

*Original Paper*

# English Pedagogical Grammar: Teaching Present Perfect and Present Perfect Continuous by Deductive and Inductive Approaches

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## **Abstract**

*This research endeavor aims to present the English Pedagogical Grammar Teaching, discussing the use and form of the present perfect and present perfect continuous tenses, and the regular verbs' past participle and irregular verbs' past participle. The study is based on two main assumptions that cause difficulties for learners of English, namely, the forms of verbs and the difficulty of distinguishing between the present from the past simple tenses. The study discusses the use of deductive and inductive approaches in English pedagogical grammar teaching, and evaluates these approaches from A-factor and E-factor description. Overall results of the analysis show that the deductive and inductive approaches are helpful in language teaching and learning. And the forms of verbs and differences between the present and past simple tense made English learning difficult. By using appropriate teaching methods, English grammar can be taught and learned in an efficient way.*

## **Keywords**

*English Pedagogical Grammar, Present Perfect, Present Perfect Continuous, Deductive and Inductive Approaches, A-factor and E-factor*

## **1. Introduction**

English language grammar learning and teaching have turned into difficulty for many foreign language learners and teachers. Obviously, "some high school students are not pleased to the fact that they must repeat sentences without understanding their usefulness" (Johanna, 2011, p. 6). However, few teachers and learners are indifferent to grammar; and many teachers and learners become obsessed with it. There are many researchers and teachers who try to use new methods to teach language learners instead of teaching learners by traditional repeated methods. During the learning and teaching process, the

pedagogic rules are really crucial. Also, “with regard to pedagogic rules, a further distinction may be made between rules of form and rules of use” (Thornbury, 1999, p. 12). In this essay, the writer will focus on the use and form of present perfect tense and present perfect continuous tense, and the relative pedagogical approaches.

This study will begin by giving a brief introduction to the background of English Pedagogical Grammar Teaching and the structure of this paper. This is followed by a description of the use and form of present perfect and present perfect continuous, and the regular verbs’ past participle and irregular verbs’ past participle. Subsequently, attempts are made to discuss the aspects that are likely to cause difficulties for learners of English. Afterwards, this essay will focus on the pedagogical approaches to this topic, which are inductive and deductive. After proposing the theoretical relevant approach, there will be a sample lesson of the present perfect tense teaching, and the discussion and evaluation from the A-factor and E-factor aspects.

## **2. The Use and Form of Present Perfect and Present Perfect Continuous**

Before giving a specific description of the use and form of present perfect and present perfect continuous, this essay will make the use and form clearer and easier to be understood. As Larsen-Freeman (2003) said, “Use: When and why is it used?”, and “Form: How is the unit formed?”, so the readers may have a preliminary understanding of the use and form of the present perfect and present perfect continuous.

### *2.1 The Present Perfect*

#### 2.1.1 Use of the Present Perfect

The English present perfect tells us about the past and the present. And the present perfect tense is used to express actions that happen in the past, and have been completed at the time of writing or speaking. Also, the actions having a result in the present. Here are the examples:

I have finished my today’s homework.

We have washed our clothes.

She has answered all of these questions.

In the first example, the use of the present perfect tense means that, at the time of writing or speaking, the homework has already been finished, and “I” do not need to do homework anymore today. In the second example, the use of the present perfect tense means that, at the time of writing or speaking, the clothes have been washed, and they are clean now. In the third example, the use of the present perfect tense means that, at the time of writing or speaking, the questions have been answered by her.

#### 2.1.2 Form of the Present Perfect – Regular Verbs

The present perfect tense is made up of the simple present of the auxiliary to have and the past participle of the verb. The English verb can be divided into regular verbs and irregular verbs. And the verbs which regularly form the past participle are regular verbs. “The past participle of a regular English verb is formed by adding the ending in -ed to the bare infinitive of the verb. For instance, the

past participle of the verb to work is worked” (Ansell, 2000, p. 53).

As mentioned in the last paragraph, the verbs in present perfect tense can be shown as:

- I have (I've) finished my today's homework.
- You have (you've) finished your today's homework.
- He has (he's) finished his today's homework.
- She has (she's) finished her today's homework.
- It has (it's) finished its today's homework.
- We have (we've) finished our homework.
- They have (they've) finished their homework.

