sentence. Discourse analysis is multidisciplinary. That is, it takes from different disciplines, including linguistics, psychology, anthropology...etc. According to Brown and Yule (1983, p.01), "Discourse analysis is the analysis of language in use". That is to say, it is an approach used for describing, analyzing and understanding the language in which the context is considered as the corner stone.

1.3 Form and Function

In the last twenty years, language teaching has seen a long debate concerning whether teachers need to focus on form and accuracy or on meaning and fluency (Seedhouse, 1997). On the one hand, focusing merely on form and accuracy in classroom activities will create many problems. As Seedhouse (1997, p.377) points, "the learner highlights the lack of correspondence between the forms practiced and any kind of real world meaning". Therefore, learners will fail to practice linguistic forms outside the classroom. On the other hand, focusing merely on meaning and fluency can help learners to improve their communicative competence. However, learners cannot improve accuracy because teachers do not give enough attention to linguistic forms. Thus, teachers should combine both form and meaning in the classroom. This combination of fluency and accuracy is called "actual focus" (Seedhouse, 1997). Ellis (1994:639) suggests two approaches to help teachers focus on both form and meaning. The first possible approach is that activities need to be designed to make learners communicate and focus on particular formal properties at the same time. The second approach is that teachers can give feedback on errors made by learners during the course.

1.4 Discourse and Grammar

Traditional grammar studied the structure of sentences and how words are related to one another. Grammarians at that time, used to decontextualize items from their real use. In other words, they did not take the context into consideration. MC Carthy (1991, p.34) argues that structuring the individual utterance, clause, sentence, structuring the larger units of discourse and creating textual coherence are ultimately inseparable. In other words, individual items cannot be separated from their context.

1.5 Discourse Analysis in the Teaching of Grammar

Through time, many approaches were adopted to teach grammar. Teachers taught words and sentences following structural approaches. That is, they presented grammar rules out of context to be memorized by students. As a result, students failed and made errors when applying these rules in using language. Students need to learn the rules within context and need to be aware of forms with various meanings. Thus, discourse analysis was adopted very recently by language teachers. This approach enables learners to use linguistic devices within context. It provides activities undertaken in language classrooms in order to enable learners to focus on different discourse features (Olshtain and Celce- Murcia, p.708). Classroom activities need to be the mirror that represents real life situations for the sake of developing learners' awareness of linguistic choices which are attached to specific features (ibid). Hence, grammar teachers need to link language structure with its meaning in order to enable learners to be a communicatively competent. The aim of adopting discourse according to Platridge (2006) is the fact that

“Discourse analysis focuses on knowledge about language beyond the word, clause, phrase and sentence that is needed for successful communication. It looks at patterns of language across text and considers the relationship between the language and the social and cultural context in which it is used. Discourse analysis considers the way that the use of language presents different views of the world and different understanding. It examines how the use of language is influenced by relationship between participants”(p.02).

The adoption of discourse analysis in language teaching, especially in teaching tenses is very helpful for students because it raises their awareness of the different contextual uses of tenses. In this sense, Olshtain and Celce Murcia (ibid. 714) points that “knowing the tense – aspect system in English cannot mean only knowing which forms constitute each tense – aspect combination, but must also mean knowing how each tense –aspect combination can be used to create temporal continuity as well as signaling other relationships within the larger text”. Thus, EFL learners need to become aware of the conditioning role of discourse and context which guides them in making appropriate choices (ibid).

Conclusion

We have seen that the traditional approaches to teaching grammar failed because they presented sentences out of context and made EFL learners face difficulties in using language outside classroom. Also, we have tackled discourse analysis and its benefits in teaching grammar in which the context plays an important role in raising students' awareness in using language in real life situations. In the next chapter, we will deal with the past simple tense in narrative texts.

Chapter two: Past Simple in Narrative Text

Introduction

In the previous chapter, we dealt with discourse analysis and its benefits in teaching grammar in general and the tense system in particular. The simple past tense is used frequently in narrative texts. This chapter is divided into two sections. The first section is devoted to the narrative text, its definition and its grammatical features. The second section deals with the past simple tense, its definition, its structure and its different uses. Also, we will look at some difficulties that learners face when they use the simple past tense.

Section One Narrative Text

1. Definition of Narrative Text

Narration is one of the most common genres that is understood and read of all the genres (Knapp &Watkins, p. 221). It is defined according to Heffernan and Lincoln (1982, p. 86) as “a succession of events. The simplest kind of narration follows chronological order: the order in which the narrated events actually occurred or could have occurred”. Also, Hogins (1978, p. 66) sees that “narration tells story, the story of a sequence of events. Something happens over a period of time”. Dietsch (2003, p. 123) states that “ narration is used not only in fiction writing but also to relay news of a neighborhood or news of nation, to share research data, to write reports and other documents. Histories, biographies, journals, college papers, magazines, and even advertisements include a narrative. Narrative is a powerful tool that can captivate an audience- stirring the imagination, eliciting empathy, and lending weight to opinion”. From the definitions above, it shows that narrative is a piece of text which tells a story, and presents action with a variety of purposes.

1.1 Grammatical Features of Narrating

According to Watkins and Knapp (2005: 221), there are specific grammatical features of narrating

1.2.1 When sequencing people and events in time and space, narrating typically uses

1) Action Verbs

E.g. One day the man and his son **went collecting** fire-wood. They saw a golden tree. They went slowly over to the tree. When they **got** closer to the tree they **heard** a voice **coming** from the tree.

2) Temporal Connectives

E.g. We **then** looked at some games and equipment. **After** lunch we walked up to the Sydney Morning Herald and saw how they make papers. **After** that we caught the train back to Marrickville.

1.22. Recount and stories are typically written in the past tense unless quoting direct speech

E.g. They **were** poor because their pig **ate** them out of house and home and he **didn't** **share** with the other animals. His name **was** Bob. 'You **should go** on a diet' **said** Clarabelle.

1.23. In action sequences, mainly action verbs are used, while in reflections/evaluations, mental verbs predominate

E.g. Bells **were ringing**, sirens **screeching** and people **were running** everywhere.

Maria **didn't know** what to do next. She **thought** about her mother and **wondered** what was in her head.

1.24. Narratives often use action verbs metaphorically to create effective images

E.g. It was a terrible argument. Words were **flying** everywhere.

1.25. Narratives often use rhythm and repetition to create particular effects

Riding. Riding. The boy went **riding** across the wintery moor, far away from the strife of his unhappy home.

1.26. Plays with sentence structure is another common feature of narratives. Often sentences comprising one word or a short phrase are used to create poignant effects

Anger, silence. As the vengeful brother prowls the streets

Rose slowly opened the old wooden door. **Dark.** There was nothing but black.

The aforementioned narrative is used to tell stories and to describe an event happened in the past. It has some special features. One of these features is the frequent use of the past simple tense.

Section Two Past Simple Tense

2.1 Definition of Tense

The simple past tense is a temporal category in English grammar. Grammarians define it differently. Schramfer (1992, p. 42) states that “simple past tense indicates that an activity or situation began and ended at particular time in the past”. This idea is supported by the statement of Thomson and Martinet who define the simple past as a tense that refers to action that began and finished in the past (1986, p. 162). Swan (1980) states that “simple past tense is the most often used to talk about past, it can refer to short quickly finished actions and events, to longer actions and situations, and to repeated happenings” (p. 469). The definitions above show that the simple past tense is used to talk about an action that began and finished in the past.

2.2 The Form of Simple Past Tense

In the simple past tense, there are two types of verbs which are regular verb and irregular verb. According to Farbman (1985, p. 19), “the simple past form of verb is a single word, without auxiliaries that expresses the simple past tense. Often, the simple past is just the base form with - ed to the end. But there are many irregular verbs whose simple past form do not end in - ed”. So, learners need to be careful when they use it in their writing. The formula of each type consists of three parts: statement, negative and question.

2.2.1 The Past Simple with Regular Verbs

Statement	I-You-She- He – It- We- They worked yesterday
Negative	I-You-He–She-It-We- They did not (didn't) work yesterday
question	Did I-You-He-She-It-We- They work yesterday?
Short answer	Yes, I-You-He-She-It-We-They did . No, I-You-He-She-It-We-They did not .

Azar (2003, p. 25)

A/ Spelling of -ing and -ed Forms

This table is based on Azar (ibid, p. 29) classifications which show the spelling rules of regular verbs

End of verbs	Double the consonant?	Form	Simple -ing	-ed	Rule
-e	No	(a) Smile Hope	smiling hoping	smiled hoped	-ing form: drop the -e , add -ing . Ed form just add d .
Two consonants	No	(b) help Learn	helping learning	helped learned	If the verb ends in two consonants, just add -ing or -ed
Two vowels+ one consonant	No	(c) rain Heat	raining heating	rained heated	If the verb ends in two vowels a consonant, just add -ing or -ed
One vowel+ one consonant	Yes	One-syllable verbs (d) stop stopping stopped Plan planning planned			If the verb has one syllable and ends in one vowel+ one consonant, double the consonant to make the-ing or ed forms.
	No	Two- syllable verbs (e) visit visiting visited Offer offering offered			If the first syllable of a two- syllable verb is stressed, do not double the consonant.
	Yes	(f) prefer preferring preferred Admit admitting admitted			If the second syllable of a two-syllable verb is stressed, double

			the consonant.
-y	No	<p>(g) play playing played Enjoy enjoying enjoyed</p> <p>(h) worry worrying worried Study studying studied</p>	<p>If the verb ends in a vowel + -y, keep the -y. do not change the -y to -i.</p> <p>If the verb ends in a consonant + -y, keep the -y for the -ing form, but change the -y to -I to make the -ed form.</p>
-ie		<p>(i) die dying died Tie tying tied</p>	<p>-ing form: change the -ie to -y and add -ing</p> <p>-ed form: just add -d.</p>

Exceptions: Do not double “w” or “x”: snow, snowing, snowed. Fix, fixing, fixed.

B/ Regular Verbs: Pronunciation of –ed endings

<p>(a) Talked = talk/t/ Stopped = stop/t/ Hissed = hiss /t/ Watched = watch/t/ Washed = wash/t/</p>	<p>Final -ed is pronounced /t/ after voiceless sounds.</p> <p>You make a voiceless sound by pushing air through your mouth. No sound comes from your throat.</p> <p>Examples of voiceless sounds: /k/, /p/, /s/, /ch/, /sh/.</p>
<p>(b) Called = call/d/ Rained = rain/d/</p>	<p>Final -ed is pronounced /d/ after voiced sounds.</p>

Lived = live /d/ Robbed = rob /d/ Stayed = stay /d/	You make a voiced sound from your throat. Your voice box vibrates. Examples of voiced sounds: /i/, /n/, /v/, /b/, and all vowel sounds.
(c) Waited = wait / d/ Needed = need / d/	Final -ed is pronounced / d/ after “t” and “d” sounds. / d/ adds a syllable to a word.

Azar (ibid, p. 28)

2.2.2 The Simple Past with Irregular Verb

With irregular verbs, there are different ways in which the form of the past takes some changes. Eastwood (1999, p. 383) shows the list of irregular verbs, see the appendices

A/ The Affirmative Form

The affirmative form of simple past tense in irregular verb is follows

S+ verb (irregular)

Examples

We took some photos.

I won the game.

The train left on time.

B/ The Form of Negatives and Questions

According to Eastwood (1999, p. 18), we use **did** in negatives and questions.

Negative

S + DID NOT + stem

Interrogative

DID + S + stem

Examples

Did you **ring** home?

What **did** you **tell** the police?

From the examples above from Eastwood (ibid), we noticed that the form of the verb is the same in all pronouns except with the past tense of verb ‘**to be**’.

C/ The Form of Verb To Be

Statement	He-It was in class yesterday We-You-They were in class yesterday
Negative	I-She-He-It was not (wasn't) in class yesterday We-You-They were not (weren't) in class yesterday
Question	Was I-she-he-it in class yesterday? Were we-you-they in class yesterday?
Short answer	Yes, I-she-he-it was. Yes, we-you-they were. No, I-she-he-it wasn't yes, we-you-they weren't.

Azar (2003, p. 25)

2.3 The Past Simple In Use

There are different uses of the simple past as shows below

A/ Finished Periods of Time in The Past

Parrott(2000, P. 219) points out that “we often use an expression such as ‘last week’, ‘at the weekend’, ‘in 1972’, ‘three years ago’, or when we were on holiday to make it clear that the period of time is finished”. It means that the past simple has specific time markers. The latter help EFL learners to understand which tense is used in a given text

B/ Precise Detail

According to Parrott (2000) “we also use the simple past when we provide precise circumstantial detail about an event (e.g. we can say I’ve had my appendix out but we have to use the past simple as soon as we specify, for example, where or how- we don’t say I’ve had

my appendix out in Warsaw but I had my appendix out in Warsaw)”. Hence, we use the past simple when we extend detail about a specific situation (p. 219).

C/ Time Anchor

Parrott (ibid, p. 220) states that

“In telling stories and describing what happened in the past we use the past simple as a ‘time anchor’- to establish the key ‘time frame’ of events. We also use the past simple to describe the key event that moves the story forward. Teachers often focus exclusively on the use of the past simple for events within a finished period of time, leaving its use in narrative until later”

So, we use the simple past tense in telling stories and for ended events.

D/ Different Kinds of Events

Parrott (ibid, p. 220) argues that “some languages use different tenses for different kinds of past events (e.g. ‘momentary’ as opposed to ‘extended over a period of time’ or ‘repeated’). In English, we can use the past simple for many kinds of events”.

2.4. Some Difficulties in The Simple Past Tense

EFL learners face several difficulties in using the past simple tense. Many of them are confused to use both regular and irregular verbs. This difficulty can be related to the form or to the use of the past simple tense.

A/Difficulties in The Form of The Past Simple

Thornbury (2001, p.46) sees that "Typically, learners go through four, possibly five, stages in their acquisition of these forms":

- 1- They use the one form for both present and past.
- 2- They start to produce correct past forms.
- 3- They attach the regular past ending to the verb.
- 4- They may even produce a mixture of regular and irregular.
- 5- They consistently produce the correct form.

In other words, EFL learners generally have difficulties in forming irregular verbs because they overgeneralize the rule of the past simple of regular verb by adding -ed at the

end of irregular verbs. Sometimes, learners find difficulties in the spelling of the simple past. For example, they do not double the consonant after a stressed vowel like when they write ‘stoped’ instead of ‘stopped’.

B/ Difficulties in The Use of The Past Simple

Many students face difficulties in using the past simple tense. Sometimes, they are confused whether to use the simple past tense or the past perfect because both aspects are used interchangeably to describe completed actions in the past.

In conclusion, students need to be aware of the different changes of form of verbs when they construct the past simple tense. As well, they need to take into account some spelling rules of regular verbs. Parrott (2000) argues that “learners often have difficulties using the forms of the past simple. In particular, they often need opportunities to study and practice”:

- * Question and negative forms.
- * Irregular past tense forms.
- * The spelling of regular past tense forms.

Introduction

This study aims at enhancing the use of the simple past tense in narrative texts by Second Year 'licence' students through a discourse analysis approach. To achieve the objectives of the research questions, a pre- test, formal training sessions and a post- test were administrated to a group of forty (40) students and an interview was carried out with teachers of English at KMOU.

This chapter presents the analysis and the interpretation of data collection to confirm or refuse the following proposed hypothesis: a discourse analysis approach helps to enhance the students' use of the simple past tense in narrative texts.

1- Sample

The present study took place at the Department of English, UKMO, during the academic year 2017/ 2018. A group of forty (40) second year 'licence' students took part in this study. They were selected randomly from both sexes: males and females. Age and gender are not taken into consideration. They share the same learning background.

2- Method

In order to confirm the effectiveness of teaching the simple past tense in narrative texts under a discourse analysis approach, we opted for a true- experimental method to conduct this study. The interviews were carried out to gather data. Then, an experiment was conducted on one group of second year 'licence' students of English using a pre- test, four formal training sessions and a post- test. All the methods helped the researchers to study the changes and the variance in the individual's performance.

3- Means of Research

In this study, two sources were used to gather data: an interview and an experiment using the intervened. A good amount of data was gathered. In the experiment, two tests and four formal training sessions were assigned to forty (40) students. Then, the comparison of the two tests was made.

4- The Teachers' Interview

The interview was carried out with teachers of English at KMUO. It was made by meeting each teacher individually. All the interviewees have experience in teaching grammar at the university.

The interview consisted of eight (08) open questions. These are arranged for the sake of finding teachers' attitudes towards teaching English grammar and knowing their attitude concerning the use of context in teaching the simple past tense in narrative texts.

4.1 Analysis of The Interview

The first question was whether they like teaching grammar or not. All of them stated that they do like teaching it and they find it very interesting. Then, they were asked about the method that is adopted in teaching the simple past tense in narrative texts. Teachers had different opinions. One prefers teaching grammar in context. i.e. not in isolation. According to him, teaching grammar in context will help both teachers and learners. Other preferred teaching grammar using traditional methods. For example, one relies on the direct method; providing students with the rule and then gives them examples. Another adopts grammar translation method (GTM). He states "I use the GTM because it combines translation with grammar". Then, teachers were asked whether they use authentic materials while teaching the simple past tense or not. Two teachers, answered 'No', the only thing they prefer to use is books. While others answered by 'yes'; in that, it is very helpful, especially in teaching the simple past tense by using audio materials in which students listen to the story and then answer the questions.

Another question was put to teachers about focusing on the structures or functions while teaching. Two teachers answered this question by saying that it is a mixture of both structure and function. Whereas, others prefer focusing on functions. According to them, focusing on function will help the students to know the purpose the element is used for. Thus, he will not face a great difficulty to use it appropriately. After that, teachers were asked whether they put students in context when teaching the simple past tense. Some of them put students in context. One stated that "if we do not focus on context, especially with tenses, everything will be mixed up". A teacher had another view. According to him, putting students in context is time consuming. Concerning the question about the use or misuse of the past simple, all teachers find that most of students misuse the past simple. Then, they were asked about the problem

that students might face when learning the simple past tense in narrative text. One teacher said “they have the problem of overgeneralization. Another problem is that students change tenses. For example, they move from the past simple to the past perfect. Also, they switch from the past simple to present continuous or present simple. Also, another teacher answered this question by saying that they do not make a clear distinction between past simple and past continuous or past perfect. This is due to the fact that they are not aware of using the simple past tense.

Finally teachers were asked to suggest some techniques to enhance the use of the past simple tense. One highly recommends using the rule of the simple past tense in context. The teacher will reach his/her objective in this way. Another suggests to provide a lot of materials by reading because reading short stories and novels will help in learning the past simple. A teacher stressed teaching the differences, similarities and all aspects, uses and usage of the past tense with past tense in Arabic. After highlighting the differences, we can teach the past simple in context. For him, the Mother tongue has an impact on the comprehension of the tenses. So, context has not apriority. One teacher recommended teaching tenses explicitly not implicitly. For him, the teacher must teach grammar explicitly and then puts the students on context.

5 The Description of The Experiment

5-1 The Experiment

The experiment was carried out using lectures and two tests. The pre-test was assigned to forty (40) second year ‘licence’ students. It aimed at evaluating students’ level of the use of simple past tense during the second semester. In this pre-test, participants were asked to conjugate the verbs between brackets of the short story. This test was given within a limited time (60 minutes)

After discussing the results of the pre-test, the first lesson was planned on time markers of the simple past tense. Then, the lecture was given to the participants applying the suggested approach. The aim was to raise students’ awareness about the notion of context and its contribution in enhancing the use of the simple past tense.

The first lecture was done in fifty minutes. Students were asked about their knowledge of past simple and narration. Then, a short story was distributed to the participants in order to read and pick up the different markers used in short story. After explaining the reasons of

using time markers in the short story, students were given extra time markers of the simple past tense.

The second lecture was also done in fifty minutes. It was about the past simple regular verbs. A short story was distributed to the participants. Then, the teacher read the short story and explained it to them. Before starting the lesson, students were asked to pick up all the verbs in the short story. After that, students were asked to choose regular verbs. At this time, the teacher started the lesson by explaining the different rules of regular verbs in the past simple and provided them with examples taken from the short story.

The third lecture was done in fifty minutes as well. It was on irregular verbs in the past simple. The same short story was distributed to the participants. Students were asked to pick up only the irregular verbs. The teacher started the lesson and gave them tips on how to conjugate irregular verbs.

After the three lectures, a post-test was administered to the students. They were asked to conjugate the verbs between brackets. The test was given in a limited time but the majority of them finished within the time allotted.

5-2 The Procedures

We followed three steps in order to analyse the scores: gathering, describing and identifying data. The latter was based on the correction of the pre-test and post-test. While in the description, the analysis of data was done by comparing the students' scores in the two tests: the pre-test and post-test. After the application of the lesson plan in the classroom and integrating discourse analysis in teaching the past simple tense i.e. focusing on context, it was remarked that the levels of students were different when comparing the two tests.

5-3 The Analysis of The Pre-Test Results

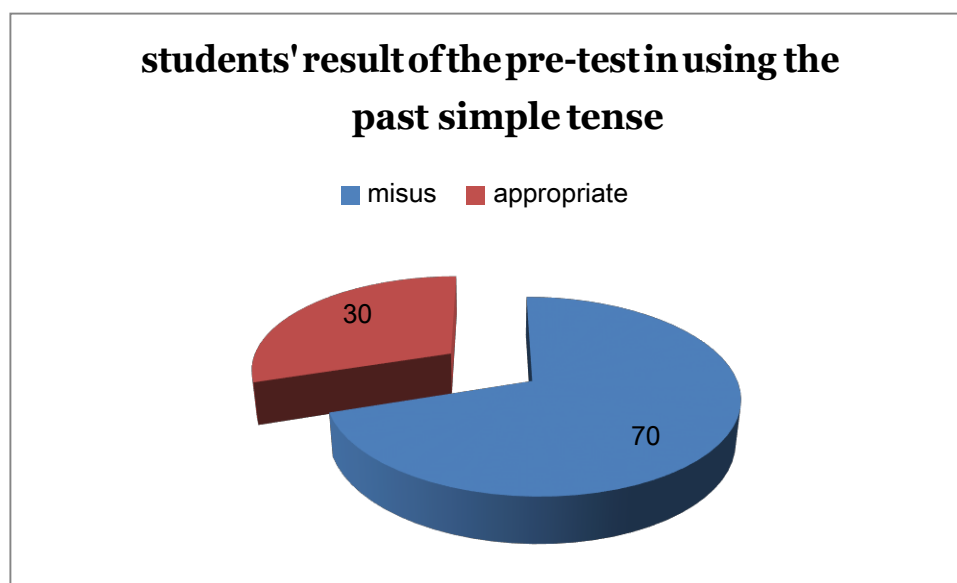


Figure (01): Percentages of The Pre-Test.

This figure shows the percentages of the students' using the past simple tense. It indicates that (30%) of the participants use the past simple appropriately and (70%) of them make a misuse when using this tense. This may be due to their overgeneralization of the rule or a mixture between past simple and past perfect.

5-4 Interpretation

We conduct a pre- test in order to check the students' level of using the past simple tense in narrative text before being trained. It was administrated to 40 students'. They were asked to read the story and conjugate the verbs in their correct form.

The results obtained from this test showed that the majority of students (70%) do not know how to use the past simple tense appropriately.

5-5 The Analysis of The Post-Test

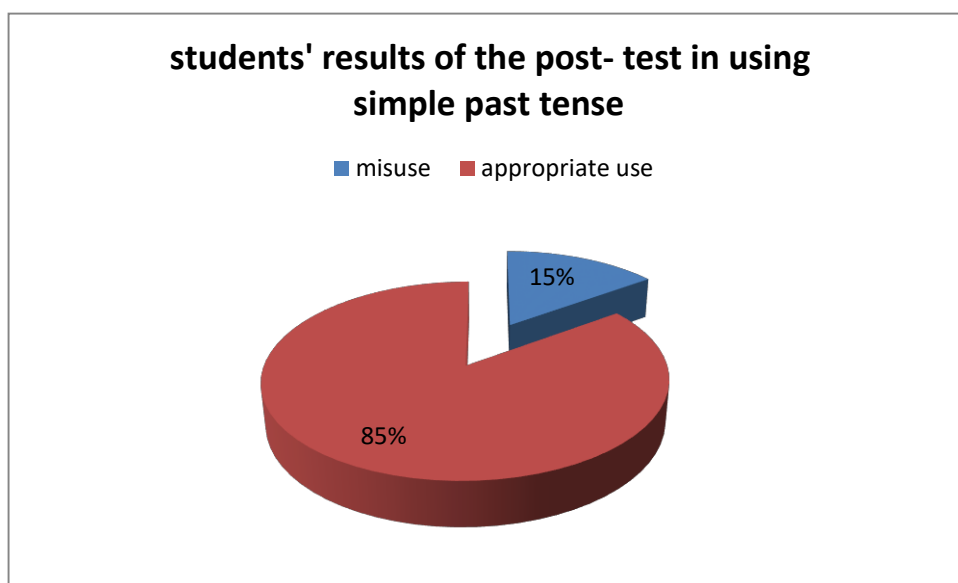


Figure (02): Percentages of The Post Test

Figure (02) shows the percentages of the students' using the past simple. The blue portion (15%) represents the students' misuse of the past simple while the red portion (85%) shows the students' appropriate use of simple past tense.

5-6 Interpretation

Figure (02) shows the students' performance in the post –test. Students' were asked to read the story and put the verbs into their correct form. They were divided into two categories. The majority of them 85% (the red portion) are able to use the past simple appropriately, while 15% of the participants (the blue portion) misuse the past simple.

5-7 Comparison of The Pre-Test and The Post-Test

The figure below indicates that the students' use of the past simple has improved in the post-test . that is, when teaching students the simple past tense within context, the appropriate use of it has been enhanced as it is shown:

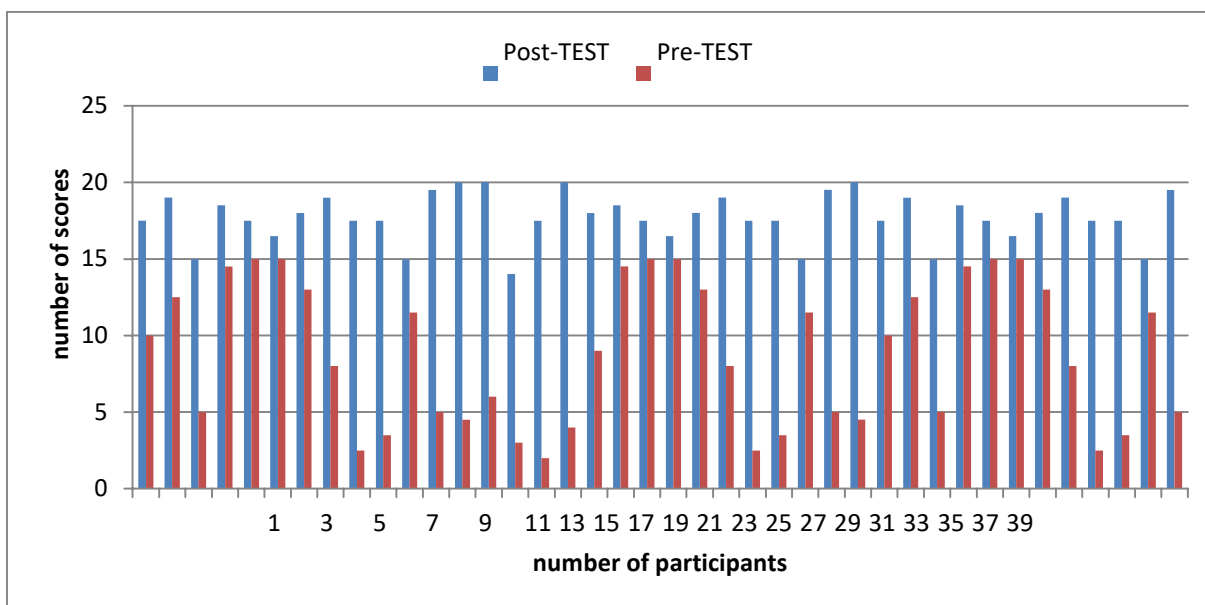


Figure (3): The Comparison of The Pre-Test with The Post-Test

5-8 Validity

Marezyk, De Matteo and Festinger (2005, p. 158) state that “validity is, therefore, a very important and useful context in all forms of research methodology. Its primary purpose is to increase the accuracy and usefulness of finding by eliminating or controlling as many confounding variables as possible” it is counted through comparison method.

5-9 Reliability

Marezyk, De Matteo and Festinger (2005) state that “reliability refers to whether the measurement is consistent” (p. 10). Thus, the pre-test and post-test were replicated for the second time to the same participants and we find the same results.

Conclusion

The practical part aims to confirm the hypothesis that a discourse approach enhances the use of the simple past tense in narrative text among second year 'licence' students of English at KMUO. The interview, the pre-test and post-test were administrated to the participants in this study for the sake of testing the validation of such a prediction. Based on the analysis of the results, it shows that discourse analysis enhances the use of the simple past tense. Thus, the hypothesis is confirmed.

General Conclusion

Nowadays, English is the first language used throughout the world. Many people seek to learn this language either for communication or writing. Having a high ability to communicate or to write using the English language, entails a high awareness to use tenses appropriately.

This study suggested that a discourse analysis approach is appropriate for the teaching tenses, particularly, the simple past. In this regard, we started to review the literature that has a relation to our study. This study contains two chapters. The first chapter is about discourse analysis. We talk about its origin and its applications. After that, we tackle the relationship between form and function. Then, we attend to the role of discourse analysis in teaching grammar. We saw how tenses were taught by reviewing the traditional approaches to teaching tenses. The second chapter is divided into two sections. The first section is devoted to the narrative text, its definition and its grammatical features. The second section is devoted to the past simple tense, its definition, its structure and its different uses. Also, we look at some difficulties that learners face when they use the simple past tense in narration.

Based on the prediction of the results of this research about whether or not a discourse analysis approach is appropriate for the teaching of the simple past tense in narrative text, the results obtained from the teachers' interview and the two tests revealed that the majority of students do not know how to use the simple past tense in a narrative text. This is because they are not aware of the notion of context. Also, they need more practice tasks about tenses i.e. they are not involved in communication tasks. Their deficiency in learning tenses contextually is due to the fact that teachers may use an inappropriate approach to teaching the simple past tense.

To find a solution to these problems, discourse analysis seems to be the appropriate approach for teaching the simple past tense. Since the earlier mentioned problems like misuse, overuse and the unawareness of the context in learning tenses, the suggestions we made that discourse analysis is the appropriate approach to the teaching of the simple past tense in narrative text.

Pedagogical Implications

It was noticed from the previous discussion that EFL learners face some difficulties in using tenses appropriately and particularly the simple past tense. This is because tenses are taught without giving importance to the context in teaching this grammatical category.

Therefore, due the teachers are either unaware of the effectiveness of discourse analysis that may help enhance their learners' use of the simple past tense, or they use inadequate methods in their teaching. In order to raise students' awareness and to enhance their use of the simple past tense in narrative text, which is the aim of this study, we highly recommend the following

- 1-** Teachers need to develop their teaching methods by raising their awareness of discourse analysis.
- 2-** Teachers should highlight the difficulties that students might face concerning the use of the simple past tense in narrative texts. Therefore, the teachers need to design syllabus for tenses that focus on the meaning and use.
- 3-** Teachers need to use authentic materials in their teaching and opt for the appropriate activities which reflect real life situations.

List of References

Books

- Ansell, M. (2000). *Free English Grammar*. 2nd edition. Copyright.
- Aterberg, E. P. and Vago, R. M. (2013). *English Grammar: understanding the Basics*. CUP.
- Azar, B. S. (1992). *Fundamentals English Grammar*. 2nd edition. New York. Jersey: Prentice Hall, Inc.
- Azar, B. S. (2003). *Fundamentals of English Grammar: with answer key*. Third edition: Longman
- Brown, G. and Yule, G. (1983). *Discourse Analysis*. Cambridge: CUP.
- Bruce, I. (2010). *Academic Writing And Genre: Systematic Analysis*. London: Continuum.
- Celce-Murcia, M., & Olshtain, E. (2000). *Discourse And Context In Language Teaching: A Guide For Language Teachers*. USA: CUP.
- Cook, G. (1989). *Discourse*. Oxford: OUP.
- Demo, D. A. (2001). *Discourse Analysis For Language teachers*. Digest, EDO-FL-01-07. Received from [http:// www.cal.org/resourced /digest/0107 demo.html](http://www.cal.org/resourced/digest/0107_demo.html)
- Dietsch, B. M. (2003). *Reasoning A writing English Well*. New York: McGraw. Hill.
- Drid, T. (2016). *Discourse Analysis: key concepts & perspectives*. Alathar Journal, UKMO Ouargla. Algeria.
- Eastwood, J. (1999). *Oxford Practice Grammar With Answer*. 2nd edition. Oxford: OUP.
- Ellis, R. (1994). *The Study of Second Language Acquisition*. Oxford: OUP.
- Ferbman, E. (1985). *A Grammar And Guide For Writers*. Boston: Houghton Mifflin Company.
- Halliday, M. A. K. & Hasan, R. (1976). *Cohesion in English*. Hong Kong: Longman
- Harmer, J. (2001). *The Practice Of English Language Teaching*. England: Longman
- Heffernan, J. A. W. & Lincoln, J. E. (1982). *Writing A College Handbook*. W. Norton & Company .
- Herring, P. (2016). *The Farlex Grammar Book : Complete English Grammar Rules*.
- Hogins, J. B. (1978). *Contemporary Exposition*. J. B Lippincott Company.
- Knapp, P. Watkins, M. (2005). *Genre, text, Grammar: Technology For Teaching And Assessing Writing*: University Of New South Wales Press

- Lynch, T. and Anderson, K. (2013). *Grammar for academic writing*. English language teaching centre: UOE
- Marczyk, G., DeMatteo, D., Festinger, D. *Essentials of Research Design and Methodology*. New Jersey: John Wiley & Sons, Inc.
- MC Carthy, M. (1991). *Discourse Analysis for Language Teachers*. Cambridge Language Teaching library. CUP.
- Nunan, D. (1993). *Introduction Discourse Analysis*. London: Penguin Books.
- Parrott, M. (2000). *Grammar For English Language Teachers: With Exercises And Key*. 2nd Edition. New York: C U P.
- Platridge, B. (2006). *Discourse Analysis: An Introduction*. London continuum
- Swan, M. (1980). *Practical English Usage*. OUP.
- Thomson, A. J., & Martinet, A. V. (1986). *Practical English Grammar*. 4th Edition. Oxford : OUP.
- Thornbury, S. (1999). *How To Teach Grammar*. Longman. England.
- Van Dijk, T. A. (Ed). (1997). *Discourse as Structure and Process*. London: SAGE publication LTD.
- Widodo, H. P. (2006). *Approaches And Procedures For Teaching Grammar* vol:5, NB:1 state polytechnic of Jember. East Java, Indonesia.

Journals

- ELT Journal Volume 52/2 April 1998. OUP.
- ELT Journal Volume 51/4 October 1997 ©. OUP.

Web Site

[www.islamicoccasions](http://www.islamicoccasions.com) .com



Appendices

List of Irregular Verbs by Eastwood (1999, p. 383)

Verbs	Past form	Verbs	Past form
Arise	Arose	Forget	Forgot
Be	Was, Were	Forgive	Forgave
Bear	Bore	Freeze	Froze
Beat	Beat	Get	Got
Become	Became	Give	Gave
Begin	Began	Go	Went
Bend	Bent	Grind	Ground
Bet	Bet	Grow	Grew
Bind	Bound	Hang	Hung
Bite	Bit	Have	Had
Bleed	Bled	Hear	Heard
Blow	Blew	Hide	Hid
Break	Broke	Hit	Hit
Breed	Bred	Hold	Held
Bring	Brought	Hurt	Hurt
Broad	Broad	Keep	Kept
Build	Built	Kneel	Knelt
Burn	Burnt	Know	Knew
Burst	Burst	Lead	Led
Buy	Bought	Lean	Leant
Catch	Caught	Leap	Leapt
Choose	Chose	Learn	Learnt
Come	Came	Leave	Left
Cost	Cost	Lend	Lent
Creep	Crept	Let	Let
Cut	Cut	Lie	Lay
Deal	Dealt	Light	Lit
Dig	Dug	Lose	Lost
Dive	Dived	Make	Made
Do	Did	Mean	Meant
Draw	Drew	Meet	Met

Dream	Dreamt	Pay	Paid
Drink	Drank	Put	Put
Drive	Drove	Read	Read
Eat	Ate	Ride	Rode
Fall	Fell	Ring	Rang
Feed	Fed	Rise	Rose
Feel	Felt	Run	Ran
Fight	Fought	Say	Said
Find	Found	See	Saw
Flee	Fled	Seek	Sought
Fly	Flew	Sell	Sold
Forbid	Forbad(e)	Stick	Stuck
Send	Sent	Sting	Stung
Set	Set	Stink	Stank
Shake	Shook	Stride	Strode
Shine	Shone	Strike	Struck
Shoot	Shot	Swear	Swore
Shrink	Shrank	Sweep	Swept
Shut	Shut	Swim	Swam
Sing	Sang	Swing	Swung
Sink	Sank	Take	Took
Sit	Sat	Teach	Taught
Sleep	Slept	Tear	Tore
Slide	Slid	Tell	Told
Smell	Smelt	Think	Thought
Speak	Spoke	Throw	Threw
Speed	Sped	Tread	Trod
Spell	Spelt	Understand	Understood
Spend	Spent	Wake	Woke
Spill	Spilt	Wear	Wore
Spin	Spun	Weave	Wove
Spit	Spat	Weep	Wept
Split	Split	Win	Won

Spoil	Spoilt	Wind	Wound
Spread	Spread	Write	Wrote
Spring	Sprang		

The Analysis of The Pre-Test

Verbs	Error identification	Error correction	Type of error	Number of errors
To live	There was living a poor widow	There lived a poor widow	Misformation	02
	There live a poor widow		Omission	02
To have	All they have was a cow called daisy	All they had was a cow called daisy	Misformation	07
To stop	When the cow stoped giving milk.		Misformation	18
	When the cow stop giving milk.		Omission	03
	When the cow stops giving milk.	When the cow stopped giving milk	Misformation	01
	When the cow had stoped giving milk.		misformation	01
To tell	Jack's mother tolled him.	Jack's mother told him.	Misformation	01
	Jack's mother tell him.		misformation	01
To meet	He meet an old man.		Misformation	05
	He mat an old man.		Misformation	02
	He meat an old man.	He met an old man.	Misformation	02
	He meetet an old man.		Misformation.	01
	He meted an old man.		misformation	03
To make	Jack maked the trade.		Misformation	07
	Jack makes the trade.	Jack made the trade.	Misformation	02
	Jack md the trade.		misformation	01

To throw	She threwed the beans out of the window.	She threw the beans out of the window.	Misformation	14
	She throwing the beans out of the window.		Misformation	01
	She had thrownd the beans out of the window.		Misformation	01
	She thraw the beans out of the window.		Misformation	01
	She trought the beans out of the windows.		Misformation	01
	She throwe the beans out of the windows.		Misformation.	01
	She throw the beans out of the window.			
To send	She sended jack to bed	She sent jack to bed	Misformation	03
	She send jack to bed		misformation	03
To grow	A giant beanstalk grow	A giant beanstalk grew .	Misformation	07
	A giant beanstalk growing .		Misformation	01
	A giant beanstalk groeing .		Misformation	01
	A giant beanstalk growed		Misformation	04
	A giant beanstalk had grown .		Misformation	01
	A giant beanstalk has grown .		misformation	01
	A giant beanstalk grown			

To find	He finded a magical land.	He found a magical land.	Misformation	06
	He fond a magical land.		Misformation	04
	He founded a magical land.		Misformation	01
	He founed a magical land.		Misformation	01
	He had found a magical land.		misformation	01
	He find a magical land.		misformation	01
To steal	Jack stealed gold	Jack stole gold	Misformation	03
	Jack steel gold		Misformation	01
	Jack stol gold		Misformation	06
	Jack steal gold		Misformation	01
	Jack steals gold		Misformation	01
	Jack was steal gold		Misformation	01
	Jack stool gold		Misformation	01
	Jack steald gold		Misformation	01
	Jack stold gold		Misformation	01
To reach	When jack reaching the ground	When jack reached the ground.	Misformation	01
	When jack was reach the ground		Misformation	01
To chop	Jack chopped down the beanstalk.	Jack chopped down the beanstalk.	Misformation	18
	Jack chap down the beanstalk.		Misformation	01
	Jack choping down the beanstalk.		Misformation	01

To Fall	The giant falled	The giant fell	Misformation	07
	The giant fall		Misformation	04
	The giant felt		Misformation	03
	The giant falls		Misformation	01
	The giant had fell		Misformation	01
	The giant fol		Misformation	01
	The giant was falled		Misformation	01
	The giand full		misformation	01
To Cut	Jack cuted down the beanstalk.	Jack cut down the beanstalk.	Addition	04
	Jack cute down the beanstalk.		Misformation	01
	Jack cutted down the beanstalk.		Misformation	07
	Jack cat down the beanstalk		Misformation	01
	Jack cought down the beanstalk		Misformation	01

Teachers: Ayaicha & Messselem

Time Allocated: 50mn

Objective: PWB T identify the time makers of the simple past tense in narrative text.

Time	Procedures	Interact	Learner's Task
10 mn	Stage one: warm-up * T greets her learners and welcomes them * T gives the students picture that contain an accident after that, the teacher ask them to describe it.	T L	Learners react
10mn 10mn 5mn 5mn 10mn	Stage two: presentation Step 1: the teacher ask the following questions 1- when can we use narration? 2- Which tense should be used when we want to talk about something happen in the past? *T distributes a short story for students and starts read and explain it. *T tasks students to pick up all the time markers in the short story. *T randomly, asks each learner to read out his/ her answer. *T discusses the answers with students. *the T elicits the different time markers of the simple past that the learners already know. *T provides the learners with new time markers of the simple past tense.	T L L T L L T T	Learners answer Learners interact Learners answer Learners take notes

Teachers: Ayaicha & Messselem

Time Allocated: 50mn

Objective: PWB T use the regular verbs of the simple past tense appropriately.

Time	Procedures	Interact	Learner's Task
10 mn	Stage one: Warm-up * T greets her learners and welcomes them * T asks the students about the previous lesson (review).	T L	Learners react
10mn	Stage Two: Presentation *T distributes a short story for students and starts read and explain it. *T asks students to pick up only the regular verbs of the past simple in the short story.	T L	Learners answer
10mn	*T randomly, asks each learner to write his/ her answer on the board.	L	
10mn	*T selects different regular verbs and writes the conjugation in different colors on the board.	T	Learners interact
20mn	Stating The Rules The form of the past simple with regular verbs as follows S+ v+ ed The rule of the regular verbs ends with 'y' If the verb ends with 'y' and before 'y' there is a vowel, we add 'ed' If the verbs ends with 'y' and before it there is a consonant, we remove the 'y' and replace it by 'I' and then we add 'ed'	T T	Learners take notes

Teachers: Ayaicha & Messselem

Time Allocated: 50mn

Objective: PWB T use the irregular verbs of the simple past tense appropriately.

Time	Procedures	Interact	Learner's Task
10 mn	Stage One: Warm-up * T greets her learners and welcomes them * T asks the students about the previous lesson (review).	T L	Learners react
10mn	Stage two: presentation *T distributes the same short story for students and starts read and explain it. *T asks students to pick up only the irregular verbs of the past simple in the short story. *T randomly, asks each learner to write his/ her answer on the board.	T L L	Learners answer
10mn	*T selects different irregular verbs and writes the conjugation in different colors on the board. Stating the rules	T	Learners interact
20mn	*The teacher starts to give them similar rules of conjugating the irregular verbs that have similar conjugation by changing the vowel of the verb and puts another vowel to have the correct conjugation. *The teacher provides the students with list of other irregular verbs to memorize them.	T	Learners take notes

The Questions of The Interview

- 1-** Do you like teaching grammar?
- 2-** Which method do you adopt when you teach the past simple tense?
- 3-** Do you use authentic materials?
- 4-** Do you focus on structures or functions?
- 5-** Do you put the students in context?
- 6-** Do students use /misuse the past simple tense in narrative text?
- 7-** What the problems might students face when learning the past simple tense in narrative text?
- 8-** What do you suggest to enhance the use of the past simple tense?

The Pre-test

Jack and the Beanstalk story

Try to read this story and put the verbs between brackets into their correct forms:

Once upon a time there **(to live)**..... a poor widow and her son Jack. All they **(to have)**was a cow called Daisy. When the cow **(to stop)**..... giving milk, Jack's mother **(to tell)**.....him to take their cow to the market and sell it. On the way,he **(to meet)**.....an old man who offered "magic beans" in exchange for the cow and Jack **(to make)** the trade. Whenhe arrived home without any money, his mom became angry. She**(to throw)**..... the beans out of the window into the garden and**(to send)**.....Jack to bed. During the night a giant beanstalk**(to grow)** Jack decided to climb it. At the top of the beanstalkhe **(to find)**.....a magical land where a giant lived. Jack**(to steal)**.....gold and a magic hen from the giant. The giant **(to chased)**.....Jack down the beanstalk. When Jack **(to reach)** the ground he took an axe and **(to chop)**..... down the beanstalk. The giant **(to fall)**..... and was killed when Jacked **(to cut)**down the beanstalk. Jack and his mother lived happily and in great comfort for a long, long time.

The First Training Session

Read the Story

Once upon a time, there was a king who ruled a prosperous country. One day, he went for a trip to some distant areas of his country. When he was back to his palace, he complained that his feet were very painful, because it was the first time that he went for such a long trip, and the road that he went through was very rough and stony. He then ordered his people to cover every road of the entire country with leather. Definitely, this would need thousands of cows' skin, and would cost a huge amount of money. Then one of his wise servants dared himself to tell the king, "Why do you have to spend that unnecessary" amount of money? Why don't you just cut a little piece of leather to cover your feet?". The King was surprised, but he later agreed to his suggestion to make a "shoe" for himself.



The Second and The Third Training Session

Read the Story

"A merchant and his donkey"

One beautiful spring morning, a merchant loaded his donkey with bags of salt to go to the market in order to sell them. The merchant and his donkey were walking along together. They had not walked far when they reached a river on the road. Unfortunately, the donkey slipped and fell into the river and noticed that the bags of salt loaded on his back became lighter. There was nothing the merchant could do, except return home where he loaded his donkey with more bags of salt. As they reached the slippery riverbank, now deliberately, the donkey fell into the river and wasted all the bags of salt on its back again. The merchant quickly discovered the donkey's trick. He then returned home again but re-loaded his donkey with bags of sponges. The foolish, tricky donkey again set on its way. On reaching the river he again fell into the water. But instead of the load becoming lighter, it became heavier. The merchant laughed at him and said: "You foolish donkey, your trick had been discovered, you should know that, those who are too clever sometimes over reach themselves."

The Post-test

Read the story and put the verbs between brackets into their correct forms:

One autumn evening, Charles and Beth (**to go**)..... to the theater. They (**to attend**) a play. The play (**to start**) at 7:00. Charles and Beth (**to enjoy**)..... the theater. After the play, Charles and Beth (**to walk**) Together in the park. They (**to walk**)..... beside the lake. The moon (**to be**)..... bright. They (**to talk**) about their future. When Charles and Beth (**to go**) home, their children (**to be**) not asleep. They (**to wait**)for Charles and Beth to return. They (**to be**) excited to hear about the theater! Charles told the children about the play. Then, Beth (**to put**) the children to bed. Charles and Beth (to be)..... very tired .