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DECLARATION OF AUTHENTICITY

I confirm to have conceived and written this paper in English all by myself. Quotations from other authors and any ideas borrowed and/or passages paraphrased from the works of other authors are all clearly marked within the text and acknowledged in the bibliographical references.

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1. INTRODUCTION

The importance of grammar in foreign language teaching and the question what a well-planned grammar lesson looks like have been debated throughout centuries. Various approaches and methods have been put forward which, as Thornbury (2010: 93) puts it, "have positioned themselves along a scale from 'zero grammar' to 'total grammar'"; and a range of different teaching sequences have been suggested. The nowadays widely accepted weak version of Communicative Language Teaching (CLT) follows the assumption that knowledge of grammar is important because it plays a role in the development of communicative competence. Despite this fact, no agreement has been reached as far as the most appropriate model for teaching grammar is concerned. However, in connection with the latter, researches such as McCarthy and Carter (1995), Willis (1996), Scrivener (2010) and Harmer (1996, 1998) agree that the traditional Presentation, Practice and Production (PPP) sequence is, for various reasons, not the best one to use; and also its revised version does not convince them. Nevertheless, as Harmer (1996: 7) and Nitta and Gardner (2005: 3) have found out, a presentation-practice approach is still the one used in many course books. This observation and the fact that course books may not only "influence what teachers teach" (McGrath 2002: 12) but also *how* they teach it, gave me the idea of examining selected Austrian course books with respect to the sequence they propose. In addition, it will be examined what they offer at the various stages. In order to do so, parts of three current Austrian course books for EFL learners, all based on the CLT approach, will be analysed. More precisely, the analysis concentrates on the units focusing on the Present Perfect Simple and the Present Perfect Progressive. These grammar points have been chosen because, due to differences in the usage and the formation of the Present Perfect in English and Austrian German and the non-existence of the progressive form in the last-mentioned language, they present a challenge for Austrian learners of English.

In general, this thesis consists of a theoretical part and an empirical study. Since the thesis concerns the analysis of grammar, the second chapter clarifies how this term is understood in this paper. It also takes a closer look at the recommendations the national curricula as well as the Common European Framework of Reference for Languages (CEFR) give for the teaching of grammar. This is followed by a chapter

on PPP and other teaching sequences, which is necessary for the development of the framework that is used for the discussion of the literature on grammar teaching and the course book analysis. Chapter four focuses on relevant terms, approaches and point of views concerning the three Ps. The last chapter of the theoretical part presents a model developed by Diane Larsen-Freeman (2001), which is then used for the description of the two grammar points under discussion. The second part of this thesis starts with a description of the study and the course books. This is followed by two in-depth analyses, of which one focuses on the presentation of the Present Perfect Simple and the other one on the treatment of the Present Perfect Progressive in the three course books. The guiding questions for the analyses are:

- In which way are the Present Perfect Simple and the Present Perfect Progressive presented?
- What is offered for practising the Present Perfect Simple and the Present Perfect Progressive?
- Is the production stage reached in all three course books?
- What kind of sequence do the course books suggest?

Finally, some suggestions for the improvement of the discussed teaching materials will be given.

2. THE TERM ‘GRAMMAR’ AND ITS PLACE IN THE CURRICULUM AND THE CEFR

Since the present thesis focuses on two aspects of grammar, it first needs to be clarified how the term ‘grammar’ is defined. In simple terms, grammar is “the way words are put together to make correct sentences” (Ur 1996: 75). This definition reveals that the term basically refers to the study of morphology and syntax. Additionally, it draws attention to the fact that traditionally grammar has been dealing with the analysis of language at the sentence level (Thornbury 2000: 1). Thornbury (2000: 3) further points out that grammar is more than “the study of what forms are possible”. It also provides information about the meanings these forms express (Thornbury 2000: 4). According to Ur (1996: 76), this aspect of grammar is often neglected in course books, since they often give priority to accuracy of form.

Grammar as it has been defined so far is also called ‘prescriptive grammar’ because it deals with what is believed to be correct language usage. There are, however, also other types of grammar. Contrary to a ‘prescriptive’ grammar, a ‘descriptive’ one looks at how language is actually used by its speakers and formulates rules on the basis of these observations. (Thornbury 2010: 91-92) In the context of foreign language teaching, ‘pedagogical grammar’ is a cover term for grammars meant for the use in the foreign language classroom. Thornbury (2010: 92) defines this type of grammar as follows:

> It is more selective than a linguist’s grammar, and while it is not intentionally prescriptive, it will probably be based on a standard form of the language. It will therefore exclude usages that are non-standard, even when these are used by a large number of native speakers. Most pedagogical grammars are formal rather than functional: they are organized around structural categories […], rather than functional ones.

For Greenbaum (1987 referred to in Chalker 1994: 32) pedagogical grammar is a course book which ideally shows the following characteristics: 1. It must be constrained by the length of class lessons; 2. it should be determined on psycholinguistic grounds, 3. grammar topics and material should be graded, 4. learners should be helped by having their attention drawn to general rules, 5. it should provide for practical applications. Since in this thesis individual units of three

current course book series will be analysed, especially the pedagogical definition of grammar will be relevant.

After the clarification of how the term ‘grammar’ is understood in this paper, it is worth taking a look at the recommendations the national curriculum and the Common European Framework of Reference for Languages (CEFR) give for the teaching of grammar.

The part of the national curriculum which is relevant for this thesis is the one focusing on the teaching of foreign languages at the lower secondary level. Under the heading ‘didactic principles’, this document emphasizes the importance of a contextualized presentation of grammar. Apart from that, it recommends that functional grammar teaching should be preferred to formal grammar teaching. As far as the approach to grammar teaching is concerned, an inductive presentation is suggested. Besides, it proposes to introduce grammatical structures whenever possible as lexical units and to avoid the teaching of the respective grammar rules. (Lehrplan Lebende Fremdsprache 2004: 2)

The CEFR, a document providing guidelines for “the elaboration of language syllabuses, curriculum guidelines, examinations, textbooks, etc. across Europe”, also stresses that grammar teaching has a place in the foreign language teaching classroom. It states that grammatical competence is “clearly central to communicative competence” (CEFR 2001: 151), which, according to the curriculum (2004: 2) and the CEFR (2001: 1), is the central learning goal. The term ‘grammatical competence’ is defined as “knowledge of, and ability to use, the grammatical resources of a language” (CEFR 2001: 112). Even though the CEFR descriptors specify what students are supposed to be able to do in reading, listening, speaking and writing at a certain level, they do not touch upon any grammatical structures they should master at the various stages. Unlike the national curriculum, the CEFR also does not argue in favour of a specific grammar teaching approach. Instead, it lists the following possibilities how learners can develop their grammatical competence (CEFR 2001: 152):

a) Inductively, by exposure to new grammatical material in authentic texts as encountered;
b) inductively, by incorporating new grammatical elements, categories, classes, structures, rules, etc. in texts specially composed to demonstrate their form, function and meaning;
c) as b), but followed by explanations and formal exercises;
d) by the presentation of formal paradigms, tables of forms, etc. followed by explanations using an appropriate metalanguage in L2 or L1 and formal exercises;
e) by elicitation and, where necessary, reformulation of learners' hypotheses, etc.

In addition, for an approach which involves the use of formal exercises this document recommends the subsequent exercise types (CEFR 2001: 152):

a) gap-filling
b) sentence construction on a given model
c) multiple choice
d) category substitution exercises (e.g. singular/plural, present/past, active/passive, etc.)
e) sentence merging (e.g. relativisation, adverbial and noun clauses, etc.)
f) translation of example sentences from L1 to L2
g) question and answer involving use of particular structures
h) grammar-focused fluency exercises

In the course book analysis to be found in the chapters seven and eight, these pieces of information will be considered when the questions are answered which kind of grammar presentation the course books suggest and which type of exercises they offer.

3. DISCUSSION OF DIFFERENT TEACHING SEQUENCES

In the course of the history of English language teaching, not only the role assigned to the teaching of grammar has changed, also a great number of apparently different teaching sequences have been proposed, especially since the traditional Presentation, Practice, and Production (PPP) procedure was increasingly challenged in the 1990s. Therefore, this chapter will introduce and discuss PPP and its alternatives and shall explain why I use the sequence first mentioned, albeit in a modified form, as a framework for the discussion of the theory of grammar teaching and the course book analysis.

3.1. PPP

As already mentioned, the three Ps stand for ‘Presentation’, ‘Practice’ and ‘Production’ and form the teaching sequence which was predominantly used when the Structural-Situational Approach, the British counterpart to Audiolingualism, was popular from the 1960s to the 1980s and which is still employed today (Richards 2006: 8, Richards and Rodgers 2001: 47). The basic idea behind the PPP sequence is to introduce and explain new language and to lead the students, through appropriate activities, from an accurate to a fluent use of it (Thornbury 2000: 128). In Skehan’s words (1996: 17):

> A focused presentation stage is followed by practice activities. These practice activities are designed to enable learners to produce rapidly and easily the material which has been presented. In the production stage opportunities are provided to use language freely and flexibly in the expectation that this will consolidate what is being learned and extend its range of applicability.

Scrivener (1996: 80) adds to these definitions the role the teacher plays within the sequence, which is basically the one of the “informant” (Byrne 1986: 2) and material selector; as well as what is demanded from the learners. He writes in this context (Scrivener 1996: 80):

> The PPP process […] is […] a smooth and logical progression from the teacher’s selection and teaching of discrete language items to the fully integrated use of these items in the learner’s own language, and from close teacher control of language to the learner’s independent use of the language to express his or her own communicative needs in the real world outside.

Both Skehan and Scrivener nicely summarize how the PPP model is defined. However, their definitions only give a rough idea of the three stages. When looked at in more detail, during the so-called ‘Presentation’ stage the teacher first provides the situational context for the new language structure to be acquired, for instance, through a text, a dialogue, a listening comprehension or a drawing; and introduces the meaning of the new item (Harmer 1996: 7, Harmer 2001: 60). Next, the teacher checks the learners’ understanding of the situation and, as Harmer suggests in his definition of PPP, may test if they can already produce the new item. Depending on the students’ ability to use the structure, the teacher may give an explanation or proceed to the ‘Practice’ or ‘Production’ stage. (Harmer 2001: 60-61) However, traditionally the teacher always draws the students’ attention to a particular language item he wants to teach and explains it to them using a deductive approach (Byrne 1986: 2). From the authors considered here, Thornbury (2010: 172) is the only one who explicitly states that the “rules of form and use [of the language item under discussion may be] elicited from the learners” and, thus, implies that PPP is not necessarily linked to deductive teaching.

At the ‘Practice’ stage, the focus is on the controlled internalization of the language structure which has been studied during the ‘Presentation’ phase (Ellis 1988: 21). In other words, the students do a number of practice exercises concentrating on accuracy, for instance, oral drills, matching exercises or sentence or dialogue completion exercises (Willis 1996a: 134). These exercises should be “meaningful and memorable” (Byrne 1986: 2).

Finally, the ‘Production’ stage aims at the automatization and the fluent use of the learned language item (Thornbury 2000: 93,128). In order to achieve both, the students are expected to use their entire linguistic knowledge, including the language item they have just learned, in free and more authentic activities, such as role plays or discussions; as well as in different contexts (Willis 1996a: 134, Thornbury 2010: 172).

A traditional PPP lesson follows exactly the sequence described above and introduces one pre-selected language structure after another. In addition, it proceeds

on the assumption that the students first have to become accurate, before they can become fluent. (Thornbury 2000: 129)

The order of the three Ps and certain characteristics began to be criticized when Communicative Language Teaching (CLT) came up, which foregrounds the development of communicative skills and fluency and, thus, gave rise to “a reversal of traditional methodological emphases” (Brumfit 1979: 183). The result was that the PPP sequence was revised and that Brumfit (1979: 183) suggested the following alternative version:

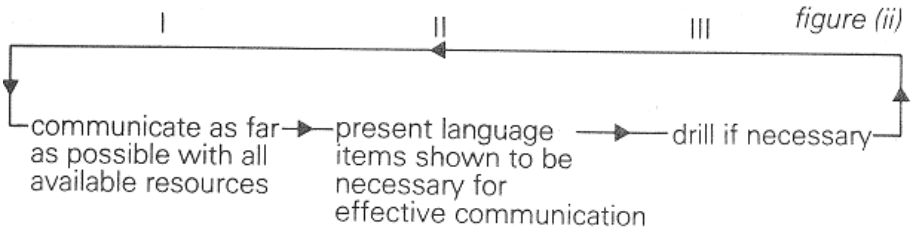


Figure 1. PPP sequence by Brumfit (1979: 183)

Brumfit’s sequence turns the traditional PPP sequence upside down and begins with a communicative language activity which allows the learners to use all the language at their disposal and casts light on problem areas and gaps in the students’ knowledge. Then, instead of focusing on a specific pre-selected language item as in the traditional sequence, the teacher’s observations are used to determine which structures the learners need in order to communicate successfully and, consequently, what has to be taught and practised. The reversal of the PPP sequence is also supported by Byrne (1986: 3), who highlights that “our main aim [in language teaching] is to get the learners to communicate”. In his revised version of PPP, however, he arranges the three components in a flexible circle, which allows for both the traditional and Brumfit’s teaching option, because he argues that they are equally useful and the choice of one or the other depends on “the level of the students, their needs and the type of teaching material being used” (Byrne 1986: 3).

Figure 2. PPP circle by Byrne (1986: 3)

The revision of the PPP sequence shows that the criticized random selection of language items was reconsidered and is no longer a fixed characteristic of the sequence. Apart from that, Harmer's suggestion at the 'Presentation' stage as well as Byrne's circle demonstrate that there is more than one option for how the three components can be sequenced. Nevertheless, PPP is still heavily criticized by more recent authors, whose arguments will be briefly summarized in the next subchapter.

3.2. Weaknesses of PPP

As already mentioned, particularly from the mid-1990s onwards researchers and teacher trainers, such as Willis (1996a), Scrivener (1996) and Skehan (1996), increasingly questioned the usefulness of the PPP sequence and identified a number of weaknesses, of which the most important ones shall be discussed.

First of all, the critics attack the assumption PPP makes about how language learning works, namely that it is "straight-line[d]" (Scrivener 1996: 80) and happens in an "additive fashion" (Willis 1996a: 135). This major criticism arose out of the fact that second language acquisition research has found out that, as Skehan (1996: 18) puts it, "[l]earners do not simply acquire the language to which they are exposed". To put it more precisely, a single language presentation, practice and production phase, as it is suggested in the PPP model, is not enough for acquisition to take place, since language learning is cyclical and, thus, requires repeated exposure and use in

different contexts. In this connection, Skehan (1996: 19) also points out that the order in which learners acquire grammatical structures is not a fixed and predictable one.

A second point of criticism is that PPP focuses on the teaching of only *one* grammar item at a time. In Willis' (1996a: 135) opinion this is problematic because it "restricts the learner's experience of language" and, thus, may hinder them in restructuring their interlanguage system. In other words, research has shown that language items are not learned separately, but that learners are simultaneously working on the acquisition of several grammatical structures. (Willis 1996a: 135, Skehan 1996: 19) This means that while learners are confronted with a structure they do not only form hypotheses about this particular one, but may use the input to become clear about other language aspects as well (Skehan 1996: 18). This criticism is justified for the traditional PPP sequence. However, neither Brumfit's (1979) nor Byrne's (1986) revised version defines that the teacher should concentrate only on *one* grammatical structure, once he or she has determined where the students have difficulties. In addition, the discussion of alternative teaching sequences in the following subchapter will show that they all include a stage at which the focus is on a particular structure.

Thirdly, Scrivener (1996: 80) denounces that PPP is too teacher-centred when he writes that "with PPP the entire sequence of classroom events is described from the teacher's perspective; it is possible to plan a lesson entirely without reference to the learners". His criticism is in so far justified as in lessons following the traditional PPP sequence the teacher is the leading light, due to his role as material selector, activity leader and informant. The discussed definitions of the stages and the versions of PPP, however, show that it does not have to be completely teacher-centred. More precisely, it does not exclude the use of more learner-centred teaching methods such as discovery learning (Thornbury 2010: 172).

Finally, also individual stages of the PPP sequence have been criticised. For instance, Scrivener (1996: 80) argues that the term "presentation" is much too narrow. More precisely, phases of a lesson in which arising problems are tackled, language items are revised or students explain grammar rules to each other do not fit into the definition of this term, nor into the ones of the other two 'Ps'. For Willis (1996a: 134-135) the 'Production' stage is more problematic because often the

sequence stops at the ‘Practice’ stage. If the final stage is reached, production is controlled, since it is expected that the students use the language they have just studied. This may lead to the problem that, as Willis (1996a: 134) formulates it, “they tend to overuse the target form”. However, it may also happen that the students are not yet ready to use the studied form and, consequently, do not use it at all at the final stage (Willis 1996a: 134). Although Willis’ arguments are all reasonable, again it has to be pointed out that, just as a PPP sequence like Byrne’s (1986) may include free production activities, the alternative sequences may comprise some which are rather controlled. Besides, the two last mentioned problems are, in my opinion, not unique to lessons following the PPP model, but may also occur in those based on any other sequence.

These and many other points of criticism have led to the proposal of alternative teaching sequences. Therefore, alternative models developed by Willis (1996a, 1996b), McCarthy and Carter (1995), Scrivener (1996, 2010) and Harmer (1996, 1998) are reviewed in the next subchapter. In addition, it will be pointed out in how far they correlate with the PPP model and why the answer to this question is relevant for this thesis.

3.3. Alternative teaching sequences

3.3.1. TBL (Willis 1996a, 1996b)

The first alternative under discussion is **T**ask-**b**ased **L**earning (TBL), which Jane Willis (1996b: 53) describes as follows:

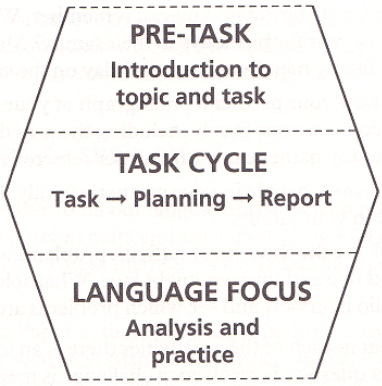


Figure 3. Willis’ TBL framework (1996b: 53)

As the illustration of the TBL framework shows, it starts with a ‘Pre-task’ phase in which the teacher familiarizes the students with the subject matter, for example, by means of brainstorming or pictures; and sets tasks which evoke words and phrases they may need for the completion of the following ones. Additionally, the teacher may use this stage to introduce relevant new vocabulary and to provide examples of how the students can go about the set task. Next follows the so-called ‘Task cycle’; consisting of a ‘task performance’, ‘planning’, ‘report’ and a ‘post-task’ phase. During the “task performance phase”, which focuses on fluency, the learners carry out the task without having to concentrate on any specific structures and the teacher acts as motivator and facilitator. After that, they plan their report about how they completed the task and what conclusions they reached. Since in this phase the focus is on accuracy, the teacher helps the learners to solve the language problems that come up. Subsequently, several groups give their reports and their results are discussed and compared. During the last phase of the task cycle, the students may learn how others solved the task by listening to recordings, or reading topic-related texts. Finally, the ‘Language focus’ stage serves to make the pupils aware of important language structures, which are mentioned in the recordings or readings, with the help of consciousness-raising activities. These are then analyzed in more detail, practised and noted down, before the learners do the same or a comparable task again in different groups. (Willis 1996a: 155, Willis 1996b: 56-58)

In Willis’ opinion, this framework is better than the PPP sequence and not simply a “sort of PPP upside down” (Willis 1996b: 61) because, in contrast to the latter, TBL “offers far more opportunities for free language use and the linguistic content of the language focus phase is far richer” (Willis 1996b: 136). To put it more precisely, the task which has to be completed creates a purpose for the students to communicate and in the final phase the focus is not necessarily on a single structure, but on several language features which are included in the discussed text or transcript. Further advantages which Willis sees in her framework are that the context for grammar teaching does not have to be invented because it is provided by the task, the language to be learned is not pre-selected by the teacher and discovery learning activities require the students to study certain structures more closely, instead of just imitating and repeating them. Besides, she points out that while PPP leads from

accuracy to fluency, TBL reverses this process and aims at integrating all four skills. (Willis 1996a: 136-137)

Although, Willis is at pains to make clear that her teaching proposal is totally different from the PPP model, it is not difficult to show that its stages can be equated with those of the sequence mentioned later. In other words, one could say that Willis' 'Pre-task' phase is equivalent to the 'Presentation' phase, since both introduce the topic, the context and important language structures which the learners may need for the following activities. The ensuing 'Task-cycle' largely corresponds to the 'Production stage' as Brumfit (1979) or Byrne (1986) would define it. However, it may also include a further 'Presentation' phase, if the teacher makes use of a recording to provide an example of how fluent speakers solved the task. Finally, the 'Language focus' stage combines an inductive 'Presentation' with a controlled 'Practice' phase and may be followed by another language production activity. Consequently, it can be concluded that Willis' proposal includes no stage which could not be equated with one of the PPP sequence and, therefore, it could also be described as follows: Presentation → Production (with optional presentation stage) → Presentation → Practice → Production.

3.3.2. III (McCarthy and Carter 1995)

The abbreviation 'III' stands for '**I**llustration', '**I**nteraction' and '**I**nduction'. This sequence was proposed by Michael McCarthy and Ronald Carter (1995), who criticize the comprehensive study of written grammar at the expense of the one of spoken grammar in grammar teaching. On the basis of extracts from the Nottingham corpus, they make clear that the patterns of spoken grammar frequently diverge from the rules of written grammar and, thus, emphasize that students need to be familiarized with oral grammar as well. In McCarthy's and Carter's opinion, the PPP sequence is inappropriate for this purpose because spoken grammar is better learned inductively and, consequently, it either has to be complemented or replaced by inductive teaching methods which raise students' language awareness through consciousness-raising activities. (McCarthy & Carter 1995: 207, 211, 216-217) Therefore, they have come up with their 'Illustration-Interaction-Induction' model, which they describe in the following way:

> ‘Illustration’ here means wherever possible examining real data which is presented in terms of choices of forms relative to context and use. ‘Interaction’ means that learners are introduced to discourse-sensitive activities which focus on interpersonal uses of language and the negotiation of meanings, and which are designed to raise conscious awareness of these interactive properties through observation and class discussion. ‘Induction’ takes the consciousness-raising a stage further by encouraging learners to draw conclusions about the interpersonal functions of different lexico-grammatical options, and to develop a capacity for noticing such features as they move through the different stages and cycles of language learning. (McCarthy & Carter 1995: 217)

In order to illustrate how this sequence works in practice, the authors provide the subsequent example for teaching ellipses at the upper-intermediate level. At the ‘Illustration’ stage the students look at real data taken from a corpus, in this case at a conversation from an advertisement, and are asked to mark those places where they think that words would be missing if it was a formal, written dialogue. Then, at the ‘Interaction’ stage, the students have to decide which answers from a list of options fit a given oral question. In a next step and based on their answers to the preceding task, the learners have to discuss which of the guidelines given describe best the rules for subject ellipsis in informal spoken English. At the final ‘Induction’ stage, the students get again extracts of spoken conversations and they are asked to indicate where words were left out and which ones. After that, the learners discuss the level of formality of the two extracts and, on the basis of all the material they have got, are expected to come up with their own rules for the kind of ellipsis under discussion. (McCarthy & Carter 1995: 217)

As the example shows, the III model does not resemble the PPP sequence as much as the TBL framework does because it comprises not all of the three ‘Ps’. In other words, the three phases of the III sequence actually correspond to the first ‘P’, the ‘Presentation’ stage. The only difference is that the presentation is a more detailed one and includes a focus on production during the ‘Interaction’ and ‘Induction’ stage. During the whole sequence, the study of the grammar point under discussion happens in an explicitly inductive way (McCarthy & Carter 1995: 207). Such a procedure is also possible when the revised PPP version is used. Consequently, in this respect the III model is not as completely different as claimed. The integrated production stages, however, pursue a different aim as in the PPP sequence. They do

not aim at the use of the studied grammar items in free communicative activities and, thus, on the development of students' fluency, but at the development of an understanding of the underlying grammar rules through discussions.

3.3.3. ARC (Scrivener 1996)

As subchapter 3.2 (weaknesses of PPP) has shown, the teacher and teacher trainer Jim Scrivener is a fierce critic of the PPP sequence. Therefore, he put forward his own descriptive teaching model consisting of the three building blocks '**A**uthentic use', '**R**estricted use' and '**C**larification' (Scrivener 1996: 82). The 'Authentic use' element refers to that stage of a lesson at which the focus is on fluency, on the transfer of meaning and on the unrestricted use of language for genuine purposes, such as taking part in conversations, writing stories, reading newspapers or listening to the radio. During the 'Restricted use' phase, the students practise specific structures selected by the teacher or preset by the book, in order to learn their accurate use. This happens, for instance, through oral drills, guided writing activities as well as through reading and listening exercises. Scrivener's model is complete with a stage called 'Clarification', during which the learners take a closer look at the form, meaning and use of one or more structures, are provided with explanations or formulate rules themselves, get information where they can look things up and do error or sentence analyses. (Scrivener 1996: 84-86)

The three elements of Scrivener's model do not follow a fixed order, but may occur in many different constellations. Scrivener himself describes the following six possibilities of how lessons may be structured (Scrivener 1996: 87-89, 2010: 273, 279-282):

1. *CRRA*: The first sequence starts with an explanation of a structure by the teacher, which is followed by two practice exercises, for instance, a speaking and a writing exercise. Then, the learners use the newly acquired knowledge in a freer language activity. This teaching cycle is basically similar to PPP, a fact which Scrivener (1996: 87) also recognizes.
2. *RCR*: In the second lesson proposal the learners first do a speaking activity practising some language structure, before linguistic gaps in the students' knowledge are taken up and, at best, filled. After that, the learners do a further

oral practice activity, bearing in mind and using what they have learned during the ‘Clarification’ stage.

3. *ACA*: This sequence is similar to the second one, with the only difference that the ‘Clarification’ phase is preceded and followed by a free speaking activity.
4. *RCR (or RCA)*: The fourth lesson is structured like the one in point two, but takes a text or a listening comprehension exercise as a starting point. In addition, the second practice activity may be substituted by an uncontrolled communicative one.
5. *A-A/C-A-A-C/R*: Scrivener also proposes that the components of his model can be arranged in such a way that they form a task-based learning sequence. This means that the learners use all their knowledge to complete a task, prepare a report on it which they then present, listen to more proficient speakers doing the task and finally concentrate in more detail on particular structures.
6. *A*: The last lesson proposal focuses on authentic exposure and output only and assumes that the students develop an understanding of the language and its structures naturally.

After the presentation of the model, again the question arises in how far ARC is different from the PPP cycle. In this connection, Harmer (1996: 11) remarks that there is actually no difference between Scrivener’s ARC sequence and Byrne’s PPP circle. In view of the definitions which Scrivener provides for his three stages and the basic order which he suggests and which gives his model its name, I agree with Harmer. To put it more precisely, the phases of the ARC model and those of the PPP sequence are actually equivalent in meaning. ‘Clarification’ corresponds to ‘Presentation’ because both focus on the study of specific grammatical structures through, for instance, demonstrations, explanations or elicitation. For Scrivener these two stages are not comparable because for him ‘Presentation’ means “‘I tell you’ or ‘I show you’” (Scrivener 1996: 86), while ‘Clarification’ allows also the use of inductive methods. Yet, the discussion of the III model has already shown that inductive learning may also take place in a lesson based on the PPP sequence. Concerning the ‘Restricted use’ stage, one can say that it is similar to the ‘Practice’ stage, since both concentrate on the practice of the accurate use of one or more language forms in controlled exercises. Lastly, ‘Authentic use’ is only a different label for ‘Production’

because this component provides learners with opportunities to use their entire knowledge in free communicative activities. Due to this correspondence between ARC and Byrne's flexible PPP circle, Scrivener's proposed lesson models could also be described by using the three Ps.

3.3.4. ESA (Harmer 1996, 1998)

Unlike other critics of the PPP sequence, the developer of the last model which will be reviewed, Jeremy Harmer, is not of the opinion that it should not be used, but stresses its value when it comes to the teaching of less complex structures at lower levels (Harmer 1998: 31). However, he thinks that there is a "need to re-position contemporary versions of PPP in a wider methodological framework" (Harmer 1996: 8) and argues that PPP may be less suitable at higher levels, when a detailed presentation by the teacher is not necessary any longer (Harmer 1998: 31). Therefore, Harmer puts forward his ESA model, consisting of an '**E**ngage', a '**S**tudy' and an '**A**ctivate' phase which, according to him, are part of almost every lesson. The 'Engage' phase, which is not found in any of the other proposals, serves to "arouse the students' interest [and] their emotions" (Harmer 1998: 25) and is, in Harmer's view (1998: 25), an important one because students' engagement can aid their learning process. In order to get the students engaged, he suggests the use of games, pictures, stories or anecdotes. The 'Study' phase concentrates on the examination and practice of some kind of lexical, grammatical, phonological or stylistic aspect. Since Harmer recognizes that students learn differently, he points out that during this phase the learning of a language feature can either happen through a direct explanation provided by the teacher or through consciousness-raising activities, and suggests that "a judicious blend of subconscious language acquisition […] and […] *Study* activities" (Harmer 1998: 26) would be best. The third component of his model concerns the activation of students' language knowledge through exercises which provide them with opportunities to use the newly learned structures freely for authentic communicative purposes. According to Harmer (1998: 26), role plays, discussions, story writing or writing in groups are appropriate activities at this stage. (Harmer 1998: 25-26)

In contrast to the traditional PPP cycle, ESA does not follow a rigid sequence. Its components can be arranged in three different ways, which Harmer (1998: 27-28, 30) describes as follows:

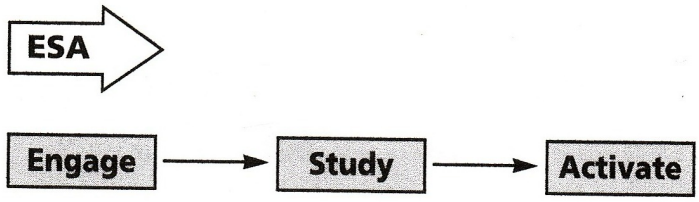


Figure 4. *ESA Straight Arrows sequence* (Harmer 1998: 27)

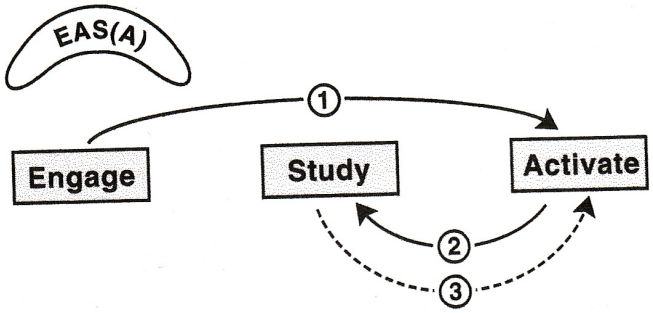


Figure 5. *EAS(A) Boomerang sequence* (Harmer 1998: 28)

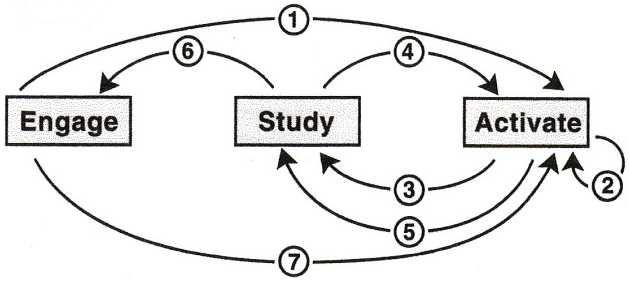


Figure 6. *EAASASEA(etc.) Patchwork sequence* (Harmer 1998: 30)

The first so-called ‘Straight Arrows’ sequence (ESA) begins, for instance, with the presentation of a picture which the students are supposed to describe. The aim of such a task is, on the one hand, to arouse the learners’ interest and, on the other hand, to create a purpose for what the teacher wants to teach them. Next, the teacher explains important language structures which the learners actually need for the description of the picture. These are repeated and practised by them, before they are encouraged to use their new knowledge in a freer activity. As Harmer himself recognizes, this sequence basically resembles the PPP and Scrivener’s CRA cycle, with the only difference that here the study phase is preceded by an engaging activity (Harmer 1996: 11, 1998: 27).

The ‘Boomerang’ sequence (EAS(A)) also starts with an exercise aimed at getting the learners interested in the topic. This exercise is followed by a task, for example, a role play, which demands from them the activation of their language knowledge. Subsequently, the teacher draws the students’ attention to mistakes they have made or provides them with consciousness-raising activities, which either focus on certain problem areas to make students aware of them or on structures which they have not learned yet. After the study and practice phase, they are encouraged to do the same task again or a similar one. (Harmer 1998: 28) Again, Harmer (1996: 12) admits that this order corresponds to Willis’ TBL framework and Byrne’s revised version of the PPP cycle. Besides, it is also similar to Scrivener’s ACA teaching sequence.

The third and last sequence, the so-called ‘Patchwork’ sequence, describes one of the possibilities of how the components of ESA can be combined within a whole lesson. It starts with a ‘Boomerang’ sequence (EASA), which differs from the one described above in so far as the ‘Engage’ phase is followed by *two* activation activities. This is followed by a second ‘Study’ phase, focusing on another language item, and a further engaging activity, before the students are required to show their knowledge in a free communicative activity.

In Harmer’s opinion (1996: 14), his model could be the ideal one to describe how teachers proceed in class because “Task-based learning fits within an ESA framework [and] so do PPP and ARC and […] III”. Although he may be right, the comparison of PPP and its alternatives has shown that the basic idea behind TBL, ARC and III can also be described by a PPP model like Byrne’s (1986), which allows a flexible arrangement of the three Ps. Even ESA and its different options fit within such a PPP model. In other words, the ‘Study’ phase is basically another expression for ‘Presentation’ and ‘Practice’ phase because it combines the two; and the so-called ‘Activate’ stage resembles the ‘Production’ stage. Solely the phase focusing on students’ engagement cannot be assigned to any of the three Ps. However, this alone does not mean that the ESA framework is superior to the revised PPP sequence, and since the other ESA stages resemble those of the PPP cycle, one could have added the missing ‘Engage’ phase to the already existing model.

3.4. Framework for the discussion of the theory and the course books

The teaching model which is used as a framework for the discussion of grammar teaching theory and which also serves as a basis for the analysis of the procedure proposed in different course books is the PPP circle proposed by Byrne (see subchapter 3.1), extended by the subsequent characteristics:

- The teaching sequence can start with any of the three Ps.
- Activities and texts arousing the students' interest and creating a need for the study of a specific structure may precede the presentation or practice stage.
- Individual stages may be omitted or may occur more than once.
- The presentation stage may focus on the study of more than one language item.
- The study or revision of the language items happens in context, for instance, through texts (e.g. articles, stories, anecdotes), recordings of conversations or videos which provide examples of the structures.
- During the presentation stage also inductive teaching methods such as guided or self-directed discovery may be used. Also a procedure as in the III model is possible.
- The production stage may involve students in free writing exercises, not only in free speaking activities.

Although PPP has been criticized ferociously and a number of alternative sequences exist, I have opted to use a version of it for the following reasons: First of all, in a modified form PPP is still the approach used in many course books (Harmer 1996: 7, Nitta & Gardner 2005: 3). Therefore, it is interesting to investigate if this is also true for Austrian course books. Secondly, according to Harmer (1998: 31), "PPP is extremely effective for teaching simple language at lower levels" and in my thesis I focus on how a specific grammar point is taught in course books for the lower grades. Thirdly, the discussion of PPP and its alternatives has shown that the latter are not as different from the revised version of PPP as their authors claim. They all include at least two, if not all three, stages of the PPP sequence, which are often only differently labelled.

4. THE THREE Ps: TERMS, APPROACHES AND POINTS OF VIEW

In the previous chapter, the discussion of the various teaching sequences has indicated that teachers have various options how they can go about the teaching of grammar. In this chapter, these and others will be assigned to one of the three Ps and explained in more detail. More precisely, definitions of the basic terms and approaches are provided, various classifications of, for instance, grammar practice activities are compared and different views concerning the importance of the individual Ps are discussed.

4.1. The presentation of grammar

As has already been mentioned in chapter three, according to the Common European Framework of Reference for Languages (2001: 251), developing students' grammatical competence is important if they shall become communicatively competent. In order to achieve this, the framework lists several ways how students can be familiarized with the grammar of a language, including both deductive and inductive procedures, without recommending any of them in particular (CEFR 2001: 151-152). This is in so far not surprising as researchers in the field of second language learning are unsure which procedure is the best one for presenting and teaching grammar. In this connection, DeKeyser (1998: 42) states that

> the vast majority of publications since the early 1990s support the idea that some kind of focus on form is useful to some extent, for some forms, for some students, at some point in the learning process. Beyond that basic, tentative agreement, however, uncertainty looms large.

Five years later, in 2003, this 'problem' has still not been solved when Larsen-Freeman (2003: 91) remarks that "[v]ery few form-focused practices have been thoroughly substantiated […] because the research remains in its infancy". And the missing consensus is also pointed out by Ellis (2006: 100), who says that

> although considerable progress has been made toward identifying those instructional options that are likely to be of psycholinguistic significance, as yet, few conclusions can be drawn about which ones are the most effective for acquisition.

Since these quotes imply that grammar should be presented to the students but that there is no best way how to teach it, one could say that research on second language learning can only provide options for the teaching of grammar, from which ultimately the teacher has to choose the most appropriate one, after having considered factors such as the students' age, different learner types or what grammatical item is taught. These pedagogical options for presenting and learning grammar, as well as possible presentation techniques, will be explained in the subchapters 4.1.1 and 4.1.2.

4.1.1. Pedagogical options in teaching and learning grammar

In this subchapter, the distinction between focus on form and focus on forms as well as the difference between the deductive and the inductive grammar teaching approach will be clarified. Additionally, it will be explained what is meant by implicit and explicit learning, since this distinction is, according to DeKeyser (2003: 314), linked with the deductive-inductive dichotomy.

The first two terms to be clarified are *focus on form* and *focus on forms*. This distinction has been proposed by Long (1991) and Long and Robinson (1998), who actually distinguish three options in language teaching, namely focus on form, focus on forms and focus on meaning. The last option, however, leaves no room for grammar teaching because its proponents say that grammar is acquired implicitly (Long & Robinson 1998: 18). Since the focus in this thesis is on grammar teaching, it is therefore not taken into consideration.

The term *focus on forms* is defined by Long (1991: 44) as an approach to teaching grammar where grammar itself is at the centre of both the lesson and the syllabus and is, therefore, the organising principle. More precisely, in this approach the presentation of grammar happens by introducing one grammatical item after another, on the assumption that in this way the students gain an overall picture of the language system (Long 1991: 44, Long & Robinson 1998: 15). Although it has been mentioned in the introduction to this subchapter that no consensus has been reached so far concerning the best way to teach grammar, both articles point out that there are numerous studies on interlanguage development which show that this approach is not suitable for teaching grammar (Long 1991: 44-45, Long & Robinson 1998: 16-

17). By contrast, according to Long and Robinson (1998: 23), *focus on form* means that in a

> meaning-focused classroom lesson [there is] an occasional shift of attention to linguistic code features – by the teacher and/or one or more students – triggered by perceived problems with comprehension or production.

In his 1991 article, Long initially states that this shift happens incidentally (Long 1991: 46), which is why Ellis (2001: 16) felt the need to point out that a focus on form can also be planned. Ellis (2001: 22) further mentions that an incidental focus on form can be *pre-emptive* or *reactive*. *Pre-emptive focus on form* means that the teacher foresees problems the students may have with a certain grammatical item and, thus, takes some time to explain it before a problem arises. In contrast, *reactive focus on form* signifies that the teacher presents grammar in response to an error one or more students have made. (Ellis 2001: 22) With regard to the effectiveness of this kind of instruction, Long (1988 cited in Harmer 2003: 7) states that "attention to form (that is language form in general) which occurs naturally in a communicative task is significantly more effective than focusing on language 'formS'". Both approaches allow a deductive and an inductive presentation of grammar. For the course book analysis only the basic distinction between focus on form and focus on forms is relevant. More precisely, I will only attempt to find out whether there is just an occasional shift to the grammar points under discussion or the whole units are organised around them.

Next, the difference between *deductive* and *inductive* grammar presentation will be explained. According to Scrivener (2010: 134), the difference between these two types of presentation arises from their distinct approach to promoting *noticing*, which, in Fotos' words (2001: 272), is important because it "facilitate[s] restructuring of the learners' unconscious system of linguistic knowledge". A *deductive* grammar presentation tries to achieve this by first providing the students with an explicit explanation of the rules of a grammatical item, before examples are offered in which the structure is used and the students practice its application (Thornbury 2010: 61). When the presentation happens *inductively*, the students discover the rules

themselves by doing so-called ‘consciousness-raising tasks’, which Thornbury (2000: 24) and Ellis (1992: 234) characterize as follows:

- The activities centre on a certain linguistic structure which is looked at in isolation in order to make students aware of it.
- The illustration of the linguistic structure may be supplemented by explicit explanations.
- The activities may encourage the learners to work out and try to formulate the underlying grammatical rules themselves on the basis of given examples.
- The verbalization of the rules by the students is not an obligatory element. The activities may just set in motion a process of understanding and remembering the structure.

According to Hedge (2000: 160), this type of grammar presentation is also called *discovery learning,* and can be guided, meaning that the teacher assists the students in finding out the rules of a structure; or unguided (Scrivener 2010: 134). The general tenor that both ways of presenting grammar can be effective and should be used, is put in a nutshell by Corder (1973 cited in Larsen-Freeman 1991: 292), who states:

> What little we know about the psychological process of second language learning, either from theory or from practical experience, suggests that a combination of induction and deduction produces the best result. Learning is seen as fundamentally an inductive process, but one which can be controlled and facilitated by descriptions and explanations given at the appropriate moment and formulated in a way which is appropriate to the maturity, knowledge, and sophistication of the learner.

The part of the Austrian national curriculum dealing with living foreign languages, however, favours inductive grammar presentation, as the following quote shows (Lehrplan Lebende Fremdsprache 2004: 2):

> Generell sind die situative Einführung und ein induktives Erschließen grammatischer Sachverhalte aus kommunikativen Zusammenhängen und Textbeispielen anzustreben.

In the course book analysis I will have a look if the various course books suggest a rather deductive or a rather inductive approach.

Finally, two terms which are related to the deductive-inductive dichotomy, namely *explicit* and *implicit learning,* are defined. *Explicit learning* means that there are rules given by the teacher or formulated by the learners and that the learning of grammar is a conscious process. Consequently, this kind of learning takes place when grammar is presented deductively or when the students discover and come up with the rules themselves. *Implicit learning*, on the other hand, means that the students are not aware that they learn grammar because neither rules nor explanations are given. (DeKeyser 2003: 314-315) According to DeKeyser (2003: 314), the way children acquire the grammar of their L1 is an example of the combination of inductive teaching and implicit learning. In Second Language Acquisition one can say that this is the one the advocates of the Natural Approach suggest, since they reject any grammar instruction (Richards & Rodgers 2001: 180). The Austrian national curriculum suggests in this context: "Wo es sinnvoll ist, sind grammatische Strukturen besser ohne Regelformulierung als lexikalische Einheiten zu vermitteln“ (Lehrpläne Unterstufe: 2004). Thus, this document is in favour of an explicit inductive approach to grammar teaching.

4.1.2. Presentation techniques

Following the discussion of how grammar can be taught and learned, it will be briefly pointed out which presentation techniques researchers suggest.

According to Petrovitz (1997: 201), the presentation technique which is proposed by many course books is to explain grammar directly with the help of grammar boxes. These contain the most important rules and illustrate them by non-contextualized examples. Although this is also one of the twelve techniques which Tanner and Green (1998: 16-19) recommend for the presentation of the Present Perfect, Petrovitz (1997: 201) draws attention to the “need for contextualization in ESL grammar instruction”, especially when it comes to the teaching of tenses. This need is also put forward by Spratt (1991: 7), who states that the establishment of a situational context is, among other things, important when teaching both “the form of the new language as well as the full force of its meaning and relevance”. In addition, a presentation of grammar in context will help the learner to remember it better. Tanner and Green (1998: 16-19) and Larsen-Freeman (1991: 292) recognize these

facts by proposing the use of song texts, pictures, sequences of radio or television broadcasts, authentic texts such as poems, reports, stories, newspaper articles or advertisements for the presentation or elicitation of grammatical structures, since they provide the necessary context.

Further techniques which Tanner and Green (1998: 16-19) list are

- using time lines or realia,
- comparing L1 and L2,
- using a chart,
- practising a structure, for instance, with the help of given questions and answers before it is presented,
- explaining the structure with the help of personalized examples, and
- discovering.

In this context, it is striking that Tanner and Green list 'discovering' as a separate technique, because some of the others can also be used to get the students to find things out for themselves. To mention just one example, when L1 and L2 are compared the differences between them do not have to be pointed out by the teacher but could also be discovered by the learners.

As the extract of the Austrian curriculum cited in the previous subchapter implies, of the mentioned options discovery techniques are especially recommended, since they go hand in hand with an inductive grammar instruction. In this context, Harmer (1987: 30-37) distinguishes four types of discovery activities, namely preview, matching techniques, text study and problem-solving. *Preview* means the students are confronted with a grammatical structure before it is taught or they are asked to find out its underlying rules. This "covert way of allowing students to discover new grammar" (Harmer 1987: 30) is in Harmer's opinion a useful technique because it can facilitate the acquisition of grammar when it comes to the teaching of it. The second possibility for discovery learning which Harmer mentions is to let the learners match what goes with what, thus, encouraging them to form their own hypotheses about the underlying rules of a grammar point. Thirdly, he suggests the study of texts in order to let the students identify certain language structures and/or why they are used in the text. Fourthly, problem-solving tasks which ask the learners,

for instance, to identify the different uses of a tense on the basis of given example sentences, are also a possible discovery technique. (Harmer 1987: 30-37) None of the considered researchers states that also data from a corpus can be used for discovery learning.

For the presentation techniques mentioned in this subchapter the same is valid as for the choice of one or the other pedagogical option. This means, the students' level, their age, the grammar item to be taught, the fact that different learner types need to be considered and the time the teacher wants to spend on teaching a certain grammatical structure influence which presentation techniques are chosen.

4.2. The practice of grammar

Next, a closer look will be taken at the practice stage. In this context, it is first mentioned how the term 'practice' is defined in the literature on grammar teaching, before different views on the role of practice are discussed. Subsequently, it will also be explained which types of practice activities have been identified by different researchers.

4.2.1. Practice and its role in grammar learning

The term 'practice' is understood differently by different authors, which is one reason why, as Ellis (1992a: 107-116) points out, empirical studies provide mixed results concerning the effectiveness of practice in language learning. Nevertheless, one can say that 'practice' is generally defined as "the rehearsal of certain behaviours with the objective of consolidating learning and improving performance" (Ur 1996: 19) or as "the stages in which learners get to try using the language themselves" (Scrivener 2010: 271). A more precise definition is suggested by Ellis (1992b: 233), who says that the term defines itself through the following generally accepted characteristics:

- a specific item of grammar is focused on
- the learners are required to use this structure to produce sentences
- the learners are provided with opportunities for repetition so that production is repetitive
- production shall be accurate

- ❖ the students get corrective feedback on whether their performance of the grammatical structure is correct or not.

A further characteristic which Spratt (1991: 8) mentions in connection with the practice stage, and which should be added to the general definition of this term, is that practice happens in a more or less “controlled framework”, depending on the types of practice activities which are used. In connection with the provided definitions, it needs to be pointed out that both Scrivener (2010) and Ellis (1992b) understand by ‘practice’ that the students do activities which require them to produce the structure. (cf. also Thornbury 2000: 105) However, there are also linguists who say that practice should first be receptive (Thornbury 2000: 105). As this subchapter will show later on, these two views of practice play a role in linguists’ argumentation for and against practice.

While, the five characteristics mentioned by Ellis (1992b: 233) form the prevailing definition of the term ‘practice’, methodologists disagree on the role of controlled practice in language learning (Ellis 1992a: 107). This becomes obvious when one has a look at various teaching approaches. First of all, there are those approaches in which practice is seen as being “*necessary* to ensure that learners develop correct language habits or to enable them to overcome ‘obliterative subsumptions’” (Ellis 1992a: 107). One of these is the so-called ‘Audiolingual Approach’ in which it is assumed that grammatical structures are learned through habit formation and that, consequently, practice is important and makes perfect (Richards & Rodgers 2001: 53). By contrast, approaches aiming at natural language acquisition view ‘practice’ as being “neither necessary nor desirable for language learning” (Ellis 1992a: 107). These include, for instance, the ‘Natural Approach’ and the deep-end version of the ‘Communicative Language Teaching Approach’. The proponents of the first mentioned approach, which was proposed by Krashen and Terrell, hold this view because they argue that exposure to sufficient comprehensible input is enough to acquire the system of a language (Richards & Rodgers 2001: 178). The advocates of deep-end CLT, on the other hand, reject controlled practice because, as Prabhu (1987: 1f cited in Ellis 1992a: 106) states,

> activities deliberately planned […] [are] unhelpful to the development of grammatical competence and detrimental to the desired preoccupation with meaning in the classroom.

Between these two poles there are approaches like Task-Based Learning or the shallow-end version of CLT, whose supporters believe that "practice is not necessary for language learning but […] desirable" (Ellis 1992a: 107) because it helps to develop the students' communicative skills and paves the way for freer practice activities (Richards & Rodgers 2001: 170-171).

After this outline of the positions different language teaching approaches hold with regard to the importance of practice, it will be briefly pointed out what arguments for and against practice have been put forward by various researchers. To begin with those against practice, the most extreme position has been taken by Krashen (1982: 60, 79) who, as has already been mentioned, argues that grammatical forms are acquired through comprehensible input only and that, therefore, practice is not necessary for their automatization. He probably came to this conclusions because, as Ellis (1992b: 235) points out, the results of empirical studies investigating the role of practice in second language acquisition vary but are, on the whole, "not encouraging for supporters of practice" (Ellis 1992b: 235-236).

Despite such conclusive findings, Ellis is not of the opinion that students cannot profit from practice. Nevertheless, he criticizes the beliefs that practice leads to "immediate procedural knowledge of grammatical rules" (Ellis 1991b: 237) and that more practice results in greater proficiency. He does so because learners are often asked to produce grammatical structures before they are actually ready for them. Therefore, he admits that practice may not be as effective as it is often claimed and, thus, argues in favour of consciousness-raising as an alternative to practice. (Ellis 1991b: 237-241) In order to support his viewpoint, he gives the following two reasons why it makes more sense for him to work on the development of students' explicit knowledge of the target structure through consciousness-raising (Ellis 1992b: 238-239): 1. "It contributes to the processes of noticing and comparing and, therefore, prepares the grounds for the integration of new linguistic material"; 2. If a student is not yet ready to transform explicit into implicit knowledge, the explicit knowledge he has gained already will help him when this is the case. (Ellis 1992b: 232, 237).

VanPatten (http://www.adfl.org/bulletin/V23N3/233023.HTM, 26 June 2011) takes a similar view because he argues in favour of “meaning-based input practice” but questions the usefulness of ‘output practice’; especially when it is about mechanical drills and immediately follows the explanation of the grammatical item. To put it more precisely, he says that output practice can only be effective when the learners were first provided with enough opportunities to process the input by means of input practice activities. The following task is an example of how such a meaning-based input practice activity for practising Spanish third person object pronouns may look like: The students are shown pairs of pictures. For each pair of pictures the instructor reads out one sentence and the learners have to select and tick the picture which best corresponds to the sentence. (VanPatten 1996: 73) Such activities are the key to students’ comprehension of the connection between a grammatical form and its meanings and help them to integrate it into their already existing knowledge. (Van Patten http://www.adfl.org/bulletin/V23N3/233023.HTM, 26 June 2011) Other researchers like Pienemann do not challenge the role of practice, but say that its effectiveness depends on the students’ developmental readiness to process and, in further consequence, acquire a certain structure (Hedge 2000: 150, Pienemann referred to in Larsen-Freeman 2003: 103). Consequently, since learners are not always equally developmentally ready, practice activities are inevitably not of equal use to all students.

There are, however, many researchers who argue that a mere provision of input is not enough when the students are expected to be able to apply the knowledge they have gained and who, therefore, allege various reasons *for* practice. One of them is Merrill Swain (1995), whose studies of French immersion programmes in Canada revealed that a lack of practice opportunities results in students’ incorrect use of grammatical structures. Due to this finding, she proposed her so-called ‘output hypothesis’ which says that “‘pushed output’ is also necessary for mastery of the grammatical forms of the language” (Swain 1995 referred to in Ur 2011: 510), and for language learning in general. She substantiates this claim by pointing out that chances to produce the language help the students to notice gaps in their knowledge, to test their hypotheses and to reflect on the language they and their colleagues’ produce. (Swain 1995 referred to in Ur 2011: 510-511) Although Swain does not explicitly state that these are arguments *for* output practice, I assume that

they are meant as such. More explicit about the importance of practice is DeKeyser (2010: 158) who points out that “skill in the use of forms beyond mere familiarity with them is certainly a goal of language teaching, [which can be achieved through] increased practice”. In this context, he further states that practice is especially important when it comes to the teaching of rather complex structures because it helps the learners to understand the “form-meaning mappings” (DeKeyser 2010: 158). In support of his claim, he quotes from Lightbown (2000: 443 quoted in DeKeyser 2010: 158):

> [w]hen ‘practice’ is defined as opportunities for meaningful language use (both receptive and productive) and for thoughtful, effortful practice of difficult linguistic features, then the role of practice is clearly beneficial and even essential.

Further arguments for the usefulness of practice in grammar teaching are provided by Thornbury (2000). He argues that practice is helpful because it aids the reorganization of students’ knowledge of grammar and, thus, facilitates the internalization of new structures (Thornbury 2000: 92). Furthermore, he points out that through different kinds of practice activities students can achieve accuracy and an automatization of the structures they have learned (Thornbury 2000: 91). Hedge (2000: 149) adds in this context that, in order to have this effect, practice needs to be repetitive. The same arguments for practice are also put forward by Larsen-Freeman (2003: 106, 109), as well as by Muranoi (2008: 76-77). The researcher mentioned last bases them on a review of studies on the effectiveness of output practice.

Although some research seems to speak against practice, the arguments for it and the nowadays predominant approach in English language teaching, namely the weak form of CLT, show that it has a place in the foreign language classroom, and this is also the view I take in this thesis.

4.2.2. Types of practice activities

After the discussion of different opinions concerning the importance of practice and the clarification that in this thesis I take the view that repeated practice in the long run

aids the acquisition of grammar, it will now be pointed out what types of practice activities can be distinguished.

First of all, a distinction can be drawn between *input* and *output practice*. Input practice, also called *input processing* (VanPatten 1996 referred to in Larsen-Freeman 2003: 93-94), means that the students do not produce the structure they have learned but use their receptive skills of reading and listening to process either the new input or the one they got beforehand in appropriate activities. According to VanPatten (1993: 436), this kind of practice is important because

> traditional grammar instruction and practice are akin to putting the cart before the horse when it comes to acquisition: the learner is asked to produce when the developing system has not yet had the relevant intake data.

In other words, he argues that students first need to notice, comprehend and connect a grammatical item with its meanings. This can be achieved through the provision of enough input processing activities. Only after this form-meaning connection has been established will output practice make sense. Output practice means that the learners are pushed to produce the structure, either in a writing or speaking activity. In this context, Larsen-Freeman (2003: 100) points out that ideally output practice happens "in a meaningful, […] engaging, focused way". (For comments on the importance of this kind of practice see the previous subchapter.)

Another distinction in connection with practice activities is to differentiate between *controlled* and *free* practice (Ellis 1992a: 102-103). These two types are defined by Ellis (1992a: 102) as follows:

> Controlled practice takes the form of various drills which require the mechanical production of specific linguistic forms. Free practice involves engaging in simulated communication which has been set up to provide opportunities for the use of those forms that have been presented and practised in a controlled manner.

In this context, Ellis (1992a: 102-103) further points out that the first-mentioned type of practice aims at the accurate use of the form of a structure, while the latter involves learners in practising its fluent use as well as its meanings. Some examples

of free practice activities are role plays, discussions, information-gap or opinion-gap activities. Although the distinction Ellis draws is clear, the question arises if '*free* practice' is the right term to use as opposite pole to controlled practice, when the language to be used is still restricted. However, the question is which other term could be used, since a term like 'communicative practice', which meets the definition with respect to the use of the previously learned structures in communicative situations, does not exclude that the practice is controlled.

A further distinction which Ur (1988: 21) provides, and which is similar to and perhaps less 'problematic' than the one put forward by Ellis (1992a), is the one between *closed-ended* and *open-ended* activities. Closed-ended activities basically resemble those which fall into the category 'controlled practice' because they allow only one correct answer. In contrast, open-ended activities are those for which there are several possible answers, although "the basic structural framework of the response [can be] prescribed in advance" (Ur 1988: 21). Therefore, open-ended activities can but do not have to be 'free' practice activities. Besides, they can also require written contributions from the learners (Ur 1988: 15).

The classification into closed-ended and open-ended practice activities is not the only one that Ur (1988) suggests. She also proposes that one can distinguish between *accuracy-* and *fluency-focused* grammar practice activities, which she further divides into mechanical, meaningful and communicative ones. More precisely, those which are aimed at form accuracy, based on 'discrete items' and closed-ended are called *mechanical exercises*. According to Ur (1988: 9) and Aski (2005: 335) this type is frequently found in course books, although its usefulness is questioned by many researchers. Two of them are Wong and VanPatten (2003 referred to in Aski 2005: 335) who argue that mechanical language practice is not effective because it does not "force the learner to link meaning with form" and "cannot anchor declarative knowledge in the learners' consciousness […] because they favour repetition or pattern practice". Moreover, mechanical exercises do not demand from the students to show an understanding of the structure because they can often be done automatically. *Communicative activities*, the second grammar practice type, serve the purpose to help the students develop fluency, "while keeping an eye, as it were, on the way structures are being manipulated in the process" (Ur 1988: 9). In between

the two dimensions of accuracy and fluency are the so-called *meaningful exercises* which still focus on the practice of correct forms, but do so already in relation to their meanings. (Ur 1988: 8-9, Ellis 1992b: 233) In a later publication, Ur (1996: 34-35) distinguishes seven types of grammar practice exercises and activities, namely 'awareness', 'controlled drills', 'meaningful drills', 'guided, meaningful practice', '(structure-based) free sentence composition', '(structure-based) discourse composition)' and 'free discourse'. However, as Ur (1996: 34) herself mentions, these largely fit into the accuracy-fluency continuum described beforehand.

Since in this thesis course books based on the Communicative Language Teaching Approach will be analysed, also Littlewood's (1983) distinction, which he proposes in the course of a work on this approach, needs to be mentioned briefly. He distinguishes between *pre-communicative* and *communicative activities* (Littlewood 1983: 85-86). *Pre-communicative activities* can be sub-divided into 'structural' and 'quasi-communicative' ones and they basically correspond to Ur's 'mechanical' and 'meaningful' activities in that order (Littlewood 1983: 85-86). By contrast, *communicative activities* require pupils to "integrate [their] pre-communicative knowledge and skills, in order to use them for the communication of meanings". In this connection, he further differentiates between 'functional communication' activities stressing the functional aspect of communication and 'social interaction' activities focusing especially on the social aspect (Littlewood 1983: 86).

In order to analyse the offered grammar practice exercises and activities, I will use an enriched version of Ur's classification. I have opted for her classification because, according to Richards (2006: 16-17), it is one which is also suggested by many CLT supporters and the "[e]xercise sequences in many CLT course book [sic] take students from mechanical, to meaningful to communicative practice". A more detailed definition of this classification will be provided in 7.3.1.

4.3. Production of grammar

The third and last 'P' stands for the 'production' stage. In contrast to the practice stage, at which the "students manipulate the target structure in controlled contexts, using models provided by the teacher or materials" (Savage 2010: 31), this stage

aims at free and largely unguided language use and should reflect real life communication (Spratt 1991: 12). Besides, it should give the learners the opportunity to, on the one hand, test whether they have understood the grammar point under discussion and, on the other hand, "integrate the newly-learnt language into previously-learnt language in an unpredictable linguistic context" (Spratt 1991: 13). The activities which Spratt (1991: 13) recommends for this stage are role plays, discourse chains, discussions, communication-gap activities and games. Apart from that, at the production stage the students may as well complete activities involving written production, such as writing e-mails, postcards or, at later stages, letters of enquiry or complaint. All these activities have to be designed in such a way that the use of the new structure is necessary but, nevertheless, "occurs unprompted [and] naturally" (Spratt 1991: 13).

According to Willis (1996a: 134-135), the production stage is the most problematic of the three stages because it is often missing in the course books. In Johnson's opinion (1994: 126), this is the case because "[d]rills remain common in ELT coursebooks". Since these are often the only exercises which involve production and these are "so unlike the production of real life" (Johnson 1994: 126), this stage is often not reached. The fact that the production stage is controversial because, as Ellis (1993: 6 cited in Hedge 2000: 166) points out, it is easy to "make the use of a feature natural and useful, but […] extremely difficult to make the use of a feature essential" could be another reason why the course books rather concentrate on controlled practice. Despite this fact, not only Willis (1996a), but also other linguists stress the importance of this stage. To mention just two, Spratt (1991: 12) emphasizes its significance by saying that "full learning does not take place until learners become free of their teacher and do things for themselves and by themselves". And Klapper (1997: 24 cited in Pachler 1999: 113) states that "it is only through freer, more creative and more contextualised [activities] that knowledge of grammatical forms can be transformed into habitual productive skills".

In the course book analyses the research question "What kinds of exercises and activities are included in the units focusing on the Present Perfect Simple and Progressive?" will reveal if this stage is reached in the three course books under discussion (see subchapter 7.3.1).

5. THE PRESENT PERFECT SIMPLE AND PROGRESSIVE

This chapter describes the Present Perfect Simple and Progressive on the basis of several grammar reference books and a model proposed by Diane Larsen-Freeman (2001, 2003). In addition, it will be pointed out what the literature says about the frequency of their use in general and their different uses in particular.

5.1. Model for the description of the grammar points

For the description of the two grammar points under discussion, a model by Diane Larsen-Freeman is used. This model was proposed by her because she argues that if we want "to achieve a better fit between grammar and communication" (Larsen-Freeman 2001: 252), it is not enough to focus only on the teaching of grammatical **forms** and **rules** (Larsen-Freeman 2001: 251, emphasis mine). In Larsen-Freeman's words (2001: 255),

> [w]e are not interested in filling our students' heads with grammatical paradigms and syntactic rules. If they knew all the rules that had ever been written about English but were not able to apply them, we would not be doing our jobs as teachers. Instead, what we do hope to do is to have students be able to use grammatical structures accurately, meaningfully, and appropriately.

In this quote she makes clear that, although students need to know how grammatical structures are formed, it is equally important to teach them their meaning and to familiarize them with the contexts in which they are used. This is basically also the viewpoint proponents of the weak version of CLT take. Consequently, there are three dimensions of language, namely form, meaning and use, which should be considered when it comes to the teaching of grammar. The ensuing framework is depicted by Larsen-Freeman (2001: 252) as follows:

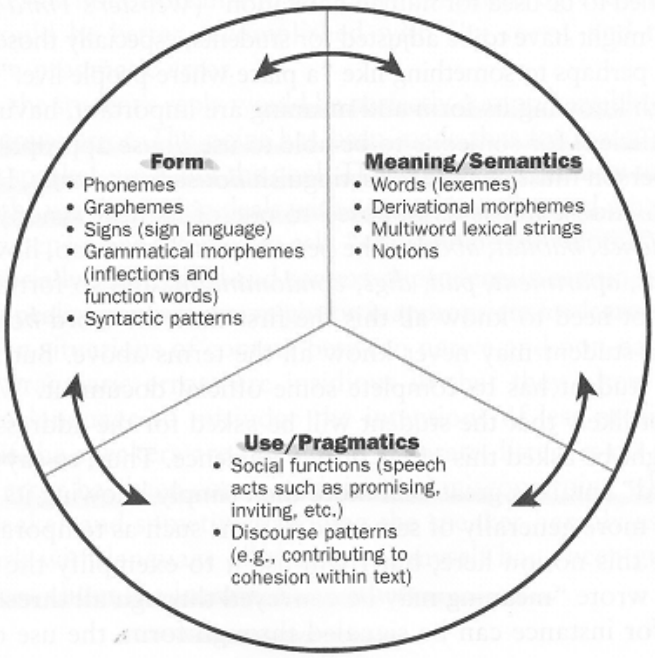


Figure 7. Larsen-Freeman's three-dimensional grammar framework (2003: 35)

As figure 7 shows, Larsen-Freeman arranges the three dimensions in a pie chart, in order to make clear that they are not hierarchically organized, interrelated and must equally be taken into account. 'Form', as she calls the first dimension of language, deals with the question "How is the unit formed?" (Larsen-Freeman 2003: 36), and also focuses on how it is used together with other structures and in sentences. The teaching of it should happen through meaningful practice activities, such as games, information-gap activities or sentence-unscrambling tasks, because they are motivating and "engage the learner in the target behavior of conveying meaning through language" (Larsen-Freeman 2001: 258). As its name gives away, the 'meaning' dimension concentrates on "the essential denotation of a decontextualized form" (Larsen-Freeman 2003: 34) and, thus, answers the question "What does [a grammatical structure] mean?" (Larsen-Freeman 2003: 36). In order to teach the meaning of a structure, she suggests activities which require the students to relate forms with their meanings. To mention just one example, when teaching phrasal verbs one could ask the learners to match them with their definitions. The so-called 'use' dimension familiarizes students with the meanings a structure adopts, or rather, what people assign to it in various contexts. Besides, teaching the students the use of a certain structure also involves making them aware of its appropriateness in different situations. The question which she formulated for this dimension is "When

and why is it used?" (Larsen-Freeman 2003: 36). Teaching activities which, in her opinion, are particularly useful for practising this dimension are role plays, because they provide learners with the opportunity to "practice how changes in the social variables [and in the context] affect the choice of form" (Larsen-Freeman 2001: 261). (Larsen-Freeman 2001: 252, 258-262)

Although the distinction between the 'meaning' and the 'use' dimension is clear in theory, Larsen-Freeman (2003: 41) admits that in practice the two may overlap and that, therefore, teachers often have difficulties to differentiate them. The latter may also be the case because many language descriptions only distinguish between form and meaning or form and function (Larsen-Freeman 2003: 42). Therefore, Larsen-Freeman (2003: 42) herself says that more research needs to be done in order to find out if it is really necessary to look at meaning and use separately. Due to these observations, I will not separate the 'meaning' and the 'use' dimension in the description of the grammar points.

5.2. The Present Perfect Simple

For the explanation of the Present Perfect Simple grammar reference books written by Leech (2005), Greenbaum and Quirk (1995), Close (1995) and Biber (1999) are used. These have been chosen because the descriptions they offer vary in the number of uses they ascribe to the Present Perfect Simple and/or describe them differently. First, both the written and spoken forms of this aspect will be explained and illustrated by example sentences taken from Aitken (1992: 22-23). Then, the meaning and the different classifications of the uses will be discussed.

5.2.1. Form

The Present Perfect Simple is formed with the present tense forms of the auxiliary *have* and the past participle of the main verb. The past participle of regular verbs is equivalent to the Past Simple form, while the one of irregular verbs frequently does not follow this rule, but varies in its form. Consequently, examples of affirmative sentences in the Present Perfect Simple are (Aitken 1992: 22-23):

1. I have worked in an office before.
2. He has been to London.

In order to form a negative sentence in the Present Perfect Simple, *not* is added to the auxiliary verb. Then, the given examples read: *I have not worked in an office before* and *He has not been to London*.

Regarding the formation of questions, the subject of the sentence and the auxiliary change their position, so that a sentence like *He has been to London* becomes *Has he been to London?* In a negative question *not* is inserted after the subject.

When the Present Perfect Simple is used in spoken or in informal written contexts, in affirmative sentences the subject and the auxiliary verb may be contracted as follows: *I have worked* becomes *I've worked* and *he has been* is abbreviated *he's been*. Besides, in negative sentences *have not* and *has not* are usually shortened to *haven't* and *hasn't*.

5.2.2. Meaning and use

As far as the meaning is concerned, it is generally agreed that, as Aitken (1992: 23) puts it, the Present Perfect Simple "shows the present situation in relation to past action: that is, how the past is relevant to now" (see also Greenbaum & Quirk 1995: 51, Biber 1999: 156-157). Thus, as Leech (2005: 36) points out, it "is often described as referring to 'past with present relevance', or 'past involving the present'".

With regard to the uses of the Present Perfect Simple, linguists offer different classifications. Therefore, a closer look is taken at them in order to show the differences and overlaps between them. Since the description offered by Geoffrey Leech (2005) is one of the most comprehensive ones, it is presented first. Two further classifications, which can be found in reference grammars intended for students, are then compared with Leech's.

In his description, Leech (2005: 36) first divides the verbs which may be used with the Present Perfect Simple into ‘state’ and ‘event’ verbs. Verbs which fall into the category mentioned first are, for instance, *be, have, know, live* or *believe;* the latter one includes words like *do, go, come, leave* or *start* (Leech 2005: 9). He then goes on to state that there are one ‘state’ use and three ‘event’ uses (Leech 2005: 36). Consequently, he identifies four possible uses, which he labels and illustrates as follows:

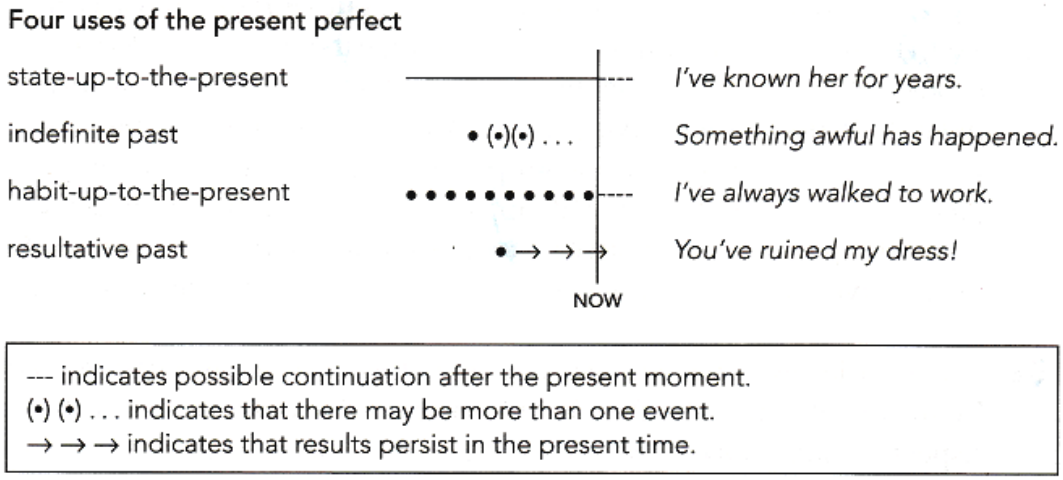


Figure 8. Uses of the Present Perfect Simple (Leech 2005: 36)

As its name gives away, the ‘state-up-to-the-present’ use is the one which occurs with ‘state verbs’. Like the ‘habit-up-to-the-present’ use of the Present Perfect Simple with ‘event’ verbs, this one describes that the state or, in the first case, the habit continues up to the present, or even the future. Besides, Leech (2005: 37, 39) points out that both uses usually occur with duration adverbials, which are often necessary if the speaker wants to make clear that he is talking about a state and not a finished incident or a habit and not an indefinite past event. In order to stress the fact that the second use is about habits, adverbs of frequency are commonly used. (Leech 2005: 36-37, 39)

The Present Perfect Simple may also be used to indicate that one or more than one event took place “at-least-once-in-a-period-leading-up-to-the-present” (Leech 2005: 38). Leech names this use ‘indefinite past’ use, since the number of events may remain unmentioned and the time when the event(s) happened is indeterminate. Again, the use of adverbials, this time of adverbs of frequency and time, is typical.

Some of them, namely the adverbs *just, already, recently, still* and *yet*; allow a narrowing down of the period in which the event(s) occurred. More precisely, they locate the event closer to the present moment and thereby define a "sub-category of the indefinite past meaning, [namely] that of the RECENT INDEFINITE PAST" (Leech 2005: 38). Adverbs which do not indicate recentness, but refer to any point in time in the past and, thus, describe the 'indefinite past' use, are *always, never, ever* and *before*. (Leech 2005: 37-39)

The 'resultative past' is the fourth and last use which Leech identifies and it expresses the present relevance and significance of the consequences of an event which happened in the past. It is usually used with 'transitional event verbs', such as *arrive, recover* or *break*; and without any adverbs. Since the only difference between the 'recent indefinite' and the 'resultative' past use is the, as Leech (2005: 39) puts it, "additional resultative inference" in the last-mentioned, he states that this use is actually a variant of the first mentioned. (Leech 2005: 39-40)

In *A Student's Grammar of the English Language,* Greenbaum and Quirk (1995: 51) state that the Present Perfect Simple "is used to refer to a situation set at some indefinite time within a period beginning in the past and leading up to the present". Taking this general description of the usage and the classification of the verbs into 'stative' and 'dynamic' ones as starting points, they also distinguish four uses of the Present Perfect Simple, which can be depicted in the following way:

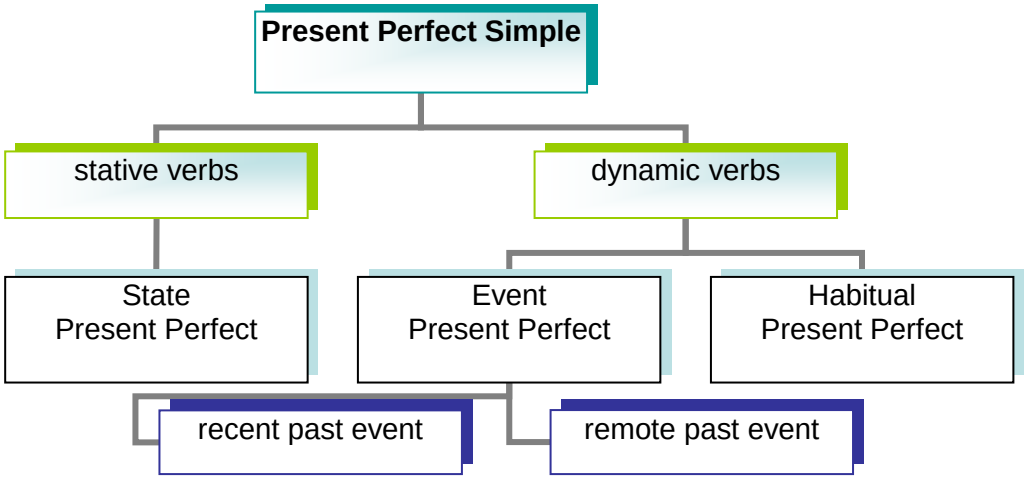


Figure 9. Uses of the Present Perfect Simple (Greenbaum & Quirk 1995: 51-52)

These uses are largely equivalent to the ones Leech mentions. More precisely, the 'State Present Perfect' and 'Habitual Present Perfect' correspond to Leech's 'state-up-to-the-present' and 'habit-up-to-the-present' uses, and the 'Event Present Perfect' including its subtypes is comparable to the category 'indefinite past' with its subcategory 'recent indefinite past'. The only difference between Leech's and Greenbaum's and Quirk's classification is that Leech's 'resultative past' use seems to be missing in the description of the latter linguists. However, this type is subsumed by them under the category 'recent past event'.

In his book *A Reference Grammar for Students of English* (1995) Close differentiates only two uses of the Present Perfect Simple, as the diagram shows:

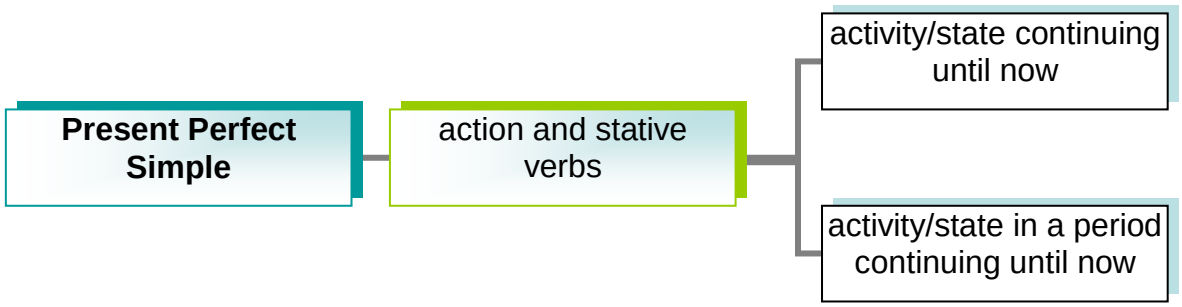


Figure 10. Uses of the Present Perfect Simple (Close 1995: 247-248)

He explains that it is used to express that an activity or state "begins in the past and continues up to the moment of speaking, or occurs at some unspecified time within the pre-present period" (Close 1995: 247-248). On the basis of this explanation and the examples he provides, one can say that Close's two categories basically include the first three uses described by Leech. In other words, the 'activity/state continuing until now' category subsumes Leech's state and habit use, while the examples for the 'activity/state in a period continuing until now' use show that it corresponds to the '(recent) indefinite past' and the 'resultative past' uses. Additionally, he adds that the Present Perfect Simple is also used when 'present evidence' is missing, as it may be, for instance, the case when somebody says: *I have lived in China* (Close 1995: 248, 249).

Other linguists like Palmer (1966), Aitken (1992) or Huddleston (2002), to name just a few, provide similar classifications of the uses of the Present Perfect Simple. For the course book analysis, Leech's classification will be used in order to determine

which uses are introduced, since he provides a not too complex but detailed description of the usage.

5.3. The Present Perfect Progressive

For the description of the Present Perfect Progressive the same procedure is used as for the explanation of the simple form. More precisely, first an explanation of the formation is provided, which is again exemplified by examples taken from Aitken (1992: 28-30), before a discussion of the meaning and uses of this grammar point follows.

5.3.1. Form

The Present Perfect Progressive is formed by combining the Present Perfect Simple of the verb *to be* with the present participle of the main verb, as the following examples from Aitken (1992: 30) show:

3. I have been learning French for ten years.
4. He has been seeing a lot of her lately.

The formation of a negative sentence happens in the same way as in the Present Perfect Simple, namely by inserting the word *not* between the auxiliary *have* and the past participle of the verb *to be*. In this case, example sentence four reads: *He has not been seeing a lot of her lately*.

Also the formation of interrogative sentences follows the same rule as in the simple form. The subject and the auxiliary *have* are inverted, so that a possible question for example number three is: *How long have you been learning French?*

As far as the spoken or informal written form of the Present Perfect Progressive is concerned, the same changes may be made as in the Present Perfect Simple. In positive sentences the subject and the auxiliary *have* and in negative sentences *have* and *not* may be contracted.

5.3.2. Meaning and use

Starting again with the general meaning of the Present Perfect Progressive, Aitken (1992: 29) states that

> [it] focuses on continuous or repeated activity, engaged in before the present, but relevant to it, and on the continuous duration of that action. The action is seen as temporary (i.e. not a permanent truth or usual habit) and may or may not have been completed at the time of speaking.

This definition is basically also the one Leech (2005), Greenbaum and Quirk (1995) and Close (1995) provide, whose use classifications will subsequently be described and compared.

To begin with Leech's explanation (2005), according to him, the main use results from a combination of the elements of meaning of the perfect aspect, which are 'continuation up to the present', 'recent indefinite past' and 'resultative past'; and those of the Progressive aspect, namely 'duration', 'limitation of duration' and 'possible incompleteness'. (Leech 2005: 48, 51) Consequently, he summarizes that the Present Perfect Progressive is primarily used to refer to "a single unbroken activity or situation" (Leech 2005: 51) with the following characteristics:

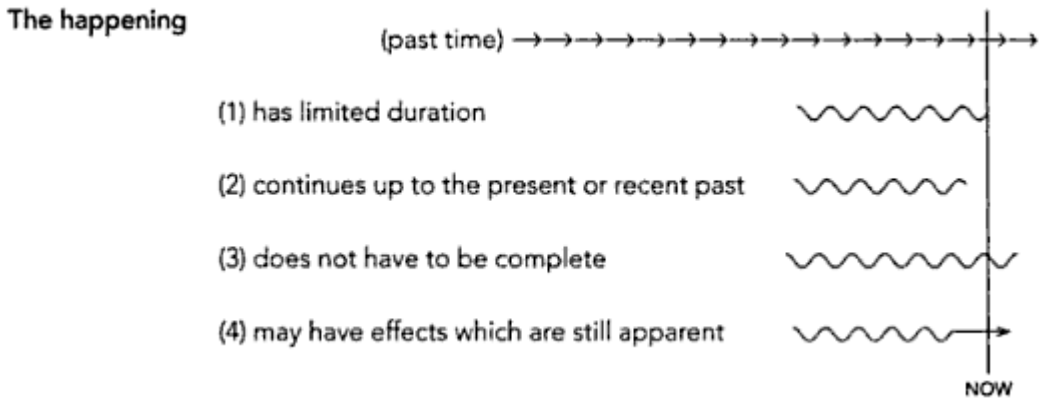


Figure 11. Main use of the Present Perfect Progressive (Leech 2005: 51)

In this context, he stresses the importance of the element of 'temporariness' (duration/limitation of duration), which gives the progressive form its meaning and distinguishes it from the simple form, since both may be used to express that a situation leads up to the present moment. In addition, when used in this sense, the Present Perfect Progressive occurs with 'activity' verbs, which Leech (2005: 24)

describes as verbs “[referring] to a continuing, though time-limited, activity”. Besides, in contrast to the simple form, it does not require the use of duration adverbials. (Leech 2005: 48-49)

With regard to the aspect of ‘possible incompleteness’, Leech points out that it comes into effect when the Present Perfect Progressive is used with verbs expressing “eventual fulfilment or completion” (Leech 2005: 50). More precisely, in combination with these verbs, the progressive form implies “the continuation of the activity into the future”, while the simple form conveys that “the conclusion has already been reached” (Leech 2005: 50). When the focus is not on finality, the progressive form is used to stress the recent activity, while the simple form emphasizes its result. However, there are instances in which the Present Perfect Progressive is also used to express ‘present result’, namely when an activity has recently ended and implies that “the effects of the activity are still apparent” (Leech 2005: 50). Lastly, he explains that it can be used to refer to temporary habits and repeated activities extending over a limited period, but that these uses are less frequent (Leech 2005: 51).

Since the linguists considered agree as far as the meanings and uses of the Present Perfect Progressive are concerned, the classification provided by Greenbaum and Quirk (1995) does not differ much from Leech’s. They also point out that it is used

- to refer to “a situation in progress with limited duration”,
- to express “the possibility of incompleteness” in combination with “accomplishment predications or process predications” or
- to refer to “a temporary habit up to the present [in combination with] dynamic verb senses” (Greenbaum & Quirk 1995: 56).

Greenbaum’s and Quirk’s description differs from Leech’s only in three points: Firstly, Greenbaum and Quirk do not mention the resultative sense the Present Perfect Progressive can convey. Secondly, they do not draw the reader’s attention to the fact that there are verbs which cannot and others which can only be used with the Present Perfect Progressive. Thirdly, they look at the uses of the progressive form in isolation, which is actually a good idea when the explanation is intended for students

because an immediate comparison of the progressive and the simple form may overtax them.

Close (1995: 250) states that the Present Perfect Progressive is used with action verbs and like Leech he names four possibilities when it can be used, namely

- to highlight "the idea of activity in progress in the pre-present period",
- to stress that the activity is probably not completed,
- to emphasize the duration of an activity or its temporary character, or
- to refer to the effects of a recently finished action or activity.

As far as the first point is concerned, he explains that the activity "may have ended in the recent past, […] may have continued up till the moment of speaking [or] […] may be continuing into the present period" (Close 1995: 250). In contrast to Leech (2005), and Greenbaum and Quirk (1995), Close does not mention that the Present Perfect Progressive can also be used for habitual or repetitive activities. Instead, he recognizes its possible resultative use, which in turn is missing in Greenbaum's and Quirk's description.

As in the case of the Present Perfect Simple, similar descriptions of the Present Perfect Progressive can be found in Palmer (1966), Aitken (1992) or Huddleston (2002). While the descriptions explained in this subchapter do not differ much from each other, Leech's description is used when it comes to the discussion of the uses described in the various course books.

5.4. Frequency of use of the two grammatical aspects

With regard to the frequency with which the Present Perfect Simple is used, studies have revealed that it is more frequently used in British English than in American English (Hundt and Smith 2009: 45). According to Leech (2005: 43), this is the case because speakers of American English commonly use the Past Simple instead of the Present Perfect Simple when referring to a recent indefinite past event. Despite this fact, Hundt and Smith's (2009: 57) analysis of the Brown quartet of corpora, including two corpora compiled in the 1960s and two assembled between 1991 and 1996, showed that in general the use of the Present Perfect Simple only slightly declines

within the two varieties. As far as different genres are concerned, Hundt and Smith's (2009: 49-50) analysis revealed a noteworthy decrease in the use of the Present Perfect Simple in British journalistic prose and American general prose. A genre which shows an increase in both varieties, but more dramatically in American English, is fictional writing (Hundt and Smith 2009: 50).

With regard to the various uses of the Present Perfect Simple which were discussed in subchapter 5.2.2, Leech (2005: 40) and Biber (1999: 465) point out that the resultative past use is the most common one. This can be explained by the fact that, as Biber (1999: 465) points out

> [m]ost of the verbs that are common with perfect aspect denote physical or communicative activities with consequences that can exist over an extended period of time; these verbs […] imply a resultant state in the present.

The second most frequent use is the indefinite past use without the resultative implication (Leech 2005: 40).

About the frequency with which the Present Perfect Progressive is used less information is available. There is, however, an empirical study conducted by Schlüter (2000) which analyses the frequency of the use of the Present Perfect Simple and Progressive in the categories 'spoken conversations', 'expository prose' and 'fictional texts' in four different corpora. This analysis reveals that in all three categories this grammatical aspect is rarely used. Of the uses described in subchapter 5.3.2, the continuative past use, expressing that an action has taken place over the whole period of time, is the most frequent one. This is followed by the 'indefinite past: multiple acts/events' use. (Schlüter 2000: 315-318)

6. DESCRIPTION OF THE STUDY

In the empirical part of this thesis, three current Austrian course book series for EFL learners are analysed in order to find out how they go about the presentation of the Present Perfect Simple and the Present Perfect Progressive. The selected series are intended for the school grades 5 to 8 and the competence levels A1 to A2. In the analyses the following research questions will be answered:

Units

- How many units/sections are offered in the course of three years for, on the one hand, the presentation and practice and, on the other hand, for the revision of both aspects?

Presentation

- Is the focus rather on form or on forms?
- Do the course books suggest a deductive presentation (= direct explicit), an inductive (= indirect explicit) presentation or a mixture of these two types?
- What kinds of techniques are used for the presentation?
- Do the course books deal with all three dimensions of the grammar points under discussion? Which meanings/uses of both grammar points are introduced?
- What kind of language (target language, students' L1, metalanguage) is used for the presentation of grammar?

Practice and Production

- What kinds of exercises/activities are included and how many of each type?
- Are there any significant changes in the amount of activities/exercises assigned to a specific type within a course book series?
- What kinds of exercises/activities are used in the revision units/sections?

On the basis of the answers, the questions will be discussed which stages of the PPP cycle are present in the course books and in which order. Having the theoretical part of this paper in mind, some interpretations of the results will be provided. After the discussion of both grammar points, some suggestions will be made how the analysed material could be improved.

6.1. Methodology and procedure

In order to analyze the selected course books and to provide answers to the mentioned research questions, the in-depth method proposed by Ian McGrath is used, which he defines in the following way:

> In depth techniques go beneath the publisher's and author's claims to look at, for instance the kind of language description, underlying assumptions about learning or values on which the materials are based or, in a broader sense, whether the materials seem likely to live up to the claims that are being made for them. (McGrath 2002: 27-28)

An analysis based on this method may concentrate on particular features (Cunningsworth 1995 referred to in McGrath 2002: 28), on an in-depth investigation of one or several extracts (Hutchinson 1987 referred to in McGrath 2002: 28) or on a detailed examination of some units utilizing a list of questions (Johnson 1986 referred to in McGrath 2002: 28). As McGrath (2002: 28) himself recognizes, this method also has its limitations. The used samples may not be illustrative of the whole book, the analysis of a small number of units or features may reveal only parts of the material's contents, it may be time-consuming and may demand certain expertise (McGrath 2002: 28). Despite these disadvantages, it is used because I want to provide an analysis which goes beyond the level of 'what is there'. Nevertheless, I have come up with a short checklist which gives exactly this information and which includes the following categories:

- **Units**
  - *Introduction and practice*
  - *Revision units/sections*
- **Presentation**
  - *Direct explicit*
  - *Indirect explicit (discovery)*
- **Exercises/Activities**
  - *Receptive*
  - *Mechanical*
  - *Meaningful*
  - *Mechanical and meaningful*
  - *Communicative*

The exercises and activities are not only assigned to one of the five categories mentioned, I will also analyse which tasks these involve. How the individual categories and subcategories are defined and understood is explained when it comes to the discussion of the research question which goes with them. This checklist is filled in twice for each course book series, so that in the end there is one list illustrating the included items for the treatment of the Present Perfect Simple and another one showing the results for the Present Perfect Progressive. As it is very likely that most items on the checklist will be included in all course books and workbooks, their presence is not indicated by a tick, but by actual numbers. Where it makes sense, the results will be used as a starting point for an in-depth discussion of the research question concerned. The filled in checklists and analysis sheets can be found in the appendix.

To avoid tedious repetitions, for each grammar point under discussion the answers to the research questions are not discussed individually for each course book series, but are presented and compared at once. For the same reason, the discussion of the course books' treatment of the Present Perfect Progressive will only present new facts and the most important results.

6.2. Introduction to the course books

The three current course book series which will be analyzed in the following study were not selected at random, but on the basis of the following criteria:

- *The course book series are approbated for public Austrian lower secondary schools and, thus, found on the school book list 2010/2011.* This was a selection criterion because I wanted to analyze books with which I will very likely have to work with in future.
- *The course book series are for the use in AHS Unterstufe* and *Hauptschule*[1]. This criterion was important because the basics of English grammar are learned at this level and I am interested in how the students are familiarized with *new* grammar, in this case the Present Perfect Simple and Progressive.

[1] *AHS Unterstufe* and *Hauptschule*: In *Secondary Education I* Austrian students can attend a Grammar School, of which the lower stage (grades 5 to 8) is called 'AHS Unterstufe', or a Secondary Modern School (= Hauptschule). Both schools are attended by students from ten to fourteen years.

- *The skimming of the course books suggests certain differences in the treatment of grammar*.

Consequently, for the purpose of this study, the subsequent course book series have been chosen:

- MORE!
- YOUR TURN
- FRIENDS

Due to the fact that in these series the Present Perfect Simple first appears in the second volume, only the course books, workbooks and teacher's books for levels two, three and four are used for the analyses. Besides, if basic and enriched versions are available, only the latter will be analyzed because they are used in the AHS Unterstufe. Extra material, such as grammar practice books or online material, are not taken into consideration because, on the one hand, not all teachers use them and, thus, the students do not have access to them and, on the other hand, they are not offered for all book series. The individual course book series and the role they assign to the teaching of grammar shall be briefly presented.

Friends

The course book series *Friends* was first published between 2002 and 2005 by Veritas, is approbated in Austria for teaching English in *Hauptschule* and *AHS Unterstufe* and is, thus, intended for students aged ten to fourteen. *Friends* was written by a team of authors (Sigrid Katzböck, Sabine Martinjak, Nicola Peherstorfer, Marjorie Rosenberg, Jim Wingate, Erich Wild, Carola Fürnweger, Ingrid Mille, Petra Preede, Bernadette Frießnegg, Anna Strauß, Ursula Hirtl, Eromanga Schmied, Elke Bedeker) and includes the following components for each year: a course book (available as 'SbX Kombi' version with interactive online material), an activity book (available with CD-ROM Trainer), an audio CD, a teacher's book, a teacher's resource pack, testing material, a CD-ROM trainer (available as demo-download, single-user and network version), a grammar explanation booklet, a booklet with additional basic vocabulary and grammar exercises, a portfolio and online material. The course books and activity books for the years three and four are available as 'Standard' and 'Plus' versions, of which the latter are used for the analyses.

According to the introductory part of the teacher's books, *Friends* takes different types of learners (visual, kinaesthetic and auditory) and multiple intelligences into account and provides learning strategies and exercises for every learner profile. With regard to the role of grammar, they state that knowledge of grammatical and linguistic structures aid the development of authentic communicative skills and is, thus, important (*Friends 2 Teacher's Book* 2004: 4). Besides, it is mentioned that new grammar is introduced through the stories each unit contains, practised through follow-up activities, explained in so-called 'grammar notes' and revised in the 'Show what you know' sections. Which grammar point the individual units present is stated in the tables of contents of the course books under the heading 'grammar notes'. The very first unit in the course books always sets the frame and introduces the main characters, who in the following units give the instructions and explain the grammar. The units in the workbooks start with a revision exercise, which is not labelled as such; in which important structures and/or words of the previous unit are revised. This exercise is followed by, among other things, grammar exercises which are not collected in a separate section. The already mentioned 'Show what you know' sections which also contain grammar exercises are to be found in the workbooks after every third unit. The solutions for these sections are given at the end of the workbooks.

More!

More! is a four-year course book series approbated for the same schools and forms as the *Friends* and *Your Turn* series. The first editions of the books were published between 2007 and 2009 by Helbling Languages and the authors are Günter Gerngross, Herbert Puchta, Christian Holzmann, Jeff Stranks and Peter Lewis-Jones. Concerning its components, for each level *More!* offers a student's book, a workbook, a teacher's book (including master copies), cyber homework offline master copies, three audio CDs, a DVD (level two: episodes of *The Story of the Stones* and of *Kids in NYC*; levels three and four: episodes of the Teen Soap *The Mag*), a DVD-ROM with exam training (single-user version), a DVD-ROM with exam training (network version), an exam material folder with testbuilder CD-ROM and audio CD, "SbX Schulbuch Extra" online material and free practice material on the platform www.more-online.at (cyber homework, free MP3 downloads, online progress checks,

interactive games). For each year grammar practice books including a CD-ROM are available additionally. For the third and fourth year a ‘Basic’ and an ‘Enriched’ version of the student’s books and workbooks, are offered, of which the latter is relevant for this thesis. As already mentioned, for the analyses of all course books series only the student’s books, the workbooks and the teacher’s books for the second, third and fourth forms are taken into consideration.

As the teacher’s book for the second year states (*More! 2 Teacher’s Book* 2008: 4), the course book *More!* follows the guidelines of the Common European Framework of Reference for Languages and, thus, focuses first and foremost on the development of the communicative and intercultural skills and on the acquisition of language learning strategies. Although grammatical competence is important for the development of communicative competence (see chapter 2) and the tables of contents indicate which grammar points should be introduced or revised in each unit, the introductory remarks in the teacher’s books do not say much about the role grammar plays in this course book series and which approach is recommended. The only hint is given in the one for the second year. It specifies that humour is a factor which helps the students to learn new structures (*More! 2 Teacher’s Book* 2008: 6). Therefore, the cartoon ‘More fun with Fido’ frequently illustrates grammatical structures which were introduced in the respective units and also the grammar boxes often contain funny pictures which make the meaning of example sentences clearer. The didactic comments for the individual units, however, recommend a rather teacher-fronted approach because it is explicitly stated that the teacher should draw the students’ attention to the grammar boxes and should explain the respective grammar point (*More! 2 Teacher’s Book* 2008: 67). Apart from the grammar boxes, the student’s books, offer after every fourth or fifth unit, a ‘progress test’ which, among other things, contains a revision exercise for testing students’ understanding of one or more grammar points. The individual units in the workbooks contain a section called ‘grammar’ with different types of practice exercises. Besides, at the beginning of each unit a revision section is to be found in which grammatical structures and vocabulary of the pervious unit are revised. The workbook for the second year additionally contains a ‘Show what you know’ section after every fifth unit, which invites the students to reflect on their (grammatical) knowledge with the help of ‘can do statements’.

Your Turn

Your Turn, a course book series published between 2008 and 2010 by Langenscheidt, is the third and most recent one which will be used for the analyses. For each year, it offers a textbook, a workbook (available as 'Achieve' and 'Excel' version for the years three and four), two audio CDs, a teacher's guide, a CD ROM (single and multi-user version), a CD ROM with testing material (single and multi-user version), SbX online exercises and additional online material, such as worksheets, open learning activities, word lists or vocabulary games. Additionally, for the first two volumes a grammar practice book and a DVD are available. Again, the various parts were written by a group of authors, namely by Jeremy Harmer, Ana Acevedo Palley, Lynda Hübner, Gaynor Ramsey, Georg Hellmayr, Judith Cunningham, Laura Bergmann, Helena Gomm and Stephan Weba, who were supported by several advisors. Since the teacher's guide for the fourth volume has not been published yet, only the textbook and workbook of this volume can be taken into consideration.

As far as the teaching of grammar is concerned, the teacher's guides (2008: 11, 2009: 12) recommend that the students are made aware of grammatical structures and their underlying rules only in so far as it is necessary for the development of their communicative competence. Nonetheless, the tables of contents determine which grammar points should be presented in each unit and the input units in both the textbooks and the workbooks contain grammar boxes with explanations. These are provided by cartoon characters called *Youcan Toucan* and *Lee the grammar guru*. Apart from practice exercises and activities, the revision units in the textbooks also contain so-called 'mini tests' which help the students to check their understanding of the newly introduced grammatical structures. Under the heading 'making progress', such sections are also offered in the input units of the workbooks. In the revision units of the workbook a separate section called 'focus on form' provides exercises for the revision of those grammar points which were presented in the three preceding units. As stated in the teacher's guide (*Your Turn 2 Teacher's Guide* 2008: 12), the aim of this section is the accurate use of language forms and to make students aware of the underlying grammar rules. Furthermore, a grammar overview and the key for the 'making progress' and 'focus on form' sections are included in the appendices of the workbooks.

7. THE PRESENT PERFECT SIMPLE IN ELT COURSE BOOKS

The practical part of this thesis includes the results of the course book analyses and a comparison of the three course book series. Although some suggestions may be made for the improvement of the analyzed material, chapter 9 will focus on the most important ones in more detail. In addition, the attempt will be made to interpret the results on the basis of what the literature recommends for the teaching of grammar and what researchers found out about second language acquisition in general. At the same time, it needs to be mentioned that the interpretation of the results will inevitably not be free of my own point of view.

7.1. Units

Before the units for the treatment of the Present Perfect Simple are analyzed in more detail, it will be determined how many units the three course book series offer for the teaching of it. This gives an idea of the importance they ascribe to this grammar point. Apart from that, it casts light on how much 'space' they allow for the processing of it. In this context, a differentiation is drawn between units which introduce the form, meanings or uses of the Present Perfect Simple and offer exercises and activities for practice, and units or sections in which they are revised. The latter subcategory includes all units which are explicitly called 'revision', 'review' or 'big break' units as well as those units which contain revision sections and/or revise already introduced uses in the grammar boxes. This subcategory also includes all relevant grammar check-ups. The following table shows the results of this classification:

	Total units per level (excl. extra units, incl. check-ups)			**Introduction/practice units**			**Revision units/sections**		
Grade	**2**	**3**	**4**	**2**	**3**	**4**	**2**	**3**	**4**
Friends	27	20	20	2	0	0	2	3	0
More!	24	18	18	2	1	0	6	4	3
Your Turn	24	16	16	2	1	0	2	3	2

Table 1. Number of introduction/practice units and revision units/sections for the Present Perfect Simple

As can be seen, all three course book series include both units/sections for the introduction and practice, as well as for the revision of the Present Perfect Simple. On closer examination, the course books clearly differ in three points:

1. the general number of units/sections offered for the treatment of this grammar point
2. the distribution of the introduction/practice units between the three grades
3. the number of revision units/sections

With regard to the first point, it is striking that although the considered course books of the series *Friends* contain the most units (including the 'Show what you know' sections); they offer the fewest number of units and sections for the treatment of the Present Perfect Simple, namely only seven. Compared to *Friends*, *Your Turn* contains with ten slightly more, and *More!* even offers sixteen units and sections with explanations and/or exercises for the introduction or revision of this grammar point.

When having a closer look at the division of the units and sections into the categories 'introduction/practice' and 'revision', one can see that the course book *Friends* contains only two of the first category and almost twice as many of the second one. By contrast, the course books *Your Turn* and *More!* divide the units for the treatment of the Present Perfect Simple into three introduction/practice units and seven and thirteen revision units respectively. This implies that students using the course book *Your Turn* or *More!* get more opportunities to revise this grammar point than those who are working with *Friends*. Since the category 'revision units/sections' also includes check-ups, it needs to be mentioned that *Friends* actually contains only one unit in each year which is a 'revision unit' in the sense that it revises the form, meaning and uses of this structure through exercises and summarizes the most important information in a grammar box. The same is true for the course book *More!*, which, however, also offers a revision unit in the fourth year. In these two course books the remaining sum refers to check-ups and, in the case of *More!*, also to revision pages in the workbooks. In comparison, in *Your Turn* the entire sum of the category 'revision units/sections are revision *units*. These, however, do not contain grammar boxes.

As far as the distribution of the introduction/practice units between the three grades is concerned, it is noteworthy that those offered by the *Friends* series are all included in the course book for the second year, whereas in the other two series they are distributed over the books for the second and third year. In this context, it is also worth mentioning that the *Friends 4* course book does not include a single unit in which the Present Perfect Simple is explicitly revised.

Several conclusions can be drawn from these first results. First of all, the widely divergent total numbers of units and sections for the treatment of the Present Perfect Simple imply that, in contrast to the authors of the series *Friends*, those of *Your Turn* and *More!* apparently offer far more for teaching this grammar point and, thus, also allow more space for processing this grammatical item. As a consequence, this gives the impression that the two latter course books ascribe greater importance to this grammatical structure. However, the discussion of what the three course books contain in terms of the presentation and the practice of this grammar point will have to show whether this is in fact the case.

Secondly, the fact that apart from introduction/practice units all three course books also offer revision units shows that the authors considered what the German psychologist Ebbinghaus found out about the nature of forgetting. Ebbinghaus' forgetting curve, which illustrates the results of studies based on the memorization of a list of nonsense syllables, reveals that forgetting is extremely rapid immediately after learning and than levels off. (Schröder 2002: 29) This implies that timely revision is important. Since the revision units and sections often immediately follow the introduction/practice units one can say that this is guaranteed in all three course books.

Thirdly, the distribution of both the introduction/practice and the revision units over the three years indicates that, at least as far as this grammar point is concerned, *Friends*, in comparison to the other two course books, suggests a rather 'steep' procedure for the teaching of it. I come to this conclusion because, as has already been mentioned, in this course book the entire information to be taught, namely the form, its meanings and uses; is introduced in the second year. In addition, in the book for the third year the only revision unit for this grammar point also introduces

the difference between the Present Perfect and the Past Simple as well as the use of ‘for’ and ‘since’. This implies that the students are actually expected to be able to use this structure after the second year. Besides, the fact that no explicit revision takes place in the fourth year also speaks for a rather ‘steep’ procedure. As a result, one can say that students working with the course book *Friends* are expected to process and, consequently, also to master and produce this structure more quickly than those who use the course books *Your Turn* or *More!*. This quick procedure when it comes to the teaching of a grammar point which is rather difficult for Austrian learners of English may be problematic because they may need more time to process and acquire it. Consequently, it is perhaps better to split the information to be learned about the Present Perfect Simple up into smaller units, to use the levels two and three for the introduction of it and to provide more revision material, as it is suggested by the authors of *More!* and *Your Turn*. A slower procedure, like the one just mentioned, would also take into consideration what Pienemann (Pienemann 1985 referred to in Ellis 1992b: 236) found out about the learnability of structures. In the study concerned, he investigated the learning of an aspect of German grammar by a group of Italian elementary school children who were at different stages in their interlanguage development (Pienemann 1989: 58). This investigation revealed that a specific structure is only learnable when the students are able to process it. In this context, two factors play an important role. First of all, the learners have to be psycholinguistically ready to acquire the new structure. Secondly, they need to have acquired all necessary preceding rules which are important for the acquisition of the new rule. As regards the latter factor, the study showed that especially those learners benefit from the provided instructions and can produce the new structure whose “interlanguage is close to the point when the structure to be taught is acquired in the natural setting” (Pienemann 1985 referred to in Ellis 1992b: 236, Pienemann 1989: 60-63). The implication for teaching is that it can only promote acquisition by focusing on what is learnable at a given moment. Due to differences in the students’ interlanguage development and the fact that it is unlikely that all learners are always equally developmentally ready, a slower procedure and more revision opportunities increase the chance that all, or at least the majority, of them acquire what is taught.

7.2. Presentation

Next, a closer look is taken at the first ‘P’ which stands for ‘presentation’. Consequently, the following subchapters deal with how the Present Perfect Simple is *presented* in the three course book series. In this connection, it shall be found out which grammar teaching approach and which kind of grammar presentation the books suggest. Furthermore, it is pointed out which presentation techniques are used for the presentation of this grammar point. Besides, it will be analysed in how far the three dimensions of language are taken into consideration, which meanings or uses are introduced and what kind of language is used in the grammar boxes.

7.2.1. ‘Focus on form’ or ‘focus on forms’?

Before the question is answered whether the units suggest a ‘focus on form’ or a ‘focus on forms’ approach, the reader must be reminded once again of the basic distinction between these two approaches. In a ‘focus on forms’ approach grammar is systematically taught according to a predetermined syllabus and the entire units are organized around a specific grammar point. By contrast, in a ‘focus on form’ approach there is just a momentary shift from the lesson content or a communicative activity to the teaching of grammatical structures. (Long 1991: 44-46) Recently, the term ‘focus on form’ is interpreted more flexibly since it is also used as heading for grammar activity sections which “involve more than a brief and unobtrusive focus on form” (Ur 2011: 516). This is, for instance, the case in the course book *Your Turn.*

In all three course books the tables of contents determine a sequence in which the various grammar points should be taught. A closer look at the units concerned reveals that especially in the course books *More!* and *Your Turn* they are designed in such a way that they do not exclusively teach the Present Perfect Simple and nothing else. More precisely, in each unit only some exercises and activities focus on this grammatical structure; the others deal with different topics and involve tasks which do not require its use. Consequently, there is just an occasional shift to this grammar point in order to pre-empt problems which will inevitably occur when the students want to talk, for instance, about their experiences or about what they have recently done. This fact is also pointed out in the teacher’s books of the *Your Turn* series because it says: “Your Turn verfolgt das Ziel, Grammatik so weit bewusst zu

machen, wie sie für den allgemeinen Sprachgebrauch notwendig ist" (*Your Turn 2 Teacher's Book* 2008: 11). As a result, these two course books clearly make use of the 'focus on form' approach. In the case of the course book *Friends*, the answer to this question is less straightforward. This is due to the fact that in the first two units focusing on the Present Perfect Simple almost all exercises and activities in the textbook and a great number of those contained in the workbook provide examples of this structure or ask the students to use it in some task. Thus, grammar is quite evident in these two units and this would speak for a 'focus on forms' approach. However, since the grammar explanations are given at the end of the unit and the exercises and activities preceding them are not explicitly marked as focusing on grammar, the students are actually not aware of the fact that they are practising grammar. Apart from that, the third unit contained in the course book for the second year and the revision unit included in the one for the third year are also rather structured like the units in *More!* and *Your Turn*. Therefore, I would argue that this course book mixes the two approaches.

These observations show that in all three course books a 'focus on form' approach plays more or less a role. Consequently, they reflect what the currently widely acknowledged Communicative Language Teaching approach suggests. To put it more precisely, the units are not organized around grammar but around topics, notions and functions; which in turn create a need for the teaching of, for instance, the Present Perfect Simple (Richards 2006: 23).

7.2.2. Deductive, inductive or mixed presentation?

As has already been mentioned in subchapter 4.1.1, one can distinguish between deductive and inductive grammar teaching. At this point, the reader must be reminded once again how these two approaches are defined. Deductive grammar teaching, also called "rule-driven learning" (Thornbury 2000: 29), means that the grammar rule is first presented and explained before examples are given and the rule is applied in exercises (Thornbury 2000: 29). This is basically the approach which is recommended by the advocates of the traditional PPP sequence. An inductive approach to grammar teaching, on the other hand, begins with the presentation of examples from which the students deduce the rule and, in this way, develop an

understanding of the structure to be learned (Thornbury 2000: 49). This type of learning is also called “discovery learning” (Thornbury 2000: 51) and the tasks the students do in the course of it are called “consciousness-raising activities” (Thornbury 2000: 24) In both approaches grammar learning happens in an explicit way, since it is a conscious operation and the aim is the formation of rules (Ellis 1997: 1). Besides, it needs to be stressed that the two approaches do not exclude each other, but are often combined.

In order to determine which approach predominates or if a combination of both is suggested when it comes to the teaching of the Present Perfect Simple, I counted how many direct explicit explanations in the form of grammar boxes are included and how many activities there are which the authors clearly mark or recommend as consciousness-raising activities.

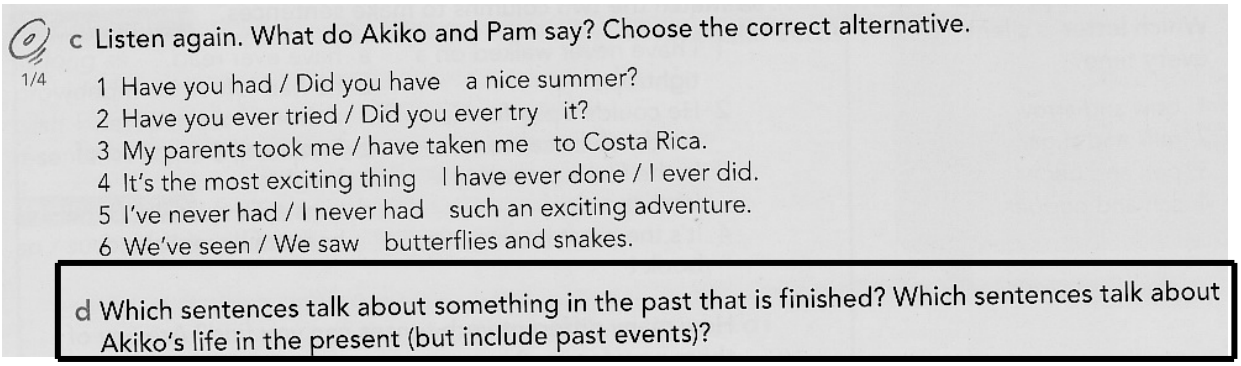
	Amount of direct explicit explanations/grammar boxes			**Amount of consciousness-raising activities**		
Grade	**2**	**3**	**4**	**2**	**3**	**4**
Friends	4	1	0	0	0	0
More!	3	3	0	0	1	4
Your Turn	5	5	2	0	1	2

Table 2. Number of grammar explanations and consciousness-raising activities

As the table shows, *More!* and *Your Turn* contain more direct explicit explanations than consciousness-raising activities and *Friends* does not include activities for discovery learning at all. Therefore, all three course book series tend towards a rather deductive approach for the teaching of the Present Perfect Simple. As regards the number of direct explicit explanations, it is striking that the *Your Turn* series offers with twelve by far more than the *More!* and *Friends* series, which include six and five respectively. This high amount in the course book mentioned first is due to the fact that each unit in the textbooks and the workbooks focusing on this grammar point, except for the ‘Big break’ units, contains grammar boxes. These either provide just examples of the structure or examples combined with direct explicit rule explanations. Additionally, *Your Turn* is the only course book with a grammar reference section at the end of each workbook, in which the rules are summarized

and illustrated by examples and time lines. Furthermore, it is worth mentioning that this course book is also the only one which contains boxes giving explicit grammar rules in the fourth year. What the grammar boxes look like and what they include will be discussed in more detail in the subchapters 7.2.2 to 7.2.4.

While the course book *Friends* adopts an exclusively deductive approach because none of the activities is recommended as consciousness-raising activity, the other two course books contain instances of an inductive presentation of the Present Perfect Simple. In *Your Turn* three consciousness-raising activities can be found, one in the workbook for grade three and two in the textbook for grade four. In all three exercises decontextualized or contextualized examples of the Present Perfect Simple and other tenses are given and the learners either have to identify the tenses or, as in the example given below (Figure 12), have to match them with their meanings.


c Listen again. What do Akiko and Pam say? Choose the correct alternative.

1/4

1 Have you had / Did you have a nice summer?
2 Have you ever tried / Did you ever try it?
3 My parents took me / have taken me to Costa Rica.
4 It's the most exciting thing I have ever done / I ever did.
5 I've never had / I never had such an exciting adventure.
6 We've seen / We saw butterflies and snakes.

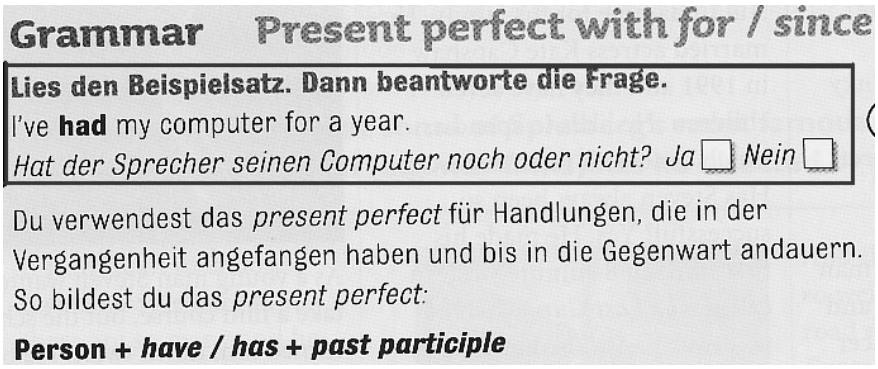
d Which sentences talk about something in the past that is finished? Which sentences talk about Akiko's life in the present (but include past events)?

Figure 12. Example of a consciousness-raising activity (*Your Turn 4* 2010: 8)

What is striking in this context is that in *Your Turn* the consciousness-raising activities are included when the students already have certain knowledge of the Present Perfect Simple. Consequently, the function of these activities in *Your Turn* is not to provide the students with opportunities to derive an understanding of rules which they have *not* met before, as it would be typical for inductive grammar exercises, but rather to activate and revise already existing knowledge. Grammar boxes which summarize the rules precede or follow these activities.

More! contains six consciousness-raising exercises in the course books for the third and fourth grades. As in the course book *Your Turn,* in all these exercises the students have to answer comprehension questions. Since the answers are given and

the learners only have to choose the correct one, it can be said that in both books the inductive grammar exercises and, thus the presentation, are highly guided. In contrast to *Your Turn*, the *More! 3* student's book contains one grammar box in which a use of the Present Perfect Simple, with which the students are *not yet* familiar, is first presented inductively. This inductive presentation is then followed by a direct explicit explanation (see figure 13).


Grammar Present perfect with *for / since*

Lies den Beispielsatz. Dann beantworte die Frage.

I've **had** my computer for a year.

Hat der Sprecher seinen Computer noch oder nicht? *Ja* ☐ *Nein* ☐

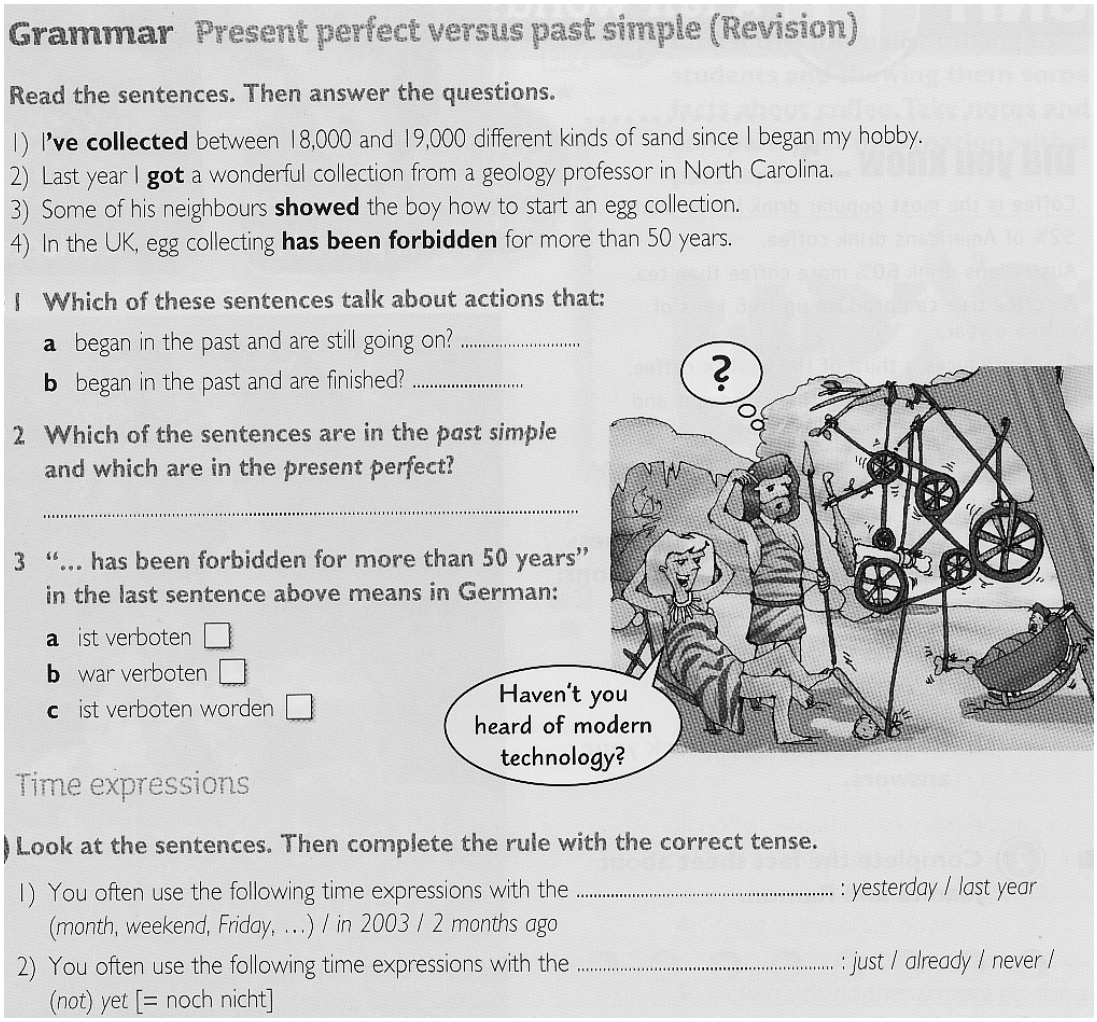
Du verwendest das *present perfect* für Handlungen, die in der Vergangenheit angefangen haben und bis in die Gegenwart andauern.

So bildest du das *present perfect:*

Person + *have / has* + *past participle*

Figure 13. Example of a consciousness-raising exercise (*More! 3* 2008: 57)

The disadvantage of this kind of combination of both approaches in one grammar box is that the inductive exercise will very likely not work as intended, because clever students will notice that the answer to the question is given in the explanation below and, thus, will not try to answer it on the basis of this and other examples they have come across throughout the unit. All the other consciousness-raising activities have the same characteristics as those contained in the course book *Your Turn*, as the following example taken from *More! 4* shows:



Grammar Present perfect versus past simple (Revision)

Read the sentences. Then answer the questions.

1) I**'ve collected** between 18,000 and 19,000 different kinds of sand since I began my hobby.
2) Last year I **got** a wonderful collection from a geology professor in North Carolina.
3) Some of his neighbours **showed** the boy how to start an egg collection.
4) In the UK, egg collecting **has been forbidden** for more than 50 years.

1 **Which of these sentences talk about actions that:**

a began in the past and are still going on? .....

b began in the past and are finished? .....

2 **Which of the sentences are in the *past simple* and which are in the *present perfect*?**

.....

3 **"... has been forbidden for more than 50 years" in the last sentence above means in German:**

a ist verboten ☐

b war verboten ☐

c ist verboten worden ☐

?

Haven't you heard of modern technology?

Time expressions

Look at the sentences. Then complete the rule with the correct tense.

1) You often use the following time expressions with the ..... : *yesterday / last year (month, weekend, Friday, ...) / in 2003 / 2 months ago*

2) You often use the following time expressions with the ..... : *just / already / never / (not) yet* [= noch nicht]

Figure 14. Example of a guided inductive presentation (*More! 4* 2009: 81)

The inductive presentation, which in this case aims at the activation of existing knowledge, starts with some typical, however, decontextualized examples and the learners then have to answer several comprehension questions. In exercise one they have to show their understanding of the correct use of the two tenses, while the second exercise tests their knowledge of the formation of the two tenses. Exercise number three focuses on the comprehension of the meaning of the Present Perfect Simple and in the last one they have to find out which signal words are used with which tense. Although the examples used in the grammar box are all taken from texts to be found in the unit concerned, when it comes to the actual grammar presentation they are given out of context. Such a decontextualized presentation is for various reasons not ideal. First of all, the teaching of grammar with the help of "isolated, unconnected sentences […] give[s] a fragmented, unrealistic picture of English and

make[s] it difficult for students to apply what they have learned in actual situations" (Celce-Murcia & Hilles 1988: 8). The latter is the case because studying grammar out of context denies the students the opportunity to see the relationship between form, meaning, and use and this makes the development of procedural skills harder (Nunan 1998: 102). Secondly, decontextualized grammar presentations, like the ones to be found in the course book *More!,* make it difficult for the learners "to see how and why alternative forms exist to express different communicative meanings" (Nunan 1998: 102-103). This is especially problematic when the grammar presentation aims at making the students aware of the difference between tenses. A further disadvantage is that grammar points such as tenses may be misrepresented if they are explained by means of single sentences without any contextualisation (Petrovitz 1997: 204). Finally, although in figure 14 grammar is revised and not introduced, any inductive presentation should happen in context because if this is not the case the learners will more likely run the risk of coming up with inaccurate rule formulations.

On the basis of these findings, it can be concluded that the course book *Friends* is in favour of teaching the Present Perfect Simple deductively because, although the grammar boxes with the direct explicit explanations are at the end of each unit, neither the instructions for the exercises preceding them nor the didactic comments in the teacher's guides recommend that specific exercises should be used for discovery learning. However, since the exercises to be found before the grammar boxes can be regarded as preview exercises which belong to the category 'discovery activities' (Harmer 1987: 30), one could say that covered discovery of the structure may take place before the direct explicit explanation is given.

By contrast, the other two course books, *More!* and *Your Turn*, include both instances of a deductive and an inductive presentation of the rules for the Present Perfect Simple. Therefore, one can say that these two course books try to combine the two approaches. However, since the consciousness-raising exercises can almost exclusively be found in the revision units, they do not fulfil their actual purpose, namely to present an alternative to rule-driven learning when it comes to the teaching of rules which are *new* for the students. As a result, in these two course books the

deductive approach is the predominating one when new information concerning the Present Perfect Simple is introduced. In the case of the course book series *More!,* this observation is supported by the recommendations given in the teacher's guides which say, for instance, that the formation and the use of the Present Perfect Simple should be explained by the teacher with the help of the grammar boxes, before or after a specific exercise is done (*More! 2 Teacher's Guide* 2008: 67, 71).

This preference for the deductive approach when it comes to the introduction of this particular grammar point is contradictory to the recommendations given in the Austrian national curriculum for modern foreign languages. As has been mentioned in chapter 2, this document generally suggests an inductive approach to grammar teaching. This is also the approach the CEFR recommends because four out of five suggestions how learners can develop their grammatical competence have to do with inductive work (CEFR 2001: 152). The relevant literature, however, does not favour one or the other approach, because both have their advantages and disadvantages. Without going into great detail, Thornbury (2000: 30) argues that the advantages of the deductive approach are that it is time-saving and, thus, leaves more time for practice; "acknowledges the role of cognitive processes in language acquisition", complies with students' expectations in general and those of the analytic learner in particular and "allows the teacher to deal with language points as they come up". The disadvantages are that it is a teacher-fronted approach, may be demotivating if the given explanations are not age-appropriate, fosters the belief that language learning is about knowing the rules and leads rarely to the memorization of the structures presented (Thornbury 2000: 30). Arguments in support of inductive teaching are that it is student-centred and, consequently, more motivating; it fosters pattern-recognition, problem-solving abilities and learner autonomy, complies with the expectations of the holistic learner and aids the memorization of the rules. Some arguments against this approach are that it is thought to be too time-consuming, the students may come up with wrong rules, it requires a careful selection of the data to be analysed and may frustrate analytic learners. (Thornbury 2000: 54-55) Therefore, as has already been mentioned in chapter 4.1.1, the relevant literature advises to use both approaches (Corder 1973 cited in Larsen-Freeman 2001: 264, Thornbury 2000: 55). This view is also taken by Brown (1972: 267) who states:

> There is little value in raising the age-old debate over inductive versus deductive learning in a second language. It is hardly a question of "all or nothing"; some degree of both kinds of learning is clearly necessary.

What does this imply for the way the Present Perfect Simple is presented in the three course book series? – Although Thornbury (2000: 55) points out that some language items should better be taught deductively, the very fact that a mixture of both approaches would meet the needs of diverse students with a variety of learning styles speaks for this combination. Therefore, I think that in all three course books the direct explicit explanations of the rules of the Present Perfect Simple should be preceded by inductive work. How this could be realised will be pointed out in chapter 9.

7.2.3. Presentation techniques and contextualization

After the discussion of the predominating approach in the three course books, this subchapter investigates which of the presentation techniques (see subchapter 4.1.2) are used in them. For this purpose, I will analyse the grammar boxes and have a look at the material preceding them. To begin with the analysis of the latter, all three course books make use of so-called 'preview activities' in order to draw the students' attention to the Present Perfect Simple (Harmer 1987: 30). These activities present the structure indirectly to the students before mostly explicit explanations are given. Consequently, the structure of the units alone suggests an indirect grammar presentation. In the 'preview sections' the learners are confronted with this grammar point in many different ways, as the following table shows:

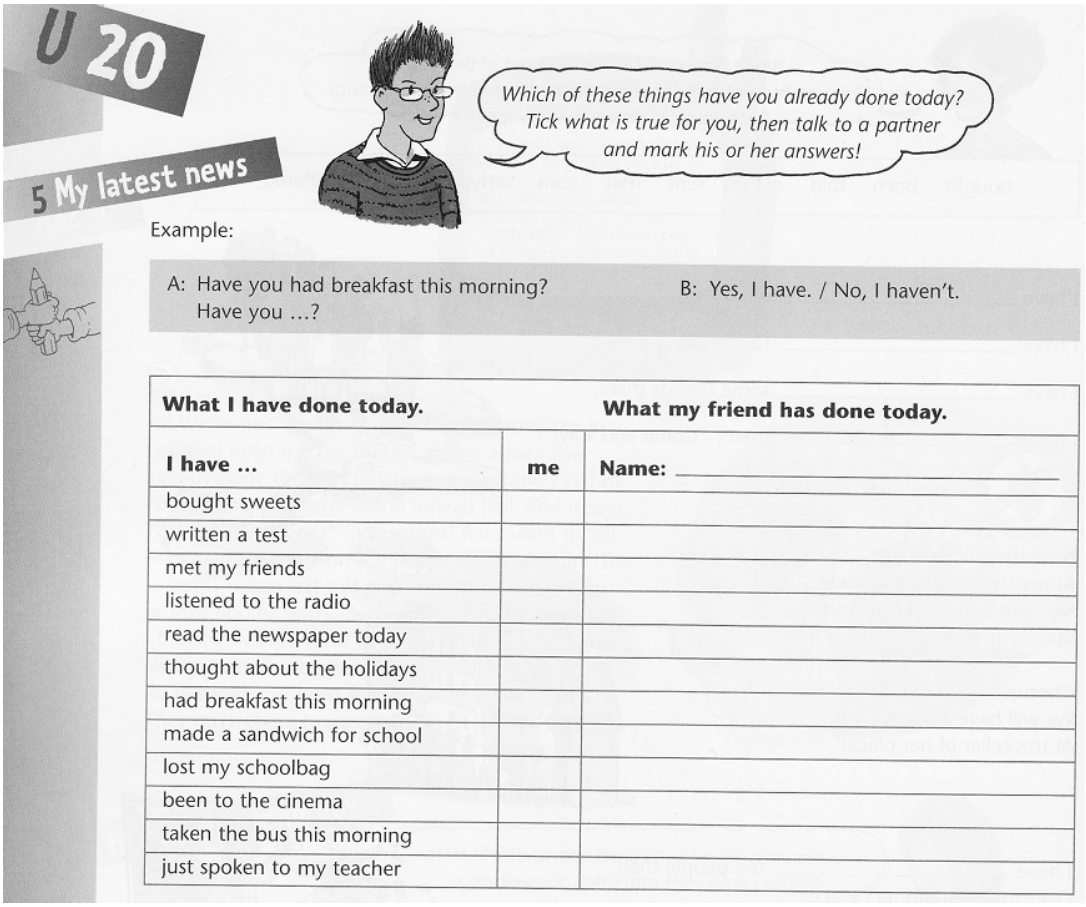
	Friends	**More!**	**Your Turn**[2]
Fill-in	4	1	5
Listening + task	1	3	3
Sentence completion	2	0	1
Reading example sentences + task	3	0	5
Speaking	3	6	4
Sentence writing	2	0	1
Total	**15**	**10**	**19**

Table 3. Types of tasks to be completed in the preview activities

[2] In the case of the course book *Your Turn* also those activities were counted which precede the direct explicit explanations in the workbooks, since they can be used as preview activities as well.

In this context, it is striking that in the preview section of the course book *More!* only three different types of exercises are used for making the learners aware of the structure. These are a fill-in exercise, activities in which the students hear the structure and, for instance, have to put some sentences into the correct order, match sentence halves, complete a text or tick the correct option; and speaking activities where the structure is given. As can be seen in table three, the preview sections in the other two course books show a greater variety in the tasks to be completed. While in *More!* the speaking activities clearly stand out, in *Friends* and *Your Turn* the number of preview activities is distributed more evenly among the task types. However, also in these two books the speaking activities, apart from the fill-ins and, in the case of *Your Turn*, the activities which demand the reading of example sentences and the completion of some task, are among the most frequent preview activities.

Since the speaking activities in all three course books are almost always info-gap activities, one can say that a further presentation technique which Tanner and Green (1998: 16-19) mention and which is used is the practice of the structure with the help of given questions and answers before it is explained (see figure 15). Due to the fact that these activities also frequently demand from the students the formation of sentences which are true for them, they could be used to explain the structure with the help of personalized examples. However, in none of the three course books it is recommended to use these info-gap activities for an explicit deductive or an explicit inductive presentation of this specific grammar point.



U 20

5 My latest news

Which of these things have you already done today? Tick what is true for you, then talk to a partner and mark his or her answers!

Example:

A: Have you had breakfast this morning? Have you …?

B: Yes, I have. / No, I haven't.

What I have done today.		**What my friend has done today.**
I have …	**me**	**Name:** _____
bought sweets		
written a test		
met my friends		
listened to the radio		
read the newspaper today		
thought about the holidays		
had breakfast this morning		
made a sandwich for school		
lost my schoolbag		
been to the cinema		
taken the bus this morning		
just spoken to my teacher		

Figure 15. Example of an info-gap activity (*Friends 2* 2004: 122)

As has been pointed out in the previous chapter, the explanations themselves are, almost without exceptions, directly given so that discovery learning as a way of presenting this grammatical structure is only additionally used in Your *Turn 4* as well as in *More! 3* and *4*. As far as the direct explicit explanations in all three course books are concerned, they are in so far similar as they first give the rules in German or English before they illustrate them by several non-contextualized examples. Only those in *Your Turn 2* diverge from this pattern because in this book almost all grammar boxes just provide example sentences. In the grammar boxes included in the units on this grammar point, *Your Turn* does not make use of any further presentation techniques. However, time lines are used in the more detailed explanations to be found in the appendices of the workbooks for the third and fourth year. These are also used in the *Friends* series. A technique which only the course book series *More!* uses is to illustrate and make the meaning of individual example sentences clear with the help of pictures and cartoons (see figure 16).

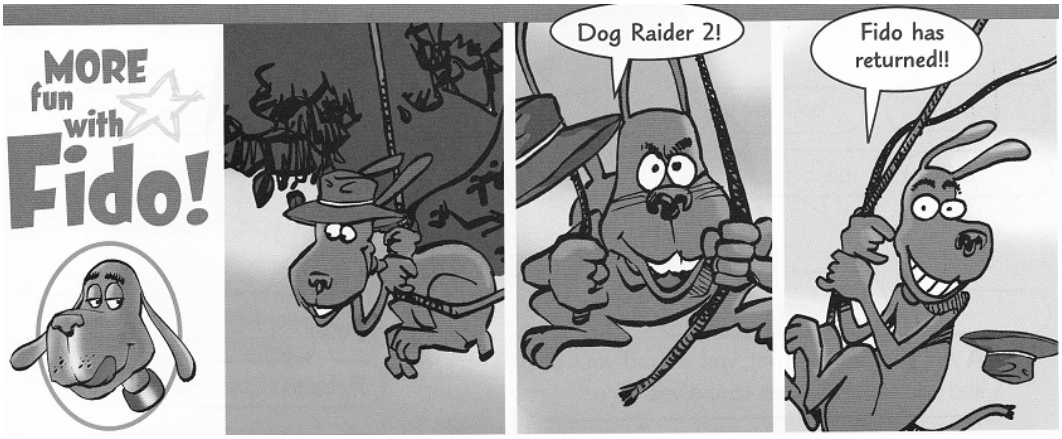


Figure 16. Presentation technique (*More! 2* 2008:115)

Additionally, *More!* is also the only series which establishes a link to the students' mother tongue by making them aware of the German meaning of a sentence in the Present Perfect Simple (see Figure 14).

Although two course books show signs of discovery learning and all three of them provide preview activities which introduce this grammatical structure and sensitize the students for it, the presentation technique to which they give prominence is to explain grammar directly and with the help of non-contextualized examples. As has already been pointed out (see chapter 4.1.2, Petrovitz 1997: 201), such a grammar instruction is not very effective because for an understanding of the meaning and the use of the Present Perfect Simple it needs a presentation in context. This view is shared by Thornbury (2000: 69), who says that "language is context-sensitive" and, thus, should be presented in a contextualized way. In a contextualized presentation, the grammar point has to be introduced by means of a text, for instance, a song, poem, joke, story, interview or a report; which can be used for teaching it (Larsen-Freeman 2001: 292). In grammar activities focusing on this structure a real or imaginary context may be established through placing it in some situation (Thornbury 2000: 70). These situations may be created through pictures and/or descriptions. On the basis of these facts, I briefly want to comment on whether there are texts which could be used for a contextualized presentation and whether the preview activities present the Present Perfect Simple in a contextualized way. As regards the texts, in all three course books the units focusing on this grammar point almost always contain a story, a newspaper article, an e-mail or an interview which presents the

structure and the new information to be learned before it is directly explained. Consequently, there are texts which show the different meanings of the Present Perfect Simple in context and, thus, could be used for a contextualized explanation or for discovery learning. As far as the contextualization of the preview activities are concerned, the analysis reveals the following:

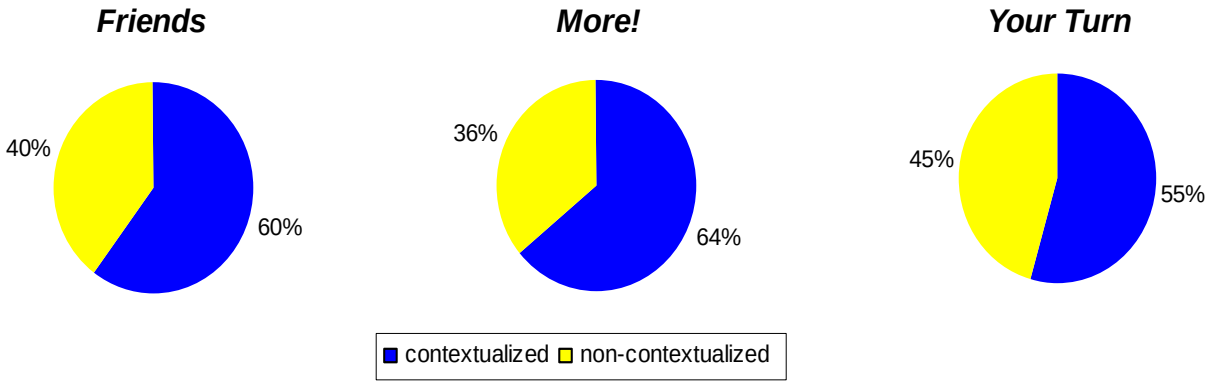


Figure 17. Contextualization of preview activities

As can be seen in figure 17, the number of non-contextualized preview activities is in all three course books quite high. Nevertheless, in all of them more than half of the preview activities focusing on the Present Perfect Simple are contextualized. Although the course book *Your Turn* contains the most preview activities, including those preceding the grammar boxes in the workbooks, it contains with only 55% the lowest amount of contextualized preview activities. In the *Friends* series 60% present the Present Perfect Simple in context and the course book *More!* provides with 64% the most contextualized activities. On the basis of these results, one can say that the amount of contextualized activities could be higher, especially in the course book *Your Turn*. Nonetheless, the percentages show that in all three course books the idea to present grammar in context, as it is demanded by Petrovitz (1997), Thornbury (2000) and Hedge (2000), is taken into account, even though the recommendation seems to be to explain the structure with the help of decontextualized examples in the grammar boxes.

7.2.4. The three dimensions of language

In the penultimate chapter on the presentation of the Present Perfect Simple answers to the following two questions shall be provided:

1. In the grammar explanations do the course books deal with all three dimensions of language – form, meaning and use?
2. Which meanings/uses of the Present Perfect Simple are introduced?

This is in so far important as it is explicitly stated in the CEFR (2001: 116) that “a language learner has to acquire both forms and meanings”. At this point the reader must be reminded of the fact that it is often difficult to separate the dimensions of meaning and use (see subchapter 5.1). Therefore, they are not addressed separately in the discussion of the two questions.

The first question is easily answered. At some point, all three course books make reference to how the Present Perfect Simple is formed and in which contexts it is used. There are, however, differences in how they make reference to the three dimensions. To begin with a closer examination of the dimension of form, the course book *Friends* introduces it in the very first unit on this grammar point by explicitly stating that the Present Perfect Simple is formed with the auxiliary verb ‘have’ and the past participle. In this context, the students are only made aware of how the past participle is formed. In the same unit, the formation of questions and negative sentences in the Present Perfect Simple is explicitly explained. In the second unit focusing on this structure, the short forms are introduced with the help of example sentences. After this unit, explicit reference to the formation is only made in the revision unit included in the book for the third year. In contrast, in the course book *More!* already the very first grammar box for this grammar point uses the short forms, without explicitly drawing students’ attention to them; and explains the formation of it in the following way: “Du bildest das present perfect mit dem past participle (der 3. Form) des Verbs” (*More! 2* 2008: 105). Consequently, although there are enough examples which illustrate that there is more to say about its formation, reference is only made to the past participle and not to the auxiliary verb ‘have’. In fact, there is only in *More! 3* a grammar box which explicitly states all elements for the formation of the Present Perfect Simple. The formation of questions and negative sentences is only illustrated by examples. Finally, in *More! 4* students’ understanding of the formation is tested, since they have to decide which given example sentences are in the Present Perfect Simple. Compared to the grammar boxes in *Friends* and *More!*, the ones in *Your Turn 2, 3* and *4* introduce the dimension of form only by means of

several positive and negative example sentences and questions. In this context, it needs to be mentioned that the grammar boxes in *Your Turn 2* do not even state the name of this grammar point. Only the grammar overviews in *Your Turn 3* and *4* provide a detailed explicit explanation of the form, in which also the metalinguistic terms are used.

Coming now to the other two dimensions, in all three course books they are addressed in the grammar boxes through the introduction of several uses of the Present Perfect Simple. In all cases, there are explicit statements explaining the uses and example sentences which illustrate them. In the course books *Friends 3* and *More! 4* the introduced uses are summarized in a revision unit and in *Your Turn 3* and *4* a summary is offered in the grammar overviews in the appendices of the workbooks. Additionally, in *Your Turn 2* and *Friends 2* the titles of the units – 'Experiences', 'What has happened?' and 'Our latest news' – hint at uses of this grammatical aspect. But which of the uses or meanings mentioned in subchapter 5.2.2 do the course books actually present and in which order? – At this point, the reader must be reminded that Leech's classification (2005) is used as a point of reference. He distinguishes between the 'state-up-to-the-present', the 'indefinite past', the 'habit-up-to-the-present' and the 'resultative past' use (Leech 2005: 51).

Use	Friends	More!	Your Turn
State-up-to-the-present	3	3	3
(Recent) indefinite past	2	1	1
Habit-up-to-the-present	-	-	-
Resultative past (incl. recent and remote past event)	1	2	2

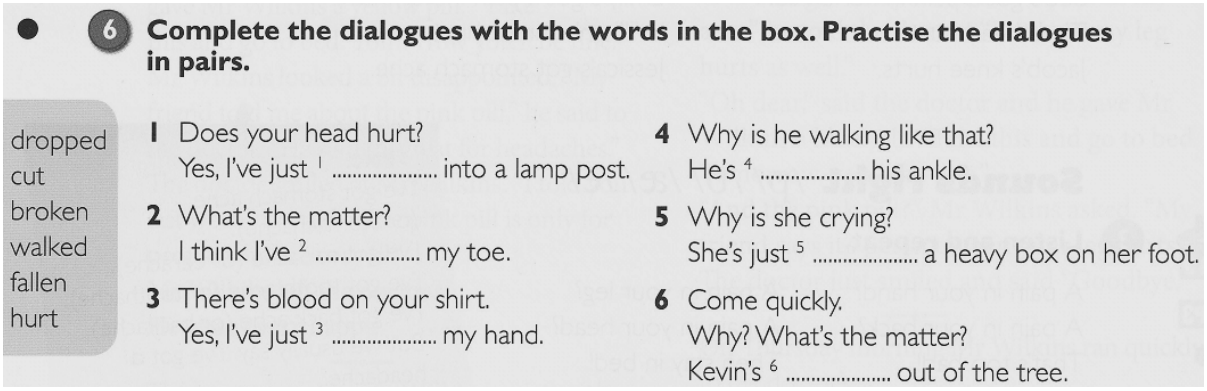
Table 4. Sequence of the introduction of the uses

As table 4 reveals, of the four uses which Leech (2005) identified the course books explicitly explain three, namely the 'state-up-to-the-present', the 'indefinite past' and the 'resultative past' use. An explanation or examples of the 'habit-up-to-the-present' use is missing in all three course books. As far as the order is concerned in which they make reference to the uses, it can be observed that both the course books *More!* and *Your Turn* propose the same one (see table 4). In the second year, the

grammar boxes focus exclusively on the ‘indefinite past’ use. In order to introduce it, the very first grammar box in *More! 2* (2008: 105) provides the following explanation:

> Du verwendest das present perfect, um jemanden eine Neuigkeit zu erzählen. Dabei wird nicht erwähnt, wann dies geschehen ist. […] [Du verwendest es auch] wenn du betonen willst, dass etwas gerade geschehen ist.

This quote shows that strictly speaking the focus is first on the ‘recent indefinite past’ use, before in the further grammar boxes there is a shift to occurrences which have taken place sometime in the past. However, a glance at the exercises preceding and following the explanation in the very first grammar box reveals that they also introduce the notion ‘result’, as the following example shows:



6 Complete the dialogues with the words in the box. Practise the dialogues in pairs.

dropped
cut
broken
walked
fallen
hurt

1 Does your head hurt?
Yes, I've just [1] ..... into a lamp post.

2 What's the matter?
I think I've [2] ..... my toe.

3 There's blood on your shirt.
Yes, I've just [3] ..... my hand.

4 Why is he walking like that?
He's [4] ..... his ankle.

5 Why is she crying?
She's just [5] ..... a heavy box on her foot.

6 Come quickly.
Why? What's the matter?
Kevin's [6] ..... out of the tree.

Figure 18. Exercise introducing the notion ‘result’ (*More! 2* 2008: 102)

Consequently, the exercises already mix the uses ‘indefinite past’ and ‘resultative past’ before the last-mentioned is even explained. This is not surprising since, as Leech (2005: 39) points out,

> [t]he resultative meaning […] is sometimes difficult to distinguish from the recent indefinite past use […]: in fact, it is arguably a special case of the recent indefinite past, in which there is the additional resultative inference.

In contrast, *Your Turn 2* first just introduces the ‘indefinite past’ use through examples and exercises on the topic ‘experiences’, before in the following unit the explanation “In all my life/Some time in the past” (*Your Turn 2* 2008: 71) is given. In the second unit, the Present Perfect Simple is already contrasted with the Past Simple. Even though most of the exercises and activities do not demand from the

students that they distinguish between the two tenses, it is questionable in how far the introduction of this distinction makes sense at this early stage. The ‘resultative past’ and the ‘state-up-to-the-present’ use are explained in that order in the books for the third year. In the grammar boxes included in year four, *More!* emphasizes the ‘resultative past’ use, while *Your Turn* highlights the ‘indefinite past’ use. Unlike the other two course books, *Friends* first makes the students familiar with the ‘resultative past’ use in a unit with the title “What has happened?”, and only then presents the ‘indefinite past’ use in the unit “Our latest news”. These two uses are both introduced in the course book for the second year. This is another fact which distinguishes the course book *Friends* from the other two, since *More!* and *Your Turn* keep to the explicit presentation of only one use in level 2. In all three course books, the ‘state-up-to-the-present’ use is introduced last in the books for the third year.

At the end of this chapter again the question arises what the above descriptions say about the three course books. First of all, the fact that in all three course books the three dimensions of the Present Perfect Simple are at least represented in the grammar boxes shows that the books follow the recommendation of the CEFR which was mentioned at the beginning of this chapter. However, a closer look at the exercises and activities has revealed a clear focus on the dimension of form, since all three course books contain a relatively high number of mechanical and meaningful exercises which aim at form-accuracy (see subchapter 7.3.1).

Secondly, as far as the dimension of form is concerned, it is striking that in the units of the course book *Your Turn* it is not explicitly stated how this grammatical structure is formed. This gives the impression that this course book does not emphasize the dimension of form. In reality, however, the authors seem to put the recommendation into practice that “it is sometimes more appropriate simply to guide students into seeing the patterns” (Hedge 2000: 160). The question that arises in this context is in how far this makes sense when it comes to the teaching of a grammar point like the Present Perfect Simple, where the formation in some cases diverges from the German equivalent and transfer problems may arise. Consequently, it is also problematic that in the course book *More!* the very first explicit statement on the formation of this grammatical structure only makes reference to the past participle. In

order to prevent misunderstandings, it would be advisable to include a statement referring to all elements of the structure, as it is provided in the course book *Friends*.

With regard to the dimensions of meaning and use, it can be said that the three course books focus on and first introduce those uses which, according to the literature, are also the most frequent ones. More precisely, Leech (2005: 40) points out that the 'resultative past' use is by far the most frequent of the four, followed by the 'indefinite past' use. The other two uses are less common, which may be the reason why the 'habit-up-to-the-present' use is not mentioned at all. Another reason for not introducing this use could be that the course books under discussion are intended for the school grades 5 to 8. At these levels only the basics of English grammar are taught.

7.2.5. The use of metalanguage, the target language and the students' L1 in the grammar explanations

The last subchapter on the presentation of the Present Perfect Simple will deal with the question if the direct explicit explanations included in all three course books are given in the L1, which is assumed to be German since I am analysing Austrian course books, or in the target language. Additionally, it will be addressed if metalanguage is used in the explanations right from the beginning or not.

As far as the first question is concerned, the course book *Friends* uses exclusively the L1 in order to explain the Present Perfect Simple. More precisely, the rules are given in German and are illustrated by English examples, the meaning of which is, at least in the very first unit focusing on this grammar point, also indicated in the first language. Similarly, in the course book *More!* the explanations for this aspectual form are also primarily given in the L1. However, there is one grammar box included in the student's book for the fourth grade which tests and sums up the most important pieces of information in the target language (see figure 14). By contrast, the authors of *Your Turn* opted for explanations in English. In this book only the summaries of the rules of the Present Perfect Simple, which can be found in the grammar overviews at the end of each workbook, are in German. Studies focusing on the use of the L1 in the foreign language classroom show that there is a tendency to provide grammar

explanations in the students' L1 rather than in the target language. For instance, a study by de la Campa and Nassaji (2009 referred to in Nassaji & Fotos 2011: 125), investigating the amount, the purpose, and the reason for L1 use in foreign language classrooms revealed that teachers most often draw on the L1 when they provide explanations, among other things, of difficult grammar points. This is confirmed by a study carried out by Walch (2011: 29-39), which examined how English grammar is taught in Polish primary and secondary schools. In this study the observation of forty-two grammar lessons showed that in thirty-four of them the teachers used the students' L1 to explain grammar. Other studies by Tang (2002) and Polio and Duff (1994) which, however, focused on the use of the L1 and the target language in language classes at the tertiary level, came to similar conclusions. The reason the mentioned researchers and many participating teachers give for the use of the L1 in grammar instruction is probably the same that the authors of the course books *More!* and *Friends* had in mind when they decided to give the grammar rules in German: Explanations given in the L1, especially when the students' level is low and it concerns grammar points which are rather difficult to acquire can "enhance the learners' understanding of the target grammar forms" (Nasajii & Fotos 2011: 125) and can help to "avoid ambiguity" (Walch 2011: 34). Since the Present Perfect Simple presents a challenge to many Austrian learners of English, I think it is justified to provide German explanations of this grammar point in the course books. The question that arises is why the authors of the course book *Your Turn* primarily present the rules in English? Since I can only speculate what the reason could be, I assume that the authors opted for English explanations because in a multicultural classroom one cannot assume that the L1 of all students is German, which means that an explanation in this language is not necessarily of advantage to all learners. Another reason could be that this course book very strictly adheres to the CLT doctrine that whenever possible the target language should be used (Larsen-Freeman 2000: 132).

With regard to the use of metalanguage, again there is a difference between the series *Your Turn* and the other two course books. In *Friends* and *More!* grammatical terms such as 'Present Perfect', Present Perfect tense' and 'past participle' are already introduced in the first explicit explanation of this grammatical item and are henceforth also used in all the others. This is not the case in the course book *Your*

Turn. In units thirteen and fourteen, the two introductory units in the course book for the second grade, none of the just mentioned terms are given. The explanations just consist of a number of examples and introduce one of the uses. The term ‘Present Perfect Simple’ first comes up in the revision unit, more precisely, in the focus on form section of the workbook, and is mentioned once more in the grammar overview at the end of the same book. Other grammatical terms in connection with this grammar point are not introduced in the second year. From the third year onwards, however, this aspectual form is referred to as ‘Present Perfect’ in all grammar boxes and the more detailed summaries in the appendix of the workbooks also use other relevant grammatical terms. The fact that the course book *Your Turn* almost does without grammatical terms in the second year, while the other two books already introduce them in the first unit on this grammar point, gives rise to the question if it is in fact advantageous to use metalanguage. Since the opinions of researchers diverge in this context and there are, according to Thornbury (2010: 130), no studies which have persuasively shown that the use of metalanguage aids language learning, one cannot say which approach is better. Therefore, only some of the arguments for and against the use of grammatical terminology shall be briefly mentioned. Those who say that the use should be avoided, put forward the following reasons:

1. The primary aim of language teaching is that the students are able to use the language not to talk about it,
2. the use of terminology can make the comprehension of rules harder,
3. knowledge of the terms is no guarantee that the learners have understood the grammar point,
4. and descriptions of grammar including a great amount of metalanguage may confuse and may not be appropriate for the learners. (Borg 1999: 96-97)

On the other hand, there are a number of arguments which speak for the use of metalanguage. To name just three:

1. the use of it can facilitate communication about language,
2. it can help learners to link up structures which are new for them with their already existing knowledge,

3. and, according to empirical studies, its use aids the development of the learner's metalinguistic awareness. (Borg 1999: 97-98; Hu 2010: 180-182)

As there is some truth in the arguments of both the proponents and the opponents, it is probably best to follow Corder's suggestion in this context. He says that "explanations [should be] given at the appropriate moment and formulated in a way which is appropriate to maturity, knowledge, and sophistication of the learner" (1973 cited in Larsen-Freeman 2001: 264). As the findings show, Corder's suggestion regarding the formulation of explanations is interpreted differently by the various course book authors. While this may be attributable to the arguments mentioned above, it is a fact that course book authors can only speculate about which explanations could be appropriate for a specific age group. This is the case because within a class not all students are equally mature and sophisticated. Besides, also their knowledge very likely varies. Therefore, the explanations given in the course books should only be regarded as proposal for how a specific grammar point could be explained. Ultimately, the teacher has to decide which formulations and explanations are suitable and work for his or her students.

7.3. Practice and production

This section addresses what the course books offer for the practice and production of this grammar point. These two 'Ps' are dealt with together because the analysis of the practice activities will reveal if the course books include any which aim at a more or less free production of the structure. In general, the following three subchapters shall answer the following questions:

4. What kinds of exercises/activities do the course books contain? How many of each type?
5. Are there significant changes in the amount of activities/exercises assigned to a specific type within a series?
6. What kinds of exercises/activities are used in the revision units/sections?

7.3.1. Analysis of exercises and activities

In this subchapter all exercises and activities which focus on the Present Perfect Simple and are included in the units and check-ups in question are analysed. In order to do so, a classification proposed by Ur (1988: 8-9) is used, who distinguishes between mechanical, meaningful and communicative grammar practice. In this analysis, the first two types are called 'exercises' because they "involve the controlled manipulation of the forms of the language […] [and] are also usually written" (Thornbury 2010: 78). The third type is defined as 'activity' since it "can include anything from exercises and drills […] to tasks and project work [and] […] can involve any one of the four language skills, or a combination of these" (Thornbury 2010: 3). To these categories I have added two more, namely 'meaningful and mechanical', since not all exercises can be clearly assigned to one or the other type; and 'receptive exercises'. The classification happens on the basis of the list of characteristics given in table 5 and the exercises and activities have to display at least one characteristic of a type to be assigned to it:

Receptive exercises	❖ provide examples of the target structure ❖ do not require the students to use the target structure in the exercise they have to complete ❖ shall promote noticing or remembering **Exercise types**: matching exercises (matching given sentences with pictures/given questions and answers), ordering and sorting exercises
Mechanical exercises	❖ aimed at form accuracy ❖ based on 'discrete items' (no link between sentences, only illustration of structures) ❖ closed exercises: only *one* possible answer ❖ no comprehension of language necessary **Exercise types:** gap-fills with provided answers, sentence writing/completion, substitution drills

Meaningful exercises	❖ aimed at form accuracy but relate form to meaning ❖ require comprehension of meaning (personalisation) ❖ based on 'discrete items' ❖ controlled exercises ❖ language is used to provide examples of itself (= not 'communicative') **Exercise types:** translation, matching, slot-filling/multiple choice based on meaning/with choice of or no given answers
Meaningful and mechanical	Show characteristics of mechanical and meaningful exercises.
Communicative activities	❖ usually focus on production of meanings for non-linguistic purposes ❖ involve learners interacting to complete a task ❖ rather open-ended **Exercise types:** info-gap, opinion-gap, jigsaw activities, discussions, transactional writing, communicative drills, games, role plays, written communicative activities

Table 5. Classification of exercises and activities (based on Ur 1988: 8-9)

This classification has been chosen because I think it best illustrates in how far the course book series fulfil the demands of the communicative approach that practice activities should become increasingly less controlled and should engage the students in activities involving meaningful and authentic communication (Richards & Rodgers 2001: 161). In addition, it will show if the third 'P', standing for 'production', is reached. In case an activity consists of several tasks, they are categorized individually. Furthermore, since all three course books begin their presentation of the Present Perfect Simple with exercises in which the students are at first asked to fill in the past participle form these are also taken into consideration because they already provide examples of the target structure. Examples of the five exercise and activity types, the checklist results and an overview of the task types are to be found in the appendices 3 to 5.

In general, the analysis reveals that *Your Turn* contains the most practice exercises and activities, namely 81, followed by *More!* which offers 60. This is in so far surprising since the *More!* series contains, in contrast to the *Your Turn* books, more units and sections focusing on the Present Perfect Simple. The fewest number, only 39 practice exercises and activities, is to be found in the course book *Friends*. (see figure 19) Consequently, one can say that, in contrast to students using *Friends*, those using *Your Turn* get twice as many opportunities for practising this grammar point and those working with *More!* get at least half as much again. In spite of the difference in the number of practice exercises and activities, it can be seen in figure 19 that all three course books contain all five exercise and activity types. In first place, mechanical exercises are to be found in the three course books. With a total number of 36 mechanical exercises, the course book *Your Turn* contains almost twice as many as *Friends* and *More!*, each of which contains nineteen. In terms of numbers, especially in *Friends* and *Your Turn* the mechanical exercises clearly stand out from the other four types.

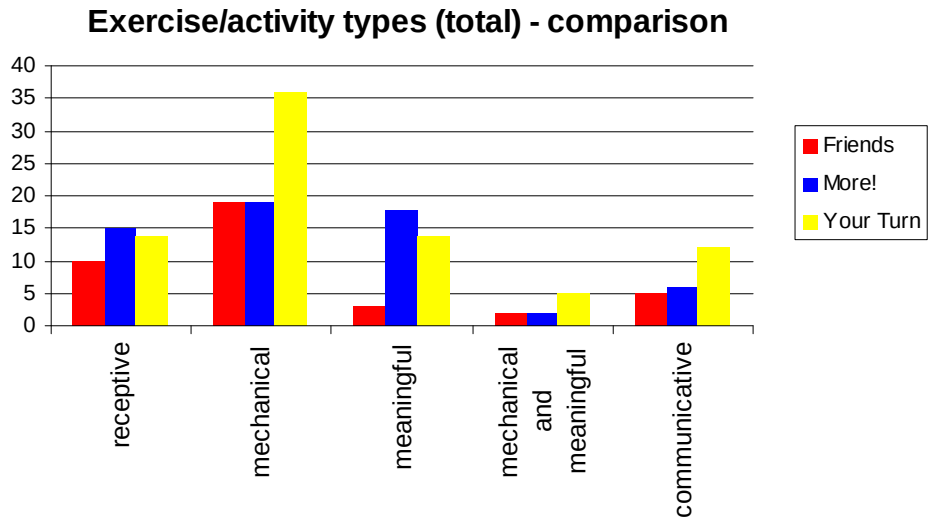


Figure 19. Comparison of the number of exercises/activities per type

In the mechanical exercises contained in the course books *Friends* and *More!,* the learners are most commonly supposed to form and fill in the Present Perfect Simple of given verbs into decontextualized example sentences[3]. In *Your Turn* this is the second most common task type. Here, those mechanical exercises predominate in which the students have to write down sentences using the target structure. The

[3] See appendix 3 for the analysis of the tasks to be completed in the various exercises and activities.

verbs and information to be used are given in most cases. There are, however, also exercises in which the students can bring in their own ideas. Such mechanical exercises are also frequently found in the other two course books. The greatest variety regarding the tasks to be completed is to be found in the course book *Your Turn*.

As far as the other exercise and activity types are concerned, figure 19 reveals that the course books *More!* and *Your Turn* show almost the same order. In other words, the mechanical exercises which take the first place are followed by the meaningful exercises, of which *Your Turn* contains fourteen and *More!* eighteen. In the case of the course book *Your Turn*, the meaningful exercises share the second place with the receptive exercises. With fifteen occurrences these take the third place in the *More!* books. These are followed by a relatively small number of communicative activities because; in view of the high number of exercises and activities which *More!* and *Your Turn* offer, they only contain six and twelve respectively. The exercises of the type 'meaningful and mechanical' are ranked last. By contrast, the course book *Friends* ranks the exercise and activity types differently. In this book the mechanical exercises are followed by ten receptive exercises. Far behind these two types the communicative activities are to be found in third place with only five occurrences. The fourth place is taken by the meaningful exercises, of which only three are offered in *Friends*. Exercises belonging to the category 'meaningful and mechanical' are, as in the other two course books, ranked last.

As in the case of the mechanical exercises, also in the other categories the learners have to complete various kinds of tasks. In all three course books the receptive exercises predominantly ask students to match questions with answers, sentences with pictures or sentence halves. In *Friends* and *Your Turn* the same number of exercises requires the students to read or listen to sentences and to indicate whether the information they convey is true or false or to tick those which are true for them. As regards the meaningful exercises, in *Friends* there is no tendency towards a specific task type, since this course book contains only three. In *More!* and *Your Turn,* however, most of them are multiple-choice exercises in which the students have to choose the correct form of the verb from several given ones. In *Your Turn* an equal number of meaningful exercises are gap-fills in which the learners are asked to complete decontextualized sentences or short coherent texts with the correct tense.

While in *Your Turn* the verbs to be used are always given, in the course book *More!*, in which this type of task is ranked second, the students sometimes have to find the right verbs themselves. Among those which were assigned to the category ‘meaningful and mechanical’ are gap-fills and sentence or text writing tasks. Finally, in *Friends* and *More!* all communicative activities and in *Your Turn* the majority of them are guided and drill-like info-gap activities, since the phrases to be used are always given. Thornbury (2010: 71) calls these activities ‘communicative drills’ since they are “still essentially repetitive and focused on a particular structure or pattern, but [they have] an information gap element built in”. While free speaking activities are missing, all three course books at least contain some free written communicative activities. To provide just two examples, in the *Your Turn 3* workbook (2009: 16) the students are asked to write a letter to their grandmother, in which they tell her what they have recently done; and in the *More! 3* workbook (2009: 52) they have to write an e-mail to a friend in which they tell him or her about a film they have just seen.

Again, several conclusions can be drawn from these results. First of all, from the numerical order of the five exercise and activity types it can be inferred that when it comes to the teaching of this specific grammar point all three course books devote greater attention to the mastery of its form than to its fluent use. I come to this conclusion because in all three the mechanical exercises predominate. Apart from that, in *Your Turn* and *More!*, these are followed by the meaningful exercises, which are also aimed at form accuracy. The third point which supports this inference is that the course books contain a relatively low amount of communicative activities, compared to the total number of exercises and activities. These are in all cases guided, since the structure the students are expected to use is always given. Consequently, one can say at least in the practice exercises and activities for the Present Perfect Simple the course books under discussion give priority to the dimension of form.

Secondly, the dominance of mechanical exercises in all three course books shows that this type is popular in Austrian teaching materials when it comes to the practice of the Present Perfect Simple, even though their effectiveness is questioned (see subchapter 4.2.2). If this fact poses a problem will show the analysis of the individual years in the following subchapter.

Thirdly, it is striking that in both the course books *Friends* and *Your Turn* the receptive exercises are ranked second. This implies that the authors of especially these two course books took the demand for more input practice in grammar teaching into consideration (see subchapters 4.2.1 and 4.2.2). However, it needs to be mentioned that the receptive exercises in all three course books frequently just provide examples of the structure and the exercises involved often do not require the students to process the utterances for meaning, which is the actual aim of input practice activities.

These observations suggest that there is a need for more exercises and activities which focus on the dimensions of meaning and use. Consequently, it would in general be necessary to include more communicative activities and also such which are less guided. Apart from that, some of the receptive exercises could be improved so that they more frequently test the students' understanding of the meaning of this grammatical structure.

7.3.2. Changes in the amount of activities/exercises

After the general discussion of the total numbers available for each exercise and activity type, a closer look shall be taken at the individual years. This will reveal changes in the frequency of the five types within two or three years. In order to see the differences between the three course books at first glance, figure 20 provides all results at once. In the description, however, I will look at the course books separately, before I will generally comment on the results for all three.

To begin with the course book *Friends*, the relatively low number of units and sections focusing on this grammar point and the fact that in *Friends 4* no material for the practice and revision is provided, suggest that there are probably no big changes in the frequency with which the various exercise and activity types occur. However, as figure 20 shows, this assumption is not confirmed. While in *Friends 2* the mechanical exercises clearly predominate with 53%, in *Friends 3* not even half of the total number of exercises and activities are mechanical. Also, the percentage of receptive exercises decreases dramatically, namely from 35% in the second year to only 8% in the third year. Instead, the units and sections in year three show, in

comparison to those in year two, an increase in the percentage of the meaningful and the meaningful and mechanical exercises, as well as of the communicative activities. Especially the rise in the category mentioned last stands out since in *Friends 3* more than a quarter of the entire number of exercises and activities are communicative activities.

In *More!* the same trends can be observed. The mechanical exercises, which in *More! 2* amount to 46%, are reduced by almost half in *More! 3* and are not represented at all in the book for the fourth year. Likewise, also the percentage of receptive exercises declines from 32% in the second year to 23% in the third year. This trend of decline continues in the fourth year, in which only 10% of the total number of exercises and activities focusing on this grammar point belong to the receptive category. As in the case of *Friends*, the meaningful exercises and the communicative activities are the ones which gain increasingly more importance in the third and fourth year. More precisely, the percentage of communicative activities for the practice of the Present Perfect Simple almost triples from 7% to 20%. In case of the meaningful exercises an even bigger rise in the percentage can be observed. While in the second year these exercises are with 11% rather under-represented, in the third year they already come to 36% and in the fourth year an overwhelming dominance of these is to be witnessed, since 70 % of the exercises and activities are meaningful. In general, it is worth mentioning that in the fourth year the units and sections focusing on the Present Perfect Simple only include three types of activities and exercises, namely receptive, meaningful and communicative ones.

Similar changes as in *Friends* and *More!* can be observed in *Your Turn*, although in this course book they are not as dramatic as in the other two. The mechanical exercises experience a steady decrease from 52% in the second year to 31% in the fourth year, whereas the percentage of the meaningful ones gradually increases and culminates in 31% in the fourth year. Consequently, these two exercise types are equally represented in *Your Turn 4*. As for the ‘meaningful and mechanical’ exercises, there are slightly more in year three and none in year four. Differences to the changes in the course books *Friends* and *More!* can be seen when one has a look at the development of the percentages of the communicative activities and the receptive exercises. Whereas the amount of communicative activities rises in the first

two course books, in *Your Turn* it remains stable throughout the three years. As regards the receptive exercises, they do not decline, but rise from 15% to 23%. For the sake of completeness, in *More!* and *Your Turn* the category 'meaningful and mechanical' only slightly increases in the third year and is not represented at all in the fourth.

The description of the changes reveals that in all three course books a gradual reduction of the mechanical exercises and an increase in the meaningful ones take place. Additionally, in the course books *Friends* and *More!* also the communicative activities gain more importance. Even though this is not the case in *Your Turn*, in the end the sum of the meaningful exercises and the communicative activities exceeds the number of mechanical exercises in *Your Turn 4*, *More! 4* and *Friends 3*. Thus, these developments show that in the units and sections on the Present Perfect Simple the course book authors tried to implement what the literature recommends for the practice of grammar, namely that there should be a gradual shift from mechanical to more meaningful, engaging and communicative exercises and activities (Larsen-Freeman 2003: 117, Ur 1988: 8-9). Nevertheless, the ratio of the communicative activities to the total number of exercises and activities shows that there is a clear need for more speaking activities in all three course books (see figure 20). Additionally, in the course book *Friends* also a higher number of meaningful exercises would be desirable. Larsen-Freeman (2003: 117) gives the following reason for the necessity to include more meaningful exercises:

> students will best acquire the structures or patterns when they are put into situations that require them to use structures and patterns for some meaningful purpose other than decontextualized or mechanistic practice.

And Ur (1988: 8) argues that since mechanical exercises "have limited usefulness; […] we should move on to meaning-based practice as soon as we feel our students have a fundamental grasp of the rules of form and their application". However, mechanical exercises are not without use, as Ur herself admits. More precisely, even when learners appear to have mastered the structure it may turn out in communicative activities that they are, for instance, unsure of its formation. In this case, mechanical exercises focusing on correct forms can help to recall and consolidate this information. Therefore, it makes sense that the authors of *Friends*

and *Your Turn* still offer such exercises in years three and four respectively. However, this does not justify that in *Friends 3* 38% and in *Your Turn 4* 31% of all exercises and activities are still mechanical.

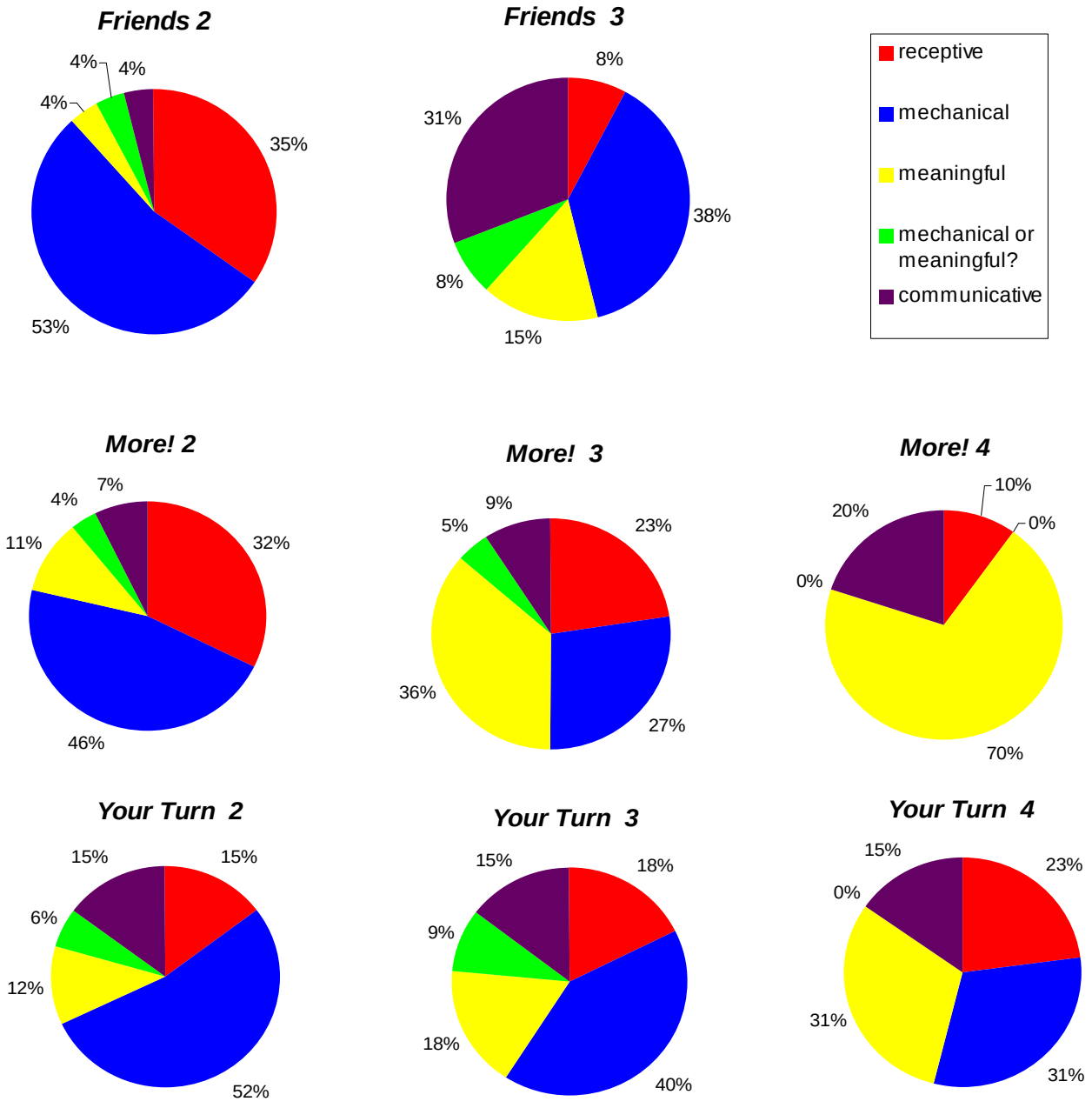


Figure 20. Percentage of exercises and activities per type and year

7.3.3. Types of exercises and activities in the revision units/sections

According to Willis (1996b: 46), instructions have a delayed effect. This is the case because, as Willis (1996b: 46) herself says, “it is quite unrealistic to expect students to make acquaintance with a “new” language form and, within the space of a single

lesson, incorporate it into their working grammar of the language". Therefore, if students are expected to acquire a structure, there need to be enough opportunities for the recycling of it. Consequently, it is interesting to analyse how many exercises and activities each course book offers for the revision of the Present Perfect Simple and to which type they belong. In this context, it needs to be mentioned that this analysis includes all exercises and activities in the revision units and sections, as well as those provided in the check-ups. A unit counts as a 'revision unit' when it is explicitly referred to as 'revision', 'review' or 'big break' unit, it offers revision sections and/or revises aspects of form, meaning or use in the grammar explanations.

	Friends	**More!**	**Your Turn**
Exercise/activity types			
Receptive	3	8	5
Mechanical	10	8	14
Meaningful	2	16	8
Mechanical and meaningful	1	-	-
Communicative	4	4	6
Total number	20	36	33

Table 6. Exercise and activity types in the revision units and sections

As the table shows, *Friends*, the course book which contains the lowest total number of exercises and activities for the practice of the Present Perfect Simple, also offers the smallest number of revision exercises, namely twenty. Despite this fact, the ratio of revision exercises and activities to the total number of exercises and activities reveals that the provided practice material almost divides equally between the introduction and the revision units. Consequently, *Friends* attaches as much importance to the revision of this grammar structure as it attributes to the presentation of it. Of the five exercise and activity types, all five are to be found, but with ten occurrences the mechanical exercises clearly predominate. In contrast, of 60 exercises and activities in the course book *More!* 36 and, thus, more than half of the total number, are to be found in the revision units and sections. Most of them are meaningful ones, although there are also a number of receptive and mechanical exercises. In contrast to the first two course books, *Your Turn* offers the fewest revision exercises and activities, even though it contains the highest total number of exercises and activities for the practice of this grammar point. More precisely, 'only'

33 of 81 exercises and activities are to be found in the revision units and sections. As in the course book *Friends*, the mechanical exercises rank first with fourteen occurrences, followed by eight meaningful ones and six communicative activities.

As far as these results are concerned, one can say that in all three course books, but especially in the course book *More!*, great importance is attached to the revision of the form and the individual uses. Therefore, they reflect what researches have found out about grammar learning and what Larsen-Freeman (2001: 291) puts in a nutshell:

> [D]ifferent aspects of form, meaning, and pragmatics of a given structure may be acquired at different stages of interlanguage development. […] This observation confirms the need for recycling – i.e., introducing one aspect of a form and then returning to the form from time to time for reinforcement and elaboration.

Consequently, the proposed sequence is clearly not a traditional PPP sequence because it is neither linear nor does it ignore recycling (see subchapter 3.1).

As regards the exercises and activity types, it stands out that the sum of mechanical exercises and exercises which just provide examples of the structure and do not require the active use of it for the completion of a task is quite high in the revision units and sections of all three course books. This is in so far not ideal since such exercises only give limited feedback on whether the students have understood the formation, meaning and use of this structure. While in the course book *More!* these and the meaningful exercises, at least, balance each other out; in *Friends* and *Your Turn*, which contain two and eight meaningful exercises respectively, there is clearly a need for more exercises of this type when it comes to the recycling of the Present Perfect Simple. As far as the communicative activities are concerned, it is striking that almost the entire number contained in *Friends* and *More!* is to be found in the units and sections under discussion. Only in the course book *Your Turn* an equal number of these is available in the introduction units and in the revision units and sections. This is the case because in this course book the students are encouraged right from the beginning to use the structure in info-gap activities or communicative games.

Finally, in connection with this research question it is worth mentioning that over the two to three years the basic structure of the revision units and sections basically does not change in any of the three course book series. More precisely, in each year the revision units and/or sections contain exercises and activities of almost all types. Nevertheless, for the sake of completeness the characteristics of these units and sections should be briefly mentioned. In *More!* the revision units basically do not differ from the introduction units since they contain communicative, receptive and meaningful exercises and activities in the course books and mechanical or meaningful exercises in grammar sections in the workbooks. While the revision sections to be found at the beginning of individual units in the workbooks always offer mechanical or meaningful gap-fill, multiple-choice or matching exercises, the check-ups in the course books only include meaningful ones. A similar distribution of the various exercise and activity types can be observed in *Friends*. Here, the 'Show what you know' sections only provide mechanical and meaningful exercises, while the revision units contain examples of these and all the other types. In *Your Turn*, which contains the entire revision material in so-called 'Big break units', the 'Focus on form' sections in the workbooks mainly concentrate on exercises requiring mechanical and/or meaningful operations. Exercises and activities of the other types sometimes precede these sections. In the course books these units always contain a meaningful multiple-choice mini-test and exercises and activities of the various types, which in the books for the third and fourth grade are to be found under the heading 'Language practice'.

7.4. Overall findings

After the analysis of how the Present Perfect Simple is treated in the three course books, the overall findings can now be summarized and the guiding research questions can be answered, which read as follows:

- Which stages of the PPP cycle can be found in the course books and in which sequence?
- How are the present stages characterized?

In general, the analysis has revealed that in all three course books the presentation stage is clearly present because they all contain grammar boxes which explain and exemplify the form, meanings and uses of this grammar point. A striking difference has been found in relation to the procedure at this stage. While in *Your Turn* the presentation rather resembles the one of the traditional PPP sequence, in the other two course books it follows the procedure Harmer (2001: 60-61) defined for this stage (see subchapter 3.1). More precisely, in the course book *Your Turn* the illustration of the form and uses of this grammar point is immediately followed by a direct explicit explanation. By contrast, in *Friends* and *More!* texts (stories, anecdotes, dialogues, articles etc.) present the grammatical structure in context. These texts are followed by various practice exercises and activities requiring the students to use the structure and testing their ability to do so before grammar boxes provide the rules. Both procedures show that, even though the course books *More!* and *Your Turn* contain some consciousness-raising activities in the third and fourth year, in all three course books a deductive grammar presentation still has its place. The few consciousness-raising activities are all very guided, since the students often only have to choose the correct answer from several given options. A presentation as proposed by McCarthy and Carter (1995) is not suggested by any of the three course books (see subchapter 3.3.2). Furthermore, the procedures also reveal that activities and texts for arousing students' interest are above all to be found in the units of the course books *More!* and *Friends*. In the course book *Your Turn*, however, such activities and texts are rare. This is surprising because Harmer was one of the co-authors of this course book series. As mentioned in subchapter 3.3.4, he proposed in his initial sequence that the presentation stage should be preceded by an engagement stage (Harmer 1998: 25). More precisely, at this stage the students should engage in activities which get them interested in the topic or the structure to be learned.

The practice stage is also present in all three course books. Assuming that the material contained in the student's books is treated before the one in the workbooks, it can be said that, unlike in the traditional PPP sequence, where the practice exercises and activities always come after the direct explicit explanation, in the course books *Friends* and *More!* they are to be found before and after it. Consequently, in these course books this stage occurs more than once. The course

book *Your Turn*, however, shows a rather traditional procedure because the majority of the practice exercises and activities follow after the grammar explanation. The few exercises which in some units focusing on this grammar point precede the explicit rule formulations mainly illustrate the structure and do not require the students to use it. Therefore, these input practice exercises could also be regarded as being part of the presentation stage. A closer look at the various practice exercises and activities revealed that the typical task types associated with this stage, namely "pattern practice drills, matching parts of sentences, completing sentences or dialogues and asking and answering questions using pre-specified forms" (Willis 1996a: 134), are included in all three course books. In addition, the higher the level, the more importance is attached to meaningful exercises and communicative activities. Nevertheless, in the course books *Friends* and *Your Turn* the amount of mechanical exercises remains high in the third and fourth year.

The analysis of the practice exercises and activities has further revealed that the communicative activities contained in all three course books are without exception very controlled. This means that in order to complete the task the learners are asked to use pre-specified forms and phrases. Consequently, although activities such as communication-gap activities or games are to be found in the course books, which are typical for the production stage (Spratt 1991: 13), and the students have to produce the Present Perfect Simple, the production stages as it is defined in the literature is not reached in the units focusing on this grammar point. This is the case because in the communicative activities language use is neither free nor unguided (Spratt 1991: 12). As a result, Harmer's (1996: 7) and Nitta and Gardner's (2005: 3) observation that a presentation-practice approach is still the predominating one in many course books also holds true for the three books under discussion. However, only in the course book *Your Turn* it partly resembles the traditional definition.

Finally, in none of the three course books is a linear sequence suggested because all three course books contain units, sections and check-ups for the revision of the previously obtained knowledge. In this context it is striking that especially in the course books *More!* and *Friends* and partly also in the course book *Your Turn* the revision units or sections often immediately follow the introduction unit(s). Consequently, at least when it comes to the teaching of this grammar point, the

course books take into account what the forgetting curve, which was first generated by Ebbinghaus (Schröder 2002: 29), suggests in terms of revision. More precisely, the course books provide timely revision in order to offset the rapid drop at the beginning of the curve.

8. THE PRESENT PERFECT PROGRESSIVE IN ELT COURSE BOOKS

The course book analysis for this grammar point will follow the same procedure as the one for the Present Perfect Simple. More precisely, the same research questions will be answered and the results will be presented and interpreted. Owing to the fact that in the three course books less importance is attached to the teaching of the Present Perfect Progressive, I will focus only on the most important results as well as on those facts which differ from the ones already mentioned in the analysis for the Present Perfect Simple.

8.1. Units

As already mentioned, in all three course books the Present Perfect Progressive is a grammar point which is not treated in much detail. This becomes obvious when one has a look at the units which focus on it.

	total units per level (excl. extra units, incl. check-ups)			**introduction/practice units**			**revision units/sections**		
grade	**2**	**3**	**4**	**2**	**3**	**4**	**2**	**3**	**4**
Friends	27	20	20	0	1	0	0	1	0
More!	24	18	18	0	1	0	0	2	0
Your Turn	24	16	16	0	1	0	0	1	0

Table 7. Number of introduction/practice units and revision units/sections for the Present Perfect Progressive

As can be seen, the three course books introduce this grammatical structure in the third year, one year later than the Present Perfect Simple. For this purpose, each one offers one unit. For revision, both the course books *Friends* and *Your Turn* also contain not more than one section and one unit respectively. In contrast, in *More! 3* there are two sections in which revision material is included, namely one check-up and a revision section in workbook 3. In year four none of the three course books contains explicitly marked units or sections for the revision or practice of this grammatical structure.

These results imply that none of the three course books offers more or less material for the study of the Present Perfect Progressive. While the subsequent chapters on the presentation and the practice of this grammar point will show if this is in fact true, there is almost certainly no doubt that what is offered for the treatment of this structure in terms of units is not enough for the students acquiring its formation and use. I come to this conclusion because, as has already been mentioned in chapter 7.1, learning is not a linear process and requires opportunities for revision and consolidation. Therefore, I would suggest at this stage of the analysis a less steep procedure when it comes to the teaching of the Present Perfect Progressive and the inclusion of at least one revision section in the fourth year of all course books.

8.2. Presentation

The subsequent subchapters will examine more closely different aspects in connection with the presentation of the Present Perfect Progressive. More precisely, it will be determined which approach, type of grammar presentation and presentation techniques are proposed for the teaching of this grammar point. After that, it will be analysed whether the three course books make reference to the three dimensions of language in the grammar explanations. In this context, it will be pointed out which meanings or uses are presented. Finally, it will be examined if the grammar explanations make use of metalanguage and if they are given in the students L1 or in the target language.

8.2.1. 'Focus on form' or 'focus on forms'?

As far as the units focusing on the Present Perfect Progressive are concerned, this question is answered quickly. In the units of all three course books the approach adopted for the teaching of grammar is clearly a 'focus on form' approach. As in the case of the units concentrating on the simple form, this can be explained by the fact that the units focus on some kind of topic and the teaching of this grammar point is just regarded as a means to an end. For instance, in the unit contained in *More! 3* the topic is 'California Dreaming' and there is only one interview about a family which emigrated to California in which this grammatical structure is used. Consequently, it seems that this grammar point is primarily introduced to ensure that the students get

the meaning of those sentences which are in the Present Perfect Progressive. To give a further example, the topic of the unit included in *Your Turn 3* is 'Home and surroundings' and, among other things, this involves talking about how people spend their weekend and what they have been doing. This requires some knowledge of the Present Perfect Progressive, which is why it is introduced.

As a result, the same conclusion can be drawn as for the units concentrating on the Present Perfect Simple, namely that the ones introducing the progressive form follow the suggestion of the CLT approach that grammar should only be introduced when communicatively necessary.

8.2.2. Deductive, inductive or mixed presentation?

As table 8 reveals, in all three course books the rules of the Present Perfect Progressive are given explicitly. These are summarized in grammar boxes, of which the course books *Friends* and *More!* each contain one and the course book *Your Turn* even three in the third year. The last-mentioned course book is the only one which also offers a summary of the rules in the appendix of the workbook for the fourth year.

	Amount of direct explicit explanations/grammar boxes			**Amount of consciousness-raising activities**		
Grade	**2**	**3**	**4**	**2**	**3**	**4**
Friends	-	1	-	-	-	-
More!	-	1	-	-	-	-
Your Turn	-	3	1	-	2	-

Table 8. Number of grammar explanations and consciousness-raising activities

Consequently, it can be assumed that all three course books are in favour of deductive grammar teaching. In the case of the course books *Friends* and *More!,* this is confirmed by the fact that they do not contain any consciousness-raising activities, although in both the grammar boxes are, as in the units on the Present Perfect Simple, preceded by a number of preview activities, of which one or the other could be used as such. However, none of them is marked as consciousness-raising activity

and the teacher's books do not contain any recommendations that this grammar point should be taught inductively. Only the course book *Your Turn* offers two consciousness-raising activities. The one in figure 21 should make the students aware of the formation of the Present Perfect Progressive, the other one focuses on its meaning in contrast to the simple form and asks the learners to look at pictures with speech bubbles and to match them with one of two given meanings.

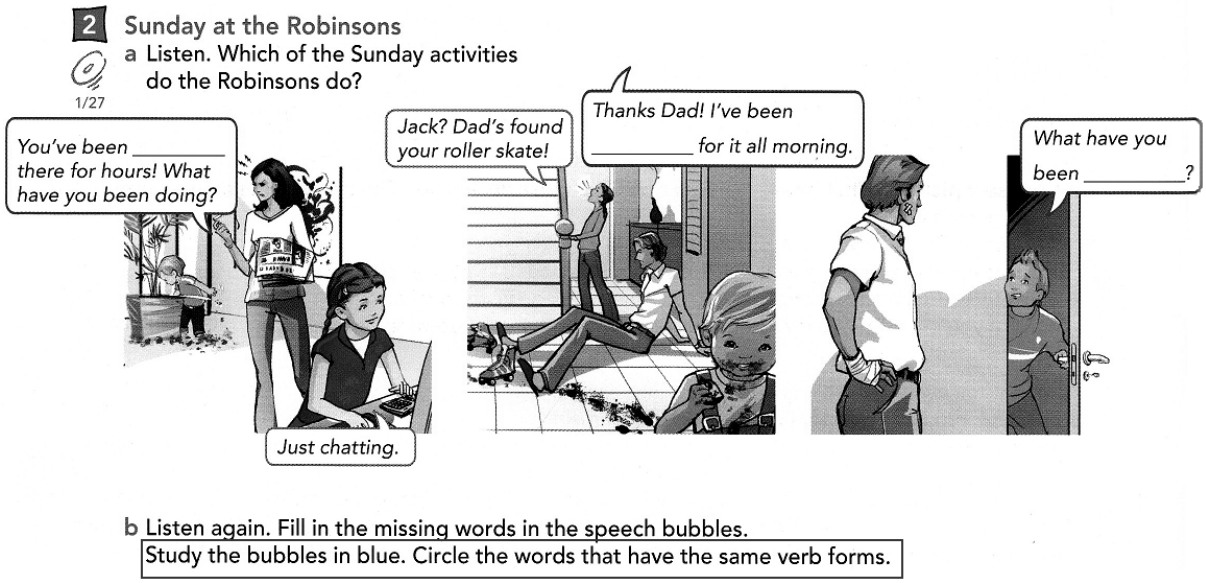


Figure 21. Consciousness-raising activity (*Your Turn 3* 2009: 42)

These results reveal that *Your Turn* is the only book analysed in which a combination of the deductive and the inductive approach is explicitly suggested when it comes to the presentation of this grammar point. Therefore, it is the only course book which considers to some extent the recommendation given in the Austrian curriculum that grammar should be taught inductively. Again, my recommendation for the course books *More!* and *Friends* would be that they make explicit which exercises and activities could be used for an inductive grammar presentation, since the instructions and recommendations given in a course book very likely influence how, for instance, grammar is taught.

8.2.3. Presentation techniques and contextualization

Due to the fact that the units in the three course books always follow the same structure, one could assume that also in the ones focusing on the Present Perfect

Progressive the grammar boxes are preceded by some preview activities (see table 9).

	Friends	More!	Your Turn[4]
Listening + task	1	-	1
Speaking	1	-	-
Total	2	0	1

Table 9. Types of tasks to be completed in the preview activities

However, this type of discovery activity is actually only to be found in the course books *Friends* and *Your Turn*, which contain two and one respectively. The one included in the last-mentioned course book, and one of the two in *Friends 3*, are both listening exercises. On the one hand, these ask the students to listen for the structure and complete given sentences and, on the other hand, to find and write down the right answers to given questions in the Present Perfect Progressive. The second preview activity which *Friends* offers is a communicative one. In this info-gap activity the students will ask each other given questions starting with "How long have you been…" and will write down the answers of their classmates. Since in the preview activities included in *Friends* the students are expected to actively use the structure, which is not the case in the one contained in *Your Turn*, one can say that practising a structure before it is presented is one presentation technique which is used in this course book. Due to the fact that the speaking activity asks the learners to formulate sentences which are true for them, these personalized examples could be used to explain this grammar point (Tanner and Green 1998: 16-19). This, however, is not suggested by the course book authors. In *More!* no such activities are to be found. The grammar box is just preceded by a text which illustrates the structure in context.

For the explanation of the Present Perfect Progressive, all three course books offer grammar boxes with the rules and some examples. This and the fact that the teacher's books do not recommend the usage of the preview activities for discovery learning imply that the course book authors propose a direct explicit explanation of the grammar point under discussion. In the workbook of *Your Turn 3*, however, the students are at least required to make out the difference between the simple and the

[4] In the case of the course book *Your Turn* also those activities were counted which precede the direct explicit explanations in the workbooks, since they can be used as preview activities as well.

progressive. In the activity concerned, they are asked to match sentences in the simple and progressive form with given meanings. Coming back to the techniques used for the presentation of the Present Perfect Progressive, apart from the explicit explanations, *Your Turn* uses time lines to illustrate the meaning of the given examples. These are neither to be found in *Friends*, which makes use of them in the explanations of the Present Perfect Simple, nor in *More!.* Instead, *More!* additionally contains cartoons for clarifying the meaning, and *Friends* uses a picture which serve as a mnemonic for the formation of this grammar point (see figure 22).

As far as contextualization in the presentation phase is concerned, the preview activities in *Friend* and *Your Turn* and the text contained in the course book *More!* show how the Present Perfect Progressive is used in context. The grammar boxes, however, again just provide non-contextualized examples. Consequently, also the units focusing on this grammar point provide material which can be used for a contextualized presentation and explanation.

8.2.4. The three dimensions of language

Also for this grammar point it will be investigated in how far the grammar explanations make reference to the three dimension of language – form, meaning and use. Additionally, I will examine if the grammar boxes in all three course books mention all elements of the main use of the Present Perfect Progressive.

To begin with the dimension of form, both the course books *Friends* and *More!* explicitly break down the three elements for the formation of the Present Perfect Progressive. In order to guarantee that it is easily remembered, the first mentioned course book even contains a picture showing its formation. This is particularly helpful for the visual learner type (see figure 22).

Figure 22. Formation of the Present Perfect Progressive (*Friends 3* 2005: 83)

By contrast, the grammar boxes in the course book *Your Turn*, of which only the one contained in the workbook states the name of this grammatical structure, just highlight the elements of it in the examples and do not explicitly name them. This, however, is not really necessary since the consciousness-raising activity preceding the explicit grammar explanation focuses on and draws students' attention to its formation. Apart from that, the grammar overview in the appendix of the workbook provides a detailed presentation. As regards questions and negative sentences, their formation is only explained in the course book *Friends*. The grammar box in *More!* provides at least one example of a question and in *Your Turn* both the formation of questions and negative sentences is only pointed out in the grammar overview.

Concerning the other two dimensions which are again tackled together, they are in so far represented in the grammar explanations as in all three course books elements of the main use of the Present Perfect Progressive are explicitly mentioned. At this stage, the reader must be reminded how this main use is defined:

> In summary, we may say that the main use of the Present Perfect Progressive combines elements 'continuation up to the present', 'recent indefinite past', and 'resultative past' found in the use of the non-progressive Present Perfect; and that, in addition, it combines these with the concepts of temporariness and possible non-completion associated with the Progressive Aspect. (Leech 2005: 51)

As can be seen in table 10, in all three course books the explanations given in the grammar boxes either state or imply that this grammatical structure is used when one wants to talk about a happening which is not yet completed. The same applies to the 'continuation up to the present' element.

Elements of the main use according to Leech (2005:51)	**Friends**	**More!**	**Your Turn**
Limitation of duration	**(✓)**	**(✓)**	**(✓)**
Continuation up to the present	✓	✓	✓
…or to the recent past			
Possible incompleteness	✓	✓	✓
Effects which are still apparent			✓

Table 10. Presence of the elements of the main use in the grammar boxes

The fact that the Present Perfect Progressive may also refer to actions which finished recently, is only mentioned in *Friends* and *Your Turn*, since the explanation in *More! 3* (2009: 89) reads:

> Du verwendest das *present perfect continuous*, um auszudrücken, womit sich jemand schon einige Zeit oder in letzter Zeit beschäftigt bzw. was schon seit einiger Zeit vor sich geht.

This quote also shows that its meaning of 'temporariness' is not explicitly pointed out, which is why the tick is put in brackets. As in the other two course books, this element of its use is just introduced through examples such as *he's been staying with us for a week* (*More! 3* 2009: 89), *they have been playing volleyball for hours* (*Friends 3* 2005: 83) or *Emily has been sitting at the computer since 9 o'clock* (*Your Turn 3* 2009: 42). Finally, only the course book *Your Turn* states that the Present Perfect Progressive may indicate that the effects of an action are still evident, and gives the following example (*Your Turn 3* 2009: 42):

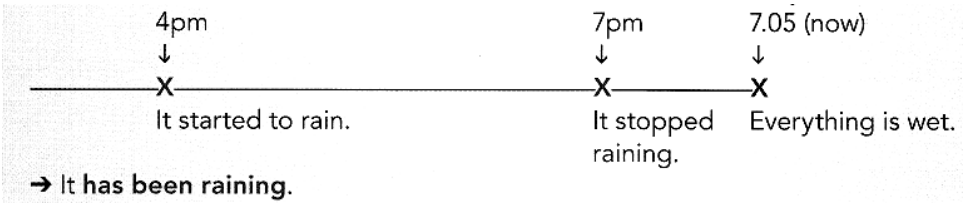


Figure 23. 'Effects still apparent' meaning of the Present Perfect Progressive

Even though not all of the three course books introduce all elements of the main use of the Present Perfect Progressive and explain the formation of negative sentences or questions in the grammar boxes of the units concerned, none of them ignores any of the three dimensions. However, the analysis of the exercises and activities will reveal that due to the relatively high percentage of mechanical exercises and partly also of receptive exercises, which only rarely involve the students in tasks focusing on the meaning of the structure, the dimension of form is in the foreground.

8.2.5. The use of metalanguage, the target language and the students' L1 in the grammar explanations

This question concerns, on the one hand, the use of the target language and of the students' L1 in the explicit grammar explanations and, on the other hand, the

occurrence of metalinguistic terms in the same. Due to the fact that in this context the grammar boxes for the simple and the progressive form do not differ from each other, these questions are answered quickly. To begin with the first question, in both the course books *Friends* and *More!* the formation and the use of the Present Perfect Progressive are explained in German and are followed by a number of English examples. In the case of the course book *Friends*, again the meaning of the example sentences is given in German. Unlike these two course books, *Your Turn* offers only explanations in English. There is, however, a German summary of the most important rules in the appendix of workbook 3, which is also to be found in the one for the fourth year. Again, at least for those whose mother tongue is German a German explanation makes sense, since the Present Perfect Progressive is a grammar point which may cause problems because there is no equivalent in the German language.

As far as the use of grammatical terminology is concerned, the principle of simplicity applies in all three course books. That is to say, in general all three course books renounce the use of meatalinguistic terms; they only refer to the grammatical structure under discussion as ‘Present Perfect Progressive’ or ‘Present Perfect Continuous’. Again, the arguments against the use of metalanguage, namely that it makes among other things the comprehension of rules harder and may confuse the students (see subchapter 7.2.5), could be the reason why the course books make with the bare minimum.

8.3. Practice and production

Also for this grammar point it will be examined what the three course books offer for its practice and if the production stage is reached. In order to do so, the exercises and activities included in the three course books are again assigned to one of the five categories which were defined in subchapter 7.3.1 and the results are interpreted. Since the question concerning possible changes in the exercise and activity types within a series cannot be answered for this grammar point, for reasons which will be mentioned later on, the general classification of the exercises and activities is followed by a discussion of which are to be found in the revision units and sections.

8.3.1. Analysis of exercises and activities

As regards the exercises and activities the course books contain for the practice of the Present Perfect Progressive, it stands out that *Your Turn* is the only book in which four of five exercise and activity types are represented (see figure 24). In *More!* communicative activities and mechanical and meaningful exercises are missing and in *Friends* the last-mentioned type and the receptive exercise type are not represented. Consequently, it is not surprising that also for the practice of *this* grammar point the course book *Your Turn* offers the most exercises and activities, namely fourteen. In contrast, the course books *Friends* and *More!* contain eight and seven respectively.

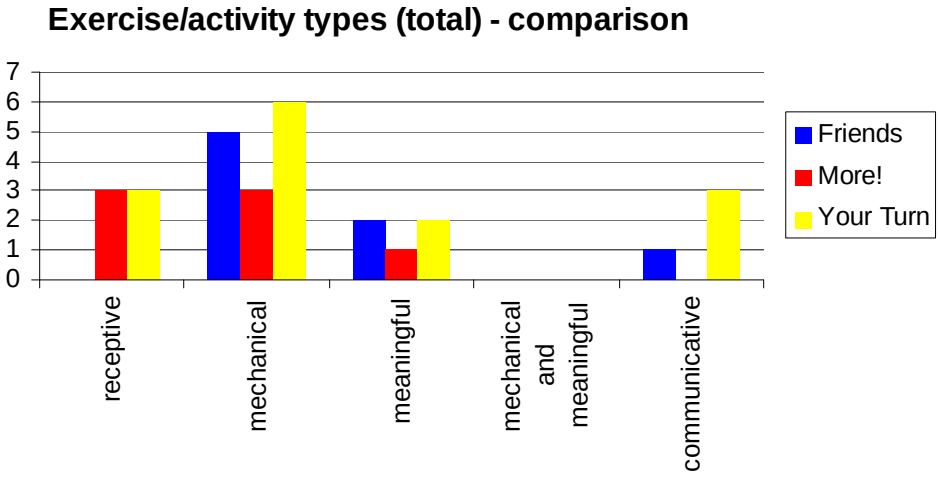


Figure 24. Comparison of the number of exercises/activities per type

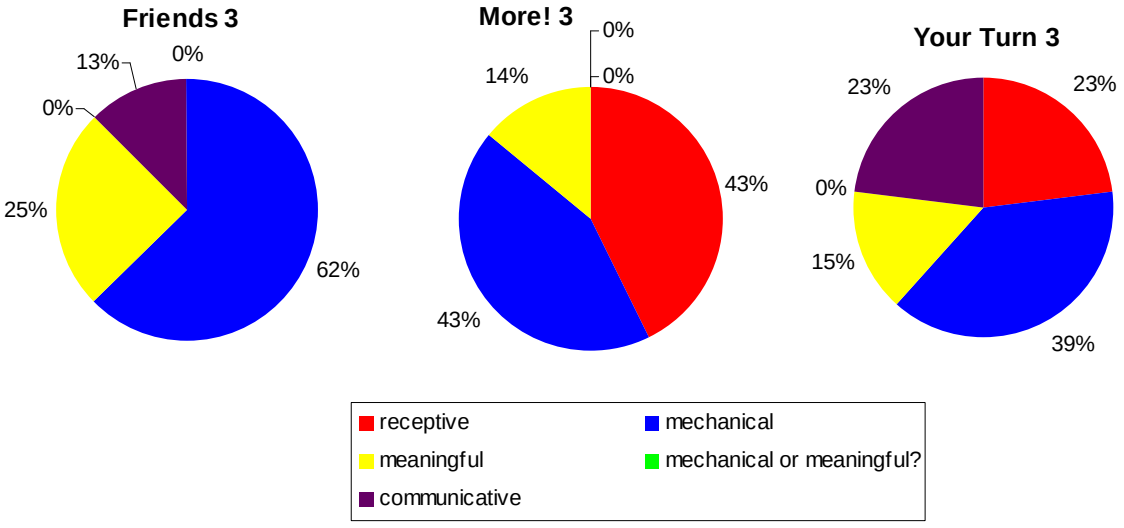


Figure 25. Percentage of exercises/activities per type and course book

Accounting for 63% in *Friends 3* and 37% in *Your Turn 3*, the mechanical exercises outnumber the other exercise and activity types in these two course books. Consequently, as in the units on the Present Perfect Simple, these exercises rank first. In *More! 3*, however, the mechanical and the receptive exercises balance each other out, with 43% each. The classification into task types reveals that in all three course books the mechanical exercises demand from the students to unravel given sentences and to write them down or to formulate answers to questions with the help of given pictures (see appendix 4). Apart from that, *More!* and *Your Turn* contain mechanical gap-fill exercises and *Friends* additionally offers a sentence completion and a matching exercise. As regards the already mentioned receptive exercise type, while in *More! 3* it shares the first place with the mechanical exercises, in *Your Turn 3* they take, with 21% and together with the communicative activities, the second place. In both course books the receptive exercises ask the learners to match sentences with pictures or to read a text containing the target structure and to indicate whether given sentences are true or false. Additionally, *More! 3* also contains one which involves the completion of sentences. No tendency towards a specific task type is discernible when one has a look at the analysis of the meaningful exercises, which take second place in *Friends* with 25% and third place in *More!* and *Your Turn* with 14% each. Among the represented task types are a sentence and text writing exercise in *Friends*, a gap-fill exercise in *More!* and a multiple choice as well as a matching exercise in *Your Turn*. Examples of the category ‘meaningful and mechanical’ are missing in all three course books. Finally, communicative activities are only to be found in the course books *Friends* and *Your Turn,* amounting to one and three or 13% and 21% respectively. These are, like the ones for the practice of the Present Perfect Simple, very often communicative drills since the structure to be used is given and the students just need to adapt the example sentences to their purposes. A written communicative activity is only to be found in the course book *Your Turn.* This activity requires the learners to write a postcard using both the Present Perfect Simple and Progressive.

These results basically permit the same conclusions as the ones for the practice exercises and activities for the Present Perfect Simple (see subchapter 7.3.1). The high percentages of mechanical exercises suggest that the primary aim in all three course books is that in the end the students know how the Present Perfect

Progressive is formed. This observation is also supported by the fact that the course book *Friends* contains only one and the course book *More!* no communicative activity. By contrast, *Your Turn* offers at least three activities which require the students to use the structure for communicative purposes. Consequently, it is the only course book in which the use of this grammatical structure is practised. Nevertheless, if the learners are intended to acquire not only the form but also its use and are expected to be able to apply it in situations which require it, these three communicative activities will not be sufficient. In order to achieve this aim it would need more communicative activities which are less controlled.

Moreover, it is striking that the receptive exercises rank second in *More!* and Y*our Turn.* This means that in the units on the progressive form this exercise type plays an equally important role as in the practice material for the Present Perfect Simple. Many of those for the simple form ask the students to read sentences containing the target structure and to select the picture that best matches with them. Consequently, they require the learners to process the sentences for meaning, an element which is often missing in those contained in the units on the Present Perfect Progressive. In addition, only in the course book *Your Turn* all three receptive exercises provide contextualized examples of the structure. In *More!* just one of the three presents it in context. This is clearly something that needs to be improved since especially the teaching of tenses requires a presentation in context (Petrovitz 1997: 201).

8.3.2. Changes in the amount of activities/exercises

As has already been mentioned, the three course book series under discussion each contain just one unit for the introduction and the practice of the Present Perfect Progressive as well as one or two revision sections in the books for the third year. This and the fact that none of the three course books deals with this grammar point in the fourth year, makes sensible statements about significant changes in the types of exercises and activities impossible. Consequently, this research question cannot be answered for this grammar point.

8.3.3. Types of exercises and activities in the revision units/sections

Due to the fact that the three course books each contain a rather low number of exercises and activities for practising the Present Perfect Progressive, it can be assumed that only few of them are to be found in the revision units and sections. This is at least true for the course book *Friends* which, as table 11 shows, only offers one mechanical exercise in the "Show what you know" section concerned. By contrast, of fourteen practice exercises and activities contained in *Your Turn* four are intended as revision exercises and activities. These belong to the receptive, mechanical or meaningful exercise type. For the course book *More!,* the ratio of revision exercises and activities to the total number of exercises and activities reveals that almost half of them, namely three of seven, occur in the revision units and sections. Among these are one receptive, one mechanical and one meaningful exercise.

	Friends	**More!**	**Your Turn**
Exercise/activity types			
Receptive	-	1	1
Mechanical	1	1	2
Meaningful	-	1	1
Mechanical and meaningful	-	-	-
Communicative	-	-	-
Total number	1	3	4

Table 11. Exercise and activity types in the revision units and sections

In general, these results show that in all three course books there are, without doubt, not enough exercises and activities for the revision of this grammar point. I come to this conclusion because each course book offers just one unit for the introduction of this grammatical structure and, as has already been pointed out in subchapter 7.3.3, this is certainly not enough if the students are expected to know afterwards how the Present Perfect Progressive is formed and when it is used. Consequently, it would need extensive revision units or sections as well as revision units in the books for the fourth year in order to achieve the mastery of this structure. However, these are not provided in any of the three course books.

The fact that there are mainly mechanical and meaningful revision exercises which focus on form-accuracy, suggests that the primary aim is the mastery of its form. This

is supported by the fact that there are no communicative activities in the revision units and sections, without which it is unrealistic that the learners acquire the ability to use this structure in real life situations.

Finally, since the course book *Friends* contains only one revision exercise and in the course book *More!* one of the two revision sections containing two of the three revision exercises, immediately follows the introduction unit, it can be said that especially in these two course books the suggested procedure when it comes to the teaching of this grammar point is a rather linear one. This is clearly something that needs to be improved since, as Thornbury (2001: 37) points out, “the learning curve for a single item is not linear” and, thus, revision is essential for the mastery of language items.

8.4. Overall findings

The analysis of the treatment of the Present Perfect Progressive has partly revealed the same results as the one for the simple form. Also for the teaching of this grammar point the three course books recommend a presentation-practice approach. The procedure at the presentation stage is basically the same as in the units focusing on the Present Perfect Simple. The only differences are that less importance is attached to the presentation of this grammar point and that higher priority is given to a deductive presentation. The former is the case because fewer units are offered for the treatment of the Present Perfect Progressive. The latter can be explained by the fact that the units contain no or hardly any preview activities which could be used for an indirect explicit explanation. In addition, the course book *Your Turn* is the only one which contains two consciousness-raising activities. However, of these just one is to be found before the grammar box, which is why its effectiveness is limited. Again, none of the three course books proposes such a detailed presentation as suggested in the III model (see subchapter 3.3.2). Material for engaging the students and creating a need for the study of this grammar point is rare in all three course books.

In *Friends* and *Your Turn* the practice stage shows the same characteristics as in the units on the Present Perfect Simple. The course book mentioned first offers

exercises and activities before and after the direct explicit grammar explanation and the latter, with the exception of one exercise, only after the grammar box. This does not apply in the case of the course book *More!.* While the practice stage for the simple form equals in this respect the one in *Friends*, the one for the progressive form is like the one in *Your Turn*. (see subchapter 7.4) The analysis of the exercises and activities has revealed that the majority belongs to the mechanical and receptive category. Meaningful exercises and communicative activities play a minor role. In the course book *More!* the latter are not even represented and in the other two course books they are again very controlled and involve drill-like procedures. As a result, also when it comes to the teaching of this grammar point the free production stage is not reached.

Ultimately it can be said that for the treatment of the Present Perfect Progressive the three course books suggest a rather linear procedure. This is the case because each course book contains only one unit for the treatment of this grammatical structure and hardly any revision exercises for its consolidation. In addition, it is worth mentioning that especially the procedure in the course books *More!* and *Your Turn*, with the direct explicit explanation coming first and the exercises and activities after it, resembles the traditional presentation-practice approach.

9. SUGGESTIONS FOR IMPROVEMENT

Although some suggestions for improving of the analysed units have already been made in the various subchapters, the most important ones concerning the presentation, practice and production of the grammar points will be discussed in the final chapter.

For the presentation of both grammar points it was suggested that a mixture of the deductive and the inductive approaches would be desirable because it would meet the needs of different learner types. However, the analysis of the units focusing on the Present Perfect Simple and Progressive revealed that exercises and activities explicitly recommended for an inductive grammar presentation are not or only sparsely available in the three course books. Apart from that, the offered consciousness-raising activities often immediately precede the direct explicit explanations, what makes them rather ineffective; or are only to be found in the revision units. Consequently, the suggestions for the presentation stage concentrate on what needs to be changed so that, on the one hand, an effective inductive grammar presentation becomes possible and, on the other hand, teachers who are using one of the three course books are encouraged to let the students discover the rules before drawing their attention to the explicit explanations.

First of all, I would suggest that the already available consciousness-raising exercises are placed at some point in the units where the grammar boxes do not directly follow them. The same holds for some of the “More fun with Fido” cartoons to be found in the course book *More!,* since these could be used to elicit from the students the meaning of, for instance, the Present Perfect Simple (see the cartoon in subchapter 7.2.3).

Secondly, in order to ensure that a mixture of the two grammar teaching approaches is possible when it comes to the teaching of these grammar points, it is important that materials and exercises are included for discovery learning. Even though especially in the course books *Friends* and *More!* the grammar boxes for the simple form are in most units preceded by stories, short texts, listening comprehensions or exercises showing the structure, the ones which would be suitable for discovery learning often

follow after the explanation of aspects which could have been elicited with the help of these. To provide just one example, figure 26 shows a text which could be used to let the students deduce the formation of the Present Perfect Simple because it contains several examples of it. However, this text is included in the course book after the formation has already been explained; and in the very first unit focusing on this grammar point no such text is to be found.

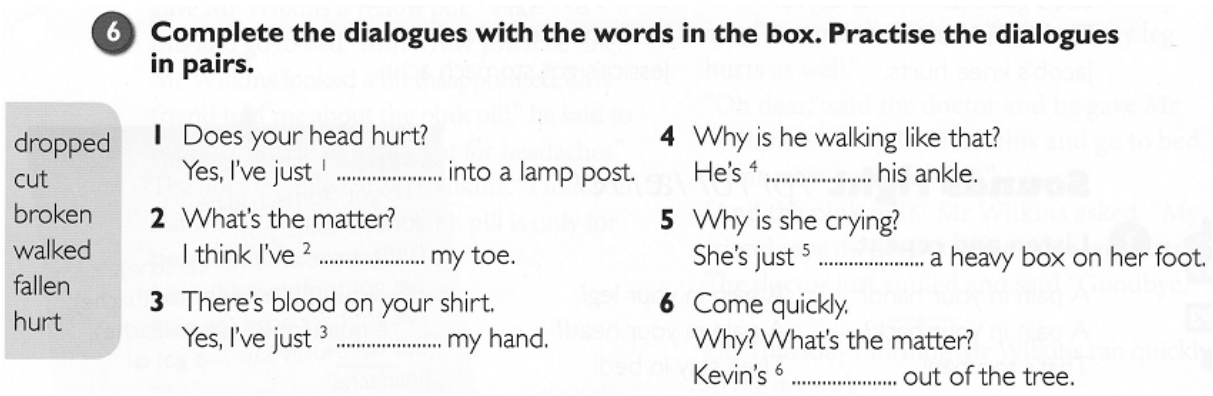
Figure 26. Text useable for discovery learning (*Friends 2* 2004: 120)

Therefore, in the course books *Friends* and partly also in *More!* it would either be necessary to rearrange the units in such a way that texts like the one in figure 26 can be used for discovery learning, or to include further texts and exercises for this purpose.

The point mentioned last is clearly necessary in the case of the course book *Your Turn,* since the grammar explanations for the Present Perfect Simple are often not preceded by texts or exercises to which discovery tasks could be added. This holds also true for the unit focusing on the Present Perfect Progressive in the course book *More!*. In *Your Turn* the units in which the progressive form is introduced already contains a consciousness-raising activity and in the course book *Friends* at least a listening comprehension exercise is included which could be adapted for an inductive presentation.

However, the availability or inclusion of material suitable for discovery learning is not enough. Appropriate instructions should be added in order to make explicit which texts, exercises and activities can be used for inductive grammar teaching; what can be elicited with the help of them and how this can be done. For instance, a possible

follow-up instruction after reading a suitable text or transcript of a listening comprehension could read: “Have a look at the predicates in the text. Underline them and try to determine the tenses which are used. One tense is new for you. In small groups, try to find out how it is formed”. Since texts present the grammar points in context, another follow-up instruction could challenge the learners to make guesses about when they are used. For weaker classes or in order to cater to the needs of individual students, exercises like the one in figure 27 could be used for the elicitation of the formation, provided that the short form of the auxiliary ‘have’ is replaced by the long form.



6 Complete the dialogues with the words in the box. Practise the dialogues in pairs.

dropped
cut
broken
walked
fallen
hurt

1 Does your head hurt?
Yes, I've just [1] ..... into a lamp post.

2 What's the matter?
I think I've [2] ..... my toe.

3 There's blood on your shirt.
Yes, I've just [3] ..... my hand.

4 Why is he walking like that?
He's [4] ..... his ankle.

5 Why is she crying?
She's just [5] ..... a heavy box on her foot.

6 Come quickly.
Why? What's the matter?
Kevin's [6] ..... out of the tree.

Figure 27. Exercise useable for discovery learning (*More! 2* 2008: 102)

The analyses of the practice exercises and activities revealed several things which could be improved. To begin with the Present Perfect Progressive units, more exercises and activities would be necessary if the learners are expected to acquire the form and the use of this grammar point. In order to provide these, it would make sense to include a further unit focusing on this grammatical structure in the books for the fourth year. Thereby, also an opportunity for its revision would be created. Furthermore, I would suggest the inclusion of receptive exercises in the course book *Friends* and of guided communicative activities in the course book *More!*, since these categories are not represented in these two books. I would further recommend for all three course books the addition of more meaningful exercises, since these require the students to show an understanding of the structure.

Although for the practice of the Present Perfect Simple the course books offer increasingly more meaningful exercises, the recommendation mentioned last also applies here. Especially in *Friends* and partly also in *Your Turn,* there is a clear need

for more meaningful exercises. In connection with this type of exercise, it turned out that particularly in the course book *More!* the meaningful exercises for the practice of the simple form are primarily multiple choice exercises or gap fills. The analysis of the *Your Turn* books, however, showed that this exercise type may involve the learners in a great variety of different tasks, not just in filling in gaps with appropriate verbs or choosing the correct option. Since the completion of various kinds of tasks makes the practice of grammar more varied and very likely more interesting for the students, it seems advisable to have a greater variety of meaningful tasks also in the other two course books. Of course, this should also be taken into consideration when further meaningful exercises for the practice of the Present Perfect Progressive are added.

Due to the fact that the units on the Present Perfect Simple and Progressive do not contain free communicative activities in any of the three course books, there is clearly a need for the inclusion of such activities, since they provide opportunities for using the language more autonomously. In order to do so, there are two possibilities:

(1) available exercises/activities are adapted so that they become less guided;

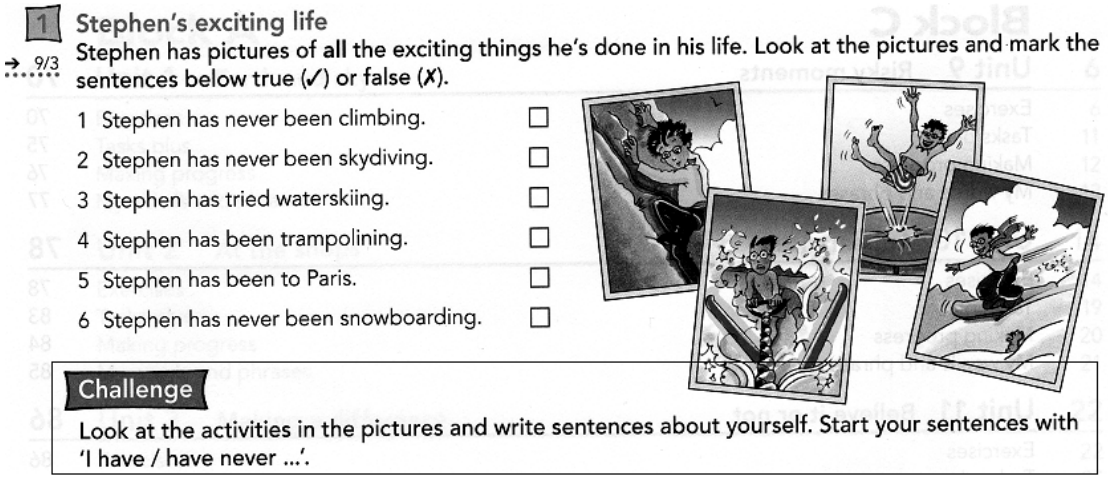
(2) additional activities typical of the production stage are included.

Typical of the production stage are info-gap activities. In all three course books, most of the communicative activities to be found in the units analysed belong to this type of activity. Especially of those contained in the units focusing on the Present Perfect Simple, some could easily be transformed into less guided communicative activities. To give just one example, the activity in figure 28 could be turned into a less guided one by leaving out the guiding questions so that the students have to come up with their own ideas. Additionally, the role of the reporter, which the students are asked to adopt when they have to write a report about their findings, could already be brought in here. In order to make the activity more authentic, a purpose for leading the interviews could be added.

Have you or your friends ever helped somebody else? Have you ever helped a neighbour? Have you ever walked someone's dog? Have you ever helped someone to shovel snow? Have you ever painted a room? *Talk to five other pupils and find out who has helped their neighbours, family or friends and what they did.*

Figure 28. Activity transformable into a
free communicative activity (*Friends 3* 2005: 74)

Particularly in the units on the Present Perfect Simple in the course book *Your Turn*, there are also other exercises and activities which could be turned into free communicative activities. In the first example (figure 29), the 'challenge' exercise could be substituted by a free communicative activity demanding from the students to prepare poster presentations about their exciting life, which they then present in class. Moreover, the students could be asked to include a fact which is untrue and which the other learners have to identify. In this way, also the other students are engaged.


1 Stephen's exciting life

→ 9/3 Stephen has pictures of all the exciting things he's done in his life. Look at the pictures and mark the sentences below true (✓) or false (✗).

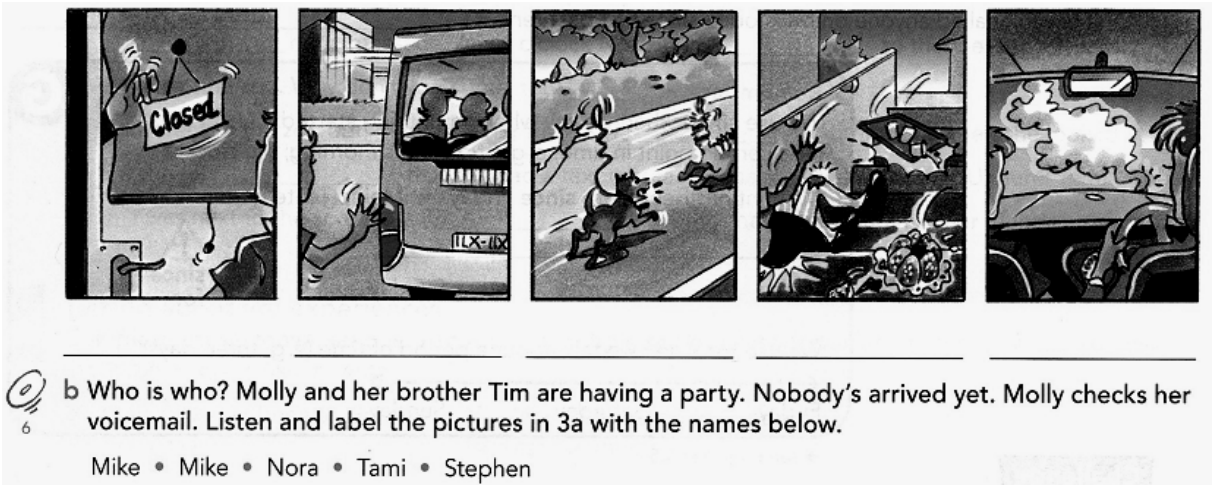
1 Stephen has never been climbing. ☐
2 Stephen has never been skydiving. ☐
3 Stephen has tried waterskiing. ☐
4 Stephen has been trampolining. ☐
5 Stephen has been to Paris. ☐
6 Stephen has never been snowboarding. ☐

Challenge

Look at the activities in the pictures and write sentences about yourself. Start your sentences with 'I have / have never ...'.

Figure 29. Exercise transformable into
a free communicative activity (*Your Turn 4* 2010: 6)

In the second example (figure 30), the exercise could be transformed into a free communicative activity by asking the students to role play the telephone calls between Molly and her friends and come up with their own excuses, instead of just listening to the voicemail.



6 b Who is who? Molly and her brother Tim are having a party. Nobody's arrived yet. Molly checks her voicemail. Listen and label the pictures in 3a with the names below.

Mike • Mike • Nora • Tami • Stephen

Figure 30. Exercise transformable into
a free communicative activity (*Your Turn 3* 2009: 15)

In the case of the exercises and activities for practising the Present Perfect Progressive, it is not advisable to transform some of the few which are offered into free communicative activities, since there is hardly any practice material for this grammar point. Apart from that, controlled practice is, of course, also important. Consequently, here it makes more sense to additionally include activities concentrating on the free production of it. In order to provide some suggestions for free communicative activities, the following ones could be added:

Present Perfect Simple

(1) Once the students know that the Present Perfect Simple is used for reporting the latest news and that background information is given in the Past Simple, they could be asked to collect pieces of news and to prepare in groups a short oral news report, which they then present to their colleagues.

(2) In order to practice the Present Perfect Simple with 'yet' and 'already', the following role play could be included: You want to go to the first night of the latest Twilight movie which starts at 9 pm. You ask your mum/dad if you can go to the première and stay out a bit longer. He/She asks you if you have already done the things you have to do before you are allowed to go out (do your homework, take the dog for a walk, tidy up your room, etc.). It turns out that you haven't completed all your chores yet. Prepare and act out the conversation between your mum/dad and you.

Present Perfect Progressive

(1) For this grammar point I would recommend the inclusion of a ‘picture discussion’ activity. In groups the students have a look at a photo of, for instance, a busy street and discuss what people have been doing when the photo was taken. In order to make the activity more communicative, the students could also be asked to give reasons for their guesses. Apart from that, the activity becomes even more interesting when one makes a competition out of it. The group which comes up with the most plausible guesses wins the competition.

(2) The second activity I would suggest is an info-gap activity in which the students interview each other about their current activities and interests. First, each student formulates some questions he or she wants to ask his or her peers (e.g. Have you been playing video games recently?). Then, small groups are formed, the students ask each other their questions and collect the answers (e.g.: Yes, I have. I’ve been playing Fifa 12.). Finally, new groups are formed and the group members tell each other what other peers have been doing recently.

Activities like these could be offered in a separate section of the course books. While these activities are thought to be rather *free* communicative activities, some guidance and the provision of examples will be necessary since the target group is lower secondary students.

10. CONCLUSION

This thesis has investigated the treatment of the Present Perfect Simple and the Present Perfect Progressive in three current Austrian course books series for English foreign language learners aged ten to fourteen. The theoretical part has provided an outline of the PPP sequence and its alternatives and showed that the latter are not as different from the revised version of PPP as their developers claim. Therefore, an enriched version of the revised PPP model has been used as a framework for the discussion of issues surrounding the topic of grammar teaching. In terms of the presentation of grammar, the survey of the literature on grammar teaching revealed that a 'focus on form' approach should be favoured over a 'focus on forms' approach (Long 1988 cited in Harmer 2003: 7). Apart from that, no consensus has been reached among researchers as to how grammar should be presented and taught (DeKeyser 1998, Larsen-Freeman 2003, Ellis 2006). In this respect, it has been concluded that this is due to the fact that individual learner differences need to be taken into account and that, therefore, a mixture of an inductive and a deductive grammar presentation is probably best. The discussion of the practice stage has disclosed that there are sharp divisions over the significance of practice, and partly also over what kind of practice is important (Krashen 1982, Ellis 1992b, VanPatten 2011, Swain 1995, DeKeyser 2010, Thornbury 2000). This paper argues in favour of grammar practice and for a gradual shift from mechanical to meaningful to communicative exercises and activities, as it is suggested in the Communicative Language Teaching approach (Richards 2006). As regards the production stage, it turned out that it is the most problematic one of the three stages because it is often missing in the course books, although freer communicative activities are important if knowledge of grammatical concepts shall be integrated into students' productive skills (Willis 1996a).

The description of the two grammar points under discussion has revealed that the linguists whose works were consulted provide different classifications of the meanings and uses of the Present Perfect Simple (Leech 2005, Greenbaum & Quirk 1995, Close 1995, Biber 1999). Concerning the Present Perfect Progressive, there is basically general agreement as to what it means and when it is used. The short discussion of the frequency with which these two grammatical aspects occur, has shed light on the fact that in British English the Present Perfect Simple is much more frequently used than in American English. The progressive form is rarely used in both

varieties. Furthermore, the resultative past use is the most common one of the Present Perfect Simple and the continuative past use is the most frequent one of the Present Perfect Progressive. (Leech 2005, Hundt & Smith 2009, Schlüter 2000, Biber 1995)

The empirical part of this thesis has given insight into how the two grammar points are treated in three current course book series, what they offer for their presentation, practice and production and which sequence they suggest. For the units on both grammar points it has revealed that there is a focus on form, because there is just an occasional shift to grammar; and, at the same time, that a presentation-practice approach is suggested. While in *Your Turn* the proposed sequence rather resembles a traditional PPP sequence, in *Friends* and *More!* the structure of most units allows for various possibilities in which the three stages can be sequenced, since the grammar boxes are at the end of each unit. Furthermore, the study has shown that the deductive approach to teaching grammar is foregrounded, although in *More!* the units on the simple form and in *Your Turn* the units for both grammar points contain some consciousness-raising activities. Consequently, the course books only partly reflect what the curriculum recommends for the presentation of grammar, namely that is should be presented using an explicit inductive approach.

In all course books the units on the Present Perfect Simple show a more or less dramatic shift from mechanical to meaningful to communicative exercises and activities. Nonetheless, especially in *Friends* and *Your Turn* the inclusion of more meaningful exercises would be desirable and in all three course books more communicative activities should be included. These recommendations also apply to the units focusing on the Present Perfect Progressive in all three course books. Regarding the communicative activities, in all three course books there is especially a need for freer ones since most of them are highly guided and drill-like activities. Due to the fact that such activities are rather assigned to the practice stage and do not require the students to show that they can use the structures freely, the production stage is actually not reached in any of the three books.

In continuing from these findings, the authors of the three series could be interviewed with regard to the procedure they suggest and the material they provide for the teaching of these two grammar points. Furthermore, it would be interesting to interview teachers using the books in order to find out how they teach both

grammatical structures. This would cast light on whether they follow the approach recommended in the course books and their reasons for (not) doing so. Lesson observations could reveal learners' reaction to the approach their teacher's have chosen and their needs when it comes to the teaching of the Present Perfect Simple and the Present Perfect Progressive.

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APPENDICES

Appendix 1: Units and sections analysed

Present Perfect Simple

Course book	Level	Unit	Unit title
Friends	2	19	What has happened?
	2	20	Our latest news!
	2	21	We are media stars!
	2	-	Show what you know 7 (Workbook)
	3	10	A snowstorm in Greater Vancouver
	3	-	Show what you know 4 (Workbook)
	3	-	Show what you know 5 (Workbook)
More!	2	15	Feeling better
	2	16	Virtual worlds
	2	16	Virtual worlds (revision section → Workbook)
	2	18	Get active!
	2	17	Caring for animals (revision section → Workbook)
	2	19	Light rain in the north (revision section → Workbook
	2		Progress Check Units 11 – 15
	2		Progress Check Units 16 – 20
	3	7	You've got a friend!
	3	8	Steven Spielberg superstar
	3	8	Steven Spielberg superstar (revision section → Workbook)
	3	9	Young people today (revision section → Workbook
	3		Progress Check Units 9 – 11
	4	10	Crazy collectors
	4	11	A fair world? (revision section → Workbook
	4		Progress Check Units 9 – 11
Your Turn	3	2	Sounds, speech and what's right
	3	4	Big break
	3	5	Home and surroundings
	3	8	Big break
	4	1	Earth and sky
	4	4	Big break

Present Perfect Progressive

Course book	Level	Unit	Unit title
Friends	3	11	Body matters
	3		Show what you know 4 (Workbook)
More!	3	11	California Dreaming
	3	12	Survival (revision section – Workbook)
	3		Progress Check Units 9 – 11
Your Turn	3	5	Home and surroundings
	3	8	Big break

Appendix 2: Checklists for the course book analyses

The Present Perfect Simple in FRIENDS

	L2 CB	L2 WB	Total L2	L3 CB	L3 WB	Total L3	L4 CB	L4 WB	Total L4	Total L2 – L4
Units										
Introduction and practice	2		2	0		0	0		0	2
Revision units/sections	1	1	2	1	2	3	0	0	0	5
Presentation										
Explicit	4	0	4	1	0	1	-	-	-	5
Discovery	0	0	0	0	0	0	-	-	-	0
Exercise/activity types										
Receptive	5	4	9	0	1	1	-	-	-	10
Mechanical	5	9	14	3	2	5	-	-	-	19
Meaningful	0	1	1	0	2	2	-	-	-	3
Mechanical and meaningful	0	1	1	0	1	1	-	-	-	2
Communicative	1	0	1	2	2	4	-	-	-	5
Total amount	26			13						39

Abbreviations:
L = level
CB = course book
WB = workbook

The Present Perfect Progressive in FRIENDS

	L2 CB	L2 WB	Total L2	L3 CB	L3 WB	Total L3	L4 CB	L4 WB	Total L4	Total L2 – L4
Units										
Introduction and practice	0		0	1		1	0		0	1
Revision units/sections	0	0	0	0	1	1	0	0	0	1
Presentation										
Explicit	-	-	-	1	0	1	-	-	-	1
Discovery	-	-	-	0	0	0	-	-	-	0
Exercise/activity types										
Receptive	-	-	-	0	0	0	-	-	-	0
Mechanical	-	-	-	2	3	5	-	-	-	5
Meaningful	-	-	-	1	1	2	-	-	-	2
Mechanical and meaningful	-	-	-	0	0	0	-	-	-	0
Communicative	-	-	-	1	0	1	-	-	-	1
Total amount				8						8

Abbreviations:
L = level
CB = course book
WB = workbook

The Present Perfect Simple in MORE!

	L2 CB	L2 WB	Total L2	L3 CB	L3 WB	Total L3	L4 CB	L4 WB	Total L4	Total L2 – L4
Units										
Introduction and practice	2		2	1		1	0		0	3
Revision units/sections	3	3	6	2	2	4	2	1	3	13
Presentation										
Explicit	3	0	3	3	0	3	0	0	0	6
Discovery	0	0	0	1	0	1	4	0	4	5
Exercise/activity types										
Receptive	2	7	9	1	4	5	0	1	1	15
Mechanical	1	12	13	1	5	6	0	0	0	19
Meaningful	2	1	3	3	5	8	5	2	7	18
Mechanical and meaningful	0	1	1	0	1	1	0	0	0	2
Communicative	2	0	2	2	0	2	2	0	2	6
Total amount	28			22			10			60

Abbreviations:
L = level
CB = course book
WB = workbook

The Present Perfect Progressive in MORE!

	L2 CB	L2 WB	Total L2	L3 CB	L3 WB	Total L3	L4 CB	L4 WB	Total L4	Total L2 – L4
Units										
Introduction and practice	0		0	1		1	0		0	1
Revision units/sections	0	0	0	1	1	2	0	0	0	2
Presentation										
Explicit	-	-	-	1	0	1	-	-	-	1
Discovery	-	-	-	-	-	-	-	-	-	0
Exercise types										
Receptive	-	-	-	1	2	3	-	-	-	3
Mechanical	-	-	-	0	3	3	-	-	-	3
Meaningful	-	-	-	1	0	1	-	-	-	1
Mechanical and meaningful	-	-	-	0	0	0	-	-	-	0
Communicative	-	-	-	0	0	0	-	-	-	0
Total amount					7					7

Abbreviations:
L = level
CB = course book
WB = workbook

The Present Perfect Simple in YOUR TURN

	L2 CB	L2 WB	Total L2	L3 CB	L3 WB	Total L3	L4 CB	L4 WB	Total L4	Total L2 – L4
Units										
Introduction and practice	2		2	1		1	0		0	3
Revision units/sections	2		2	3		3	2		2	7
Presentation										
Explicit	2	3	5	2	3	5	1	1	2	12
Discovery	0	0	0	0	1	1	2	0	2	3
Exercise types										
Receptive	3	2	5	2	4	6	2	1	3	14
Mechanical	6	12	18	6	8	14	1	3	3	36
Meaningful	1	3	4	1	5	6	3	1	4	14
Mechanical and meaningful	1	1	2	0	3	3	0	0	0	5
Communicative	4	1	5	3	2	5	2	0	2	12
Total amount	34			34			13			81

Abbreviations:
L = level
CB = course book
WB = workbook

The Present Perfect Progressive in YOUR TURN

	L2 CB	L2 WB	Total L2	L3 CB	L3 WB	Total L3	L4 CB	L4 WB	Total L4	Total L2 – L4
Units										
Introduction and practice	0		0	1		1	0		0	1
Revision units/sections	0	0	0	1		1	0	0	0	1
Presentation										
Explicit	-	-	-	1	2	3	-	1	-	4
Discovery	-	-	-	1	1	2	-	-	-	2
Exercise types										
Receptive	-	-	-	2	1	3	-	-	-	3
Mechanical	-	-	-	3	3	6	-	-	-	6
Meaningful	-	-	-	1	1	2	-	-	-	2
Mechanical and meaningful	-	-	-	0	0	0	-	-	-	0
Communicative	-	-	-	2	1	3	-	-	-	3
Total amount				14						14

Abbreviations:
L = level
CB = course book
WB = workbook

Appendix 3: Task types – Present Perfect Simple

	receptive			mechanical			meaningful			mechanical/meaningful			communicative		
	F	M	YT	F	M	YT	F	M	YT	F	M	YT	F	M	YT
gap-fills	1	5	2	10	9	10	1	7	3	2	1	1			
sentence completion	2					3			1						
sentence writing				7	6	17	1		1			2			
text writing					3	1	1				1	2			2
multiple choice			1					9	3						
matching	3	7	5	1				2	2						
ordering	1	2	1												
ticking	3	1	5						2						
drills/info-gaps				1		4							5	6	10
mixture					1	1									
other									2						

Abbreviations:
F = Friends
M = More!
YT = Your Turn

Appendix 4: Task types – Present Perfect Progressive

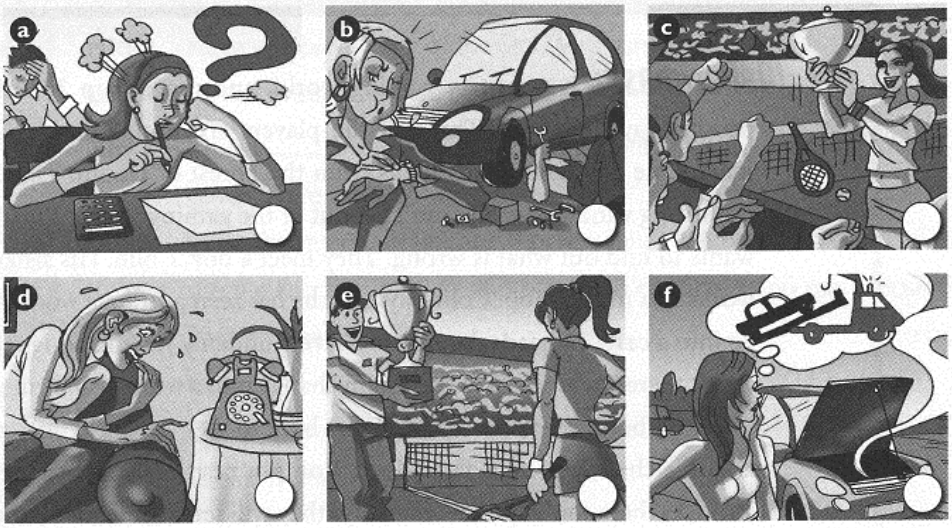
	receptive			mechanical			meaningful			mechanical/meaningful			communicative		
	F	M	YT	F	M	YT	F	M	YT	F	M	YT	F	M	YT
gap-fills					2	1		1							
sentence completion		1		1											
sentence writing				3	1	4	1								
text writing						1	1								1
multiple choice									1						
matching		1	2	1					1						
ordering															
ticking		1	1												
drills/info-gaps													1		2
mixture															
other															

Abbreviations:
F = Friends
M = More!
YT = Your Turn

Appendix 5: Examples of the five exercise and activity types

1. Receptive exercises

10 **Match the pictures with the sentences.**



1 She has already got the trophy*.
2 They haven't phoned her yet.
3 She hasn't found the answer yet.
4 She has already phoned for help.
5 The mechanic* hasn't fixed* her car yet.
6 She hasn't got the trophy yet.

(*More! 2 workbook* 2008:102)

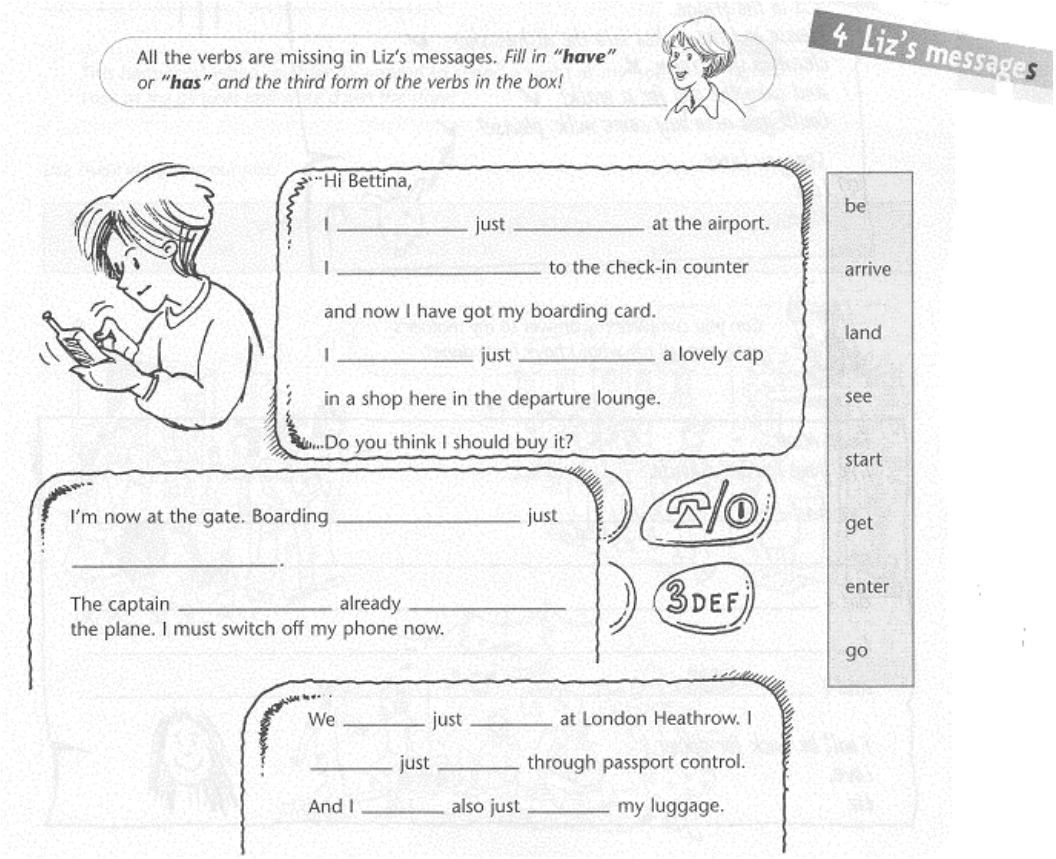
4 **Three guesses!**

1/28

a Listen to Archie and Yasmin playing a guessing game. Look at the pictures. What picture did Yasmin choose? What's she been doing?

(*Your Turn 3 textbook* 2009:43)

2. Mechanical exercises



4 Liz's messages

All the verbs are missing in Liz's messages. *Fill in* ***"have"*** *or* ***"has"*** *and the third form of the verbs in the box!*

"Hi Bettina,

I _____ just _____ at the airport.

I _____ to the check-in counter and now I have got my boarding card.

I _____ just _____ a lovely cap in a shop here in the departure lounge.

...Do you think I should buy it?

I'm now at the gate. Boarding _____ just _____.

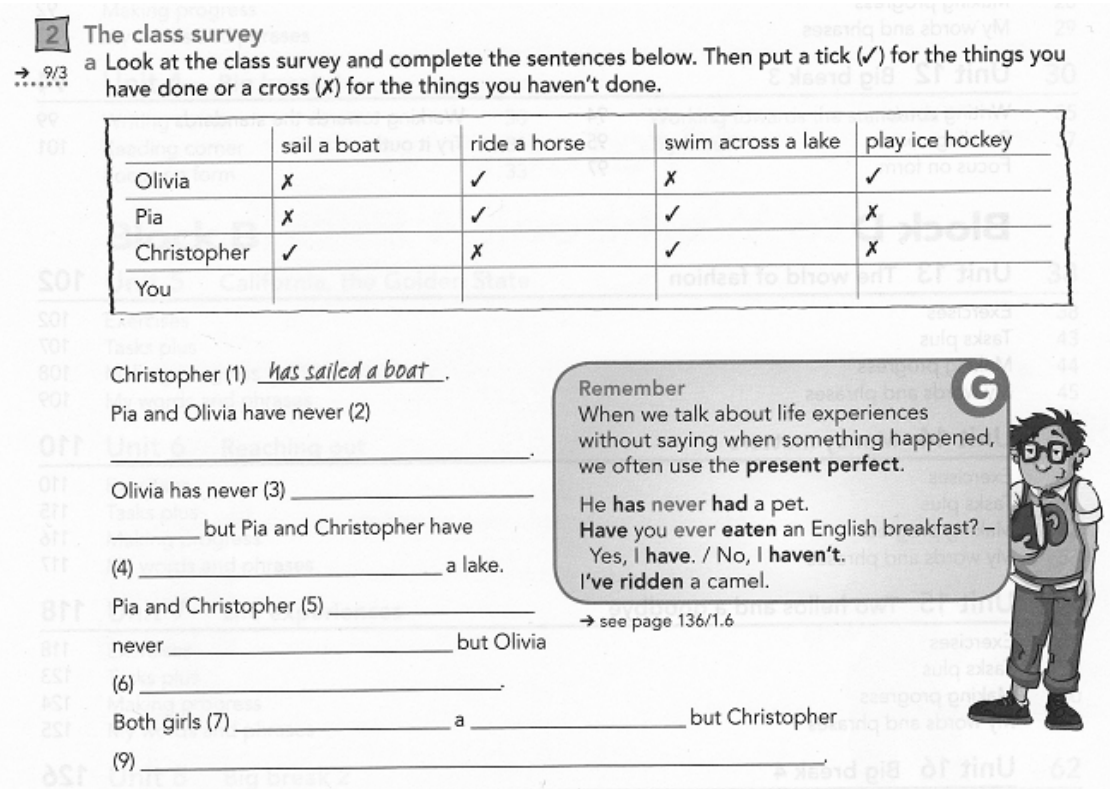
The captain _____ already _____ the plane. I must switch off my phone now.

We _____ just _____ at London Heathrow. I _____ just _____ through passport control.

And I _____ also just _____ my luggage.

be
arrive
land
see
start
get
enter
go

(*Friends 2 activity book* 2004:123)



2 The class survey

→ 9/3 a Look at the class survey and complete the sentences below. Then put a tick (✓) for the things you have done or a cross (✗) for the things you haven't done.

	sail a boat	ride a horse	swim across a lake	play ice hockey
Olivia	✗	✓	✗	✓
Pia	✗	✓	✓	✗
Christopher	✓	✗	✓	✗
You				

Christopher (1) *has sailed a boat*.

Pia and Olivia have never (2) _____.

Olivia has never (3) _____ but Pia and Christopher have (4) _____ a lake.

Pia and Christopher (5) _____ never _____ but Olivia (6) _____.

Both girls (7) _____ a _____ but Christopher (9) _____.

Remember G

When we talk about life experiences without saying when something happened, we often use the **present perfect**.

He **has** never **had** a pet.
Have you ever **eaten** an English breakfast? – Yes, I **have**. / No, I **haven't**.
I've ridden a camel.

→ see page 136/1.6

(*Your Turn 4 workbook* 2010:6)

3. Meaningful exercises

Grammar Present perfect and past simple

3 **Underline the correct option.**

1 I *spoke / have spoken* to Tom yesterday.
2 I *didn't speak / haven't spoken* to Tom yet.
3 *Did you ever eat / Have you ever eaten* octopus?
4 You can't be hungry. You *ate / have eaten* three pizzas for lunch.
5 We *never went / have never been* to the USA in our life.
6 We *went / have been* to California last year.

(*More! 3 workbook* 2009:55)

Grammar **Fill in the correct tense forms.**

1 I ..... *(live)* in Alaska for more than six months now.
2 I ..... *(move)* from California to Fairbanks in October.
3 I ..... *(never be)* so cold in my life before.
4 Still, I'm glad I'm here. I ..... *(explore)* the area ever since I ..... *(arrive)* here.
5 I'm sorry. Nick the guide, ... *(already leave)*.
6 I'm sorry I ..... *(not able to)* go out on my own yesterday.
7 I ..... *(already see)* a lot of wild animals.
8 I ..... *(allow)* to go near the elephants last week.
9 Life ..... *(be)* exciting ever since I moved here.

(*More! 3 student's book* 2009:91)

4. Mechanical and meaningful exercise

4a Listening

1 Listen to dialogue 1.

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Ben: Have you ever been to Scotland?

Tina: No, I haven't.

Ben: Have you ever been to Italy?

Tina: Yes, I have.

Ben: When did you go there?

Tina: I went there last year.

Did you notice that the last question and answer were in the past?

2 Now listen to dialogue 2. Write in the missing words.

Sophie: _____ you _____ _____ frogs' legs?

Toni: No, I _____.

Sophie: _____ you _____ _____ Chinese food?

Toni: Yes, I _____.

Sophie: Where _____ you _____ it?

Toni: I _____ it at Li's house – her mum cooked it.

3 Now listen to the third dialogue. Write down the dialogue.

Nevra: _____

Li: _____

Nevra: _____

Li: _____

Nevra: _____

Li: _____

Challenge

Write a dialogue like dialogues 1–3 above. Use the verb *see*, *read* or *drink*. Read your dialogue aloud with a classmate.

(*Your Turn 2 workbook* 2008:84)

5. Oral communicative activities

Is your class adventurous?
Make teams of four. Choose a name for your team. Add four more questions to the questionnaire.

Questions	Our team: The Fabulous 4	Team 2:	Team 3:
1 Have you ever done any tricks on your skis?			
2 Have you ever ridden a BMX bike?			
3 Have you ever done any tricks on your bike?			
4 Have you ever ice skated on a lake?			
5 Have you ever climbed up a tree?			
6			
7			
8			
9			

Answer the questionnaire in your team. Put a tick (✔) for each 'yes' answer.

- Have you ever done any tricks on yours skis? — No, I haven't.
- Have you ever ridden a BMX bike? — Yes, I have. I rode one in my holidays.

Interview two other teams. Which team is the most adventurous team? Tell the class.

(*Your Turn 2 textbook* 2008:71)

12 Find out

Ask two friends these questions and take notes.

How long have you been

	Answers 1	Answers 2
1) learning English?		
2) doing your favourite sport?		
3) living in your house?		
4) riding a bike?		
5) doing your favourite hobby?		

Now compare with your class and write down the answers to these questions:

1) Who has been learning English the longest? _____
2) Who has been doing his or her favourite sport the longest? _____
3) Who has been living in the same place the longest? _____
4) Who has been riding the same bike the longest? _____
5) Who has been doing his or her hobby the longest? _____

(*Friends 3 course book* 2009:80)

6. Written communicative activities

6 Write about it!

Have your friends ever helped somebody else? Have they helped a neighbour? Have they walked someone's dog? Have they helped someone to shovel snow? Have they painted a room? *Pretend you are a reporter for a newspaper. First collect (or invent) the information and then write an article (use the past tense!).*

Who?	When?	Where?	What?	Why?	How?

(*Friends 3 workbook* 2005:68)

5 A letter to grandma

Your mum told you to write a letter to your grandma. You tell her everything you've done recently. Continue the letter (it doesn't have to be true!).

Dear Grandma,
I hope you're well. Recently, I've ...

(*Your Turn 3 workbook* 2009:16)

Appendix 6: English abstract

This thesis is devoted to the treatment of the Present Perfect Simple and the Present Perfect Progressive in three current Austrian EFL course book series for the grades 5 to 8. The theoretical section is subdivided into two main parts. The first part provides an outline of different teaching sequences and argues that the revised version of the disputed 'Presentation, Practice, Production' sequence (PPP) is not as different from its alternatives as it is often claimed. Consequently, an enriched version of the revised PPP sequence is used as a framework for the discussion of recent research findings regarding the teaching of grammar and the course book analysis. This discussion reveals that no agreement has been reached so far as to how grammar is best presented to the students. Besides, it also shows that researchers disagree on the role practice should play as well as on what type of practice may be useful. Concerning the production of grammar, studies demonstrate that this stage is often not reached in course books; a fact which also holds true for the course books discussed in this thesis. The second part comprises a description of both grammar points on the basis of explanations provided in different grammar reference books (Leech 2005, Greenbaum & Quirk 1995, Close 1995, Biber 1999) and a model proposed by Diane Larsen-Freeman (2001, 2003).

The empirical part is based on an in-depth analysis of the course books series *Friends*, *More!* and *Your Turn* and provides answers to questions concerning the presentation, practice and production of both grammar points. Besides, the analysis sheds light on the teaching sequence which the three books propose. In general, the results show that in all three course books more importance is attached to the treatment of the Present Perfect Simple than to the one of the Present Perfect Progressive. For the presentation of both grammatical structures, the books suggest a presentation-practice approach which, however, only in *Your Turn* is similar to the traditional PPP sequence. Furthermore, contrary to the researchers' recommendations, a deductive grammar presentation is foregrounded, although *More!* and *Your Turn* contain some consciousness-raising exercises. As regards the practice of both forms, the demand for a gradual shift from mechanical to more meaningful and communicative exercises and activities is more or less realized in the three books. Nevertheless, there is still a clear need for more meaningful exercises as well as for more guided and free communicative activities. Since these are not the only points which should be revised, the final chapter summarizes the most important suggestions for improvement and points out how they could be put into practice.

Appendix 7: German summary

Die vorliegende Diplomarbeit untersucht die Darstellung der englischen Vergangenheitszeiten *Present Perfect Simple* und *Present Perfect Progressive* in drei für den österreichischen Englischunterricht in der Sekundarstufe approbierten Schulbuchserien. Im Theorieteil werden zunächst die wichtigsten Modelle für die Erarbeitung grammatikalischer Strukturen vorgestellt. Im Zuge dieser Darstellung stellt sich heraus, dass die überarbeitete Version des umstrittenen 'Presentation, Practice, Production' (PPP) Modells sich nicht so sehr von den alternativen Modellen unterscheidet wie deren Entwickler behaupten. Deshalb basiert die Diskussion relevanter Sekundärliteratur sowie die Schulbuchanalyse auf einer erweiterten Version des überarbeiteten PPP Modells. Die Abhandlung der Literatur zeigt, dass hinsichtlich der Frage, welche Form der Grammatikpräsentation die beste ist, bislang kein Konsens gefunden wurde. Zudem sind sich die Sprachwissenschaftler nach wie vor uneinig welche Rolle dem Üben im Lernprozess zukommt und welche Übungstypen zielführend und hilfreich sind. Kritisiert wird, dass die so wichtige Produktionsphase in den Schulbüchern nicht zu finden ist; eine Tatsache, die auch im Fall der analysierten Schulbuchreihen zutrifft. Im zweiten Teil der Theorie erfolgt eine Beschreibung der beiden zur Diskussion stehenden Grammatikpunkte anhand von Erklärungen in Grammatikbüchern (Leech 2005, Greenbaum & Quirk 1995, Close 1995, Biber 1999) und einem Modell von Diane Larsen-Freeman (2001, 2003).

Der empirische Teil basiert auf einer Tiefenanalyse der Schulbuchreihen *Friends*, *More!* und *Your Turn* und liefert Antworten auf Fragen bezüglich der Präsentation, der Übung und der mündlichen und schriftlichen Produktion der beiden Grammatikpunkte. Außerdem zeigt die Analyse welche Vorgehensweise die Schulbuchautoren zur Erarbeitung eben dieser vorschlagen. Unter anderem zeigen die Resultate, dass der Abhandlung der *Present Perfect Simple* größere Bedeutung zugemessen wird als der der *Present Perfect Progressive*. Für die Durchnahme beider grammatikalischen Strukturen wird eine Präsentation, gefolgt von einer Übungsphase, vorgeschlagen, wobei nur im Fall von *Your Turn* die Vorgehensweise an eine traditionelle PPP Sequenz erinnert. Weiters wird, entgegen den Empfehlungen von Wissenschaftlern, eine deduktive Grammatikvermittlung in den Vordergrund gestellt, obwohl in *More!* und *Your Turn* auch vereinzelt bewusstseinsbildende Übungen (’consciousness-raising activities’) zu finden sind. Was die Grammatikübungen betrifft, so wird zumindest in den Kapiteln in denen die *Present Perfect Simple* behandelt wird der geforderte Übergang von mechanischen

zu zunehmend kommunikativen Übungen mehr oder weniger umgesetzt. Trotzdem könnten alle drei Schulbuchserien mehr Aufgabenstellungen enthalten die die Bedeutung als auch den Gebrauch beider grammatikalischen Aspekte üben und überprüfen. Da dies nicht der einzige verbesserungswürdige Punkt ist, widmet sich das letzte Kapitel einigen wichtigen Verbesserungsvorschlägen und zeigt Möglichkeiten für deren Umsetzung auf.

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Besondere Kenntnisse

Sehr gute Kenntnisse in MS Office, Grundkenntnisse in Französisch