We can see from the examples that the forms of “I have, you have, we have, and they have” are same. However, the contractions of “he has, she has, and it has” are special, because they are corresponding with the contractions of, he is, she is, and it is.

### 2.1.3 The Forms of Verbs to Become Past Participle

The past participle of verbs can be divided into several forms. To be more specific, that are verbs ending in ed, verbs ending in silent e, verbs ending in y, and verbs ending in a single consonant preceded by a single vowel (Ansell, 2000, p. 54).

a. The first form is that verbs ending in -ed:

Most of the regular verbs can become past participle by adding -ed, for example, wash – washed, work – worked, rain – rained, and watch – watched.

b. The second form is that verbs ending in silent e:

When a regular verb ends in a silent e, the letter “d” can be added at the end of it to become the past participle, e.g., love – loved, live – lived, and change – changed.

c. The third form is that verbs ending with a consonant and the letter “y”:

When the verb is ending in a consonant and “y”, then the “y” is changed to I before adding ed, e.g., study – studied, carry – carried, and try – tried. If the verb ends with a vowel and the letter “y”, then the ed can be added directly, e.g., play – played, convey – conveyed, and enjoy – enjoyed.

d. The fourth form is that verbs ending in a single consonant preceded by a single vowel:

When a one-syllable verb ends in a single consonant (except w, x, and y) preceded by a single vowel, the consonant should be doubled and then add -ed after it, e.g., stop – stopped, plan – planned, and drop – dropped.

### 2.1.4 Form of the Present Perfect - Irregular Verbs

The verbs can be divided into regular verbs and irregular verbs. The irregular verbs' past participle forms do not end with ed, e.g., arise – arisen, find – found, fly – flown, forget – forgotten, and give – given. The list of irregular verbs will be attached as an appendix of this essay.

### 2.1.5 Questions and Negative Statements

The present perfect tense has its issues and negative statements. In the present perfect tense, the auxiliaries “have” and “has” are used in the sentences. In the question, “the auxiliary is placed before

the subject of the verb” (Ansell, 2000, p. 57).

For example:

I have finished my homework. – Have I finished my homework? (Question)

She has finished her homework. – Has she finished her homework? (Question)

They have finished their homework. – Have they finished their homework? (Question)

Then, the negative statements of present perfect tense are formed by adding not after have and has.

For example:

I have finished my homework. – I have not finished my homework. (Negative statement)

She has finished her homework. – She has not finished her homework. (Negative statement)

They have finished their homework. – They have not finished their homework. (Negative statement)

In these sentences, “have not” can be written as “haven’t”, and “has not” can be written as “hasn’t”. Thus, the negative question can be written as, for example, “Has she not finished her homework?” or “Hasn’t she finished her homework?”

It is worth mentioning that the tag questions of the present perfect tense are easy to be understood. Here are the examples:

I have finished my homework. – I have finished my homework, haven’t I? (Tag question)

She has finished her homework. – She has finished her homework, hasn’t she? (Tag question)

They have finished their homework. – They have finished their homework, haven’t they? (Tag question)

Besides, here are some markers of the present perfect tense, such as so far, up to now, just, already, yet, for, since, ever, recently, lately, these days, in recent years, and to name only a few.

## 2.2 *The Present Perfect Continuous*

### 2.2.1 Use of the Present Perfect Continuous

The present perfect continuous tense is used to express that an action happened in the past and continuous for a while and still going on.

For example:

We have been waiting here for one hour. (We are still waiting now.)

It has been raining since morning. (It is still raining now.)

The present perfect continuous tense sentences here indicate that, at the time, they have been waiting for an hour, and they are still waiting there now. The second example indicates that, at that time, the rain has continued from morning to now, and it is still raining.

### 2.2.2 Form of the Present Perfect Continuous

The present perfect continuous is the present tense of have/has + been + an -ing – form.

For example:

We have been waiting here all day.

It has been raining for three hours.

The negative form is, “we haven’t been waiting here all day”. Besides, the question of the present perfect continuous is, “have we been waiting here all day?”

### **3. The Difficulties for Learners of English**

Learning present perfect tense and present perfect continuous tense is difficult for some English language learners. Many aspects are likely to cause difficulties for learners of English. In the following aspects, the difficulties of learning English are described.

#### *3.1 The Difficulty of Learning the Forms of Verbs*

One of the difficulties of learning present perfect tense for learners is the forms of verbs. When the verbs change to become past participle, there are regular verbs and irregular verbs’ past participle forms. The regular forms of verbs are not so difficult to be remembered for learners; however, the irregular forms of verbs may take learners’ lots of time to memorize them.

Because of the irregular verbs, the learners may think it is boring to learn present perfect tense. Many English language learners, especially for young learners, they may not have the patience and interests to learn numerous irregular verbs’ past participles.

#### *3.2 The Difficulty of Distinguishing Present from Past Simple*

The second difficulty of learning present perfect tense for learners is that they may not distinguish the present perfect tense from the simple past tense in some cases.

The present perfect tense tells us the action that happened in the past and has been completed by that time, and also has some influences on the present. By contrast, the simple past tense only tells us a truth that action happened in the past.

For example:

We use the past simple to express the times in the past, such as one hour ago, two days ago, in 2008, many years ago and so on.

We can express the sentence as “we have watched the movie last night”, instead of expressing it as “we watched the movie last night”. Another example is that, in a conversation, we can say “I’ve found my glasses”, and another person may answer that “Oh, where did you find them?”. Here we can find the difference between the present perfect tense and past simple tense. The present perfect tense here means the action of finding glasses has continued for a long time. On the contrary, the past simple tense here means the moment that “I” found the glasses.

### **4. Pedagogical Approaches to Teaching English Grammar**

There are many pedagogical approaches of teaching English grammar, such as grammar-translation, direct method, the communicative approach (Chang, 2011), the audio-lingual method (Mart, 2013), the natural approach (Krashen & Terrel, 1983), task-based language learning and teaching (Thomas & Reinders, 2010), and Van Patten’s processing instruction (Maftoon, 2011), etc.

According to Thornbury's (1999) theory, the grammar-translation approach combines the grammar rules and translation, which focuses exclusively on the written language. On the contrary, the direct method focuses on oral skills. Besides, the audio-lingual method considered language as simply a form of behaviour. Also, the natural approach emphasizes the learner can acquire knowledge by being exposed to large doses of comprehensible input. What is more, "the communicative language teaching was motivated by developments in the new science of sociolinguistics, and the belief that communicative competence consists of more than simply the knowledge of the rules of grammar" (Thornbury, 1999, p. 22). In addition, the task-based language learning and teaching approach focuses on form and aims to consciousness-raising. The advantages and disadvantages of the methods will be attached in this essay as an appendix.

However, as the methods emphasize, different ways, the learner arrives at these rules, these methods can be divided into a deductive approach and an inductive approach. The writer will describe the two approaches specifically in the following paragraphs.

#### *4.1 The Theory of Deductive Approach*

##### *4.1.1 Definition of Deductive Approach*

The deductive approach is also called a rule-driven approach. Here is an example of the deductive approach that "a deductive approach starts with the presentation of a rule and is followed by examples in which the rules are applied" (Thornbury, 1999, p. 29).

The deductive learning approach is that giving the rules to the learners firstly, and then trying to explain the rules with many examples or lots of practice activities which include rule-explanation, translation, doing a worksheet, and self-study grammar.

##### *4.1.2 The Advantages and Disadvantages of the Deductive Approach*

The deductive approach is not always appropriate for every language learner. There are some advantages and disadvantages of the deductive approach as Widodo (2006), and Thornbury (2002).

The first advantage of the deductive approach is that this approach is time-saving. Because of the learning of rules, language learners may have more time to practice the rules. The second advantage is that it "respects the intelligence and intelligence and maturity of many adult learners, and acknowledges the role of cognitive process in language acquisition" (Thornbury, 1999, p. 30). The third advantage of the deductive approach is that the aspects of rules can be explained more clearly and simply than just giving learners some examples. The fourth advantage is that "it confirms many learners' expectations about language learning, especially for those students who have an analytical learning style" (Thornbury, 1999, p. 30).

However, the deductive approach also has many disadvantages. Firstly, because of lacking metalanguage, the learners, especially for young students may feel off-putting when they are taught grammar at the starting of class. Secondly, the deductive approach pays more attention to the roles of the teacher, which may cause that the class lacks interaction and participation of students. Also, the deductive approach is not as memorable as the presentation, for example, the demonstration.

Furthermore, the deductive approach “encourages the belief that learning a language is simply a case of knowing the rules” (Thornbury, 1999, p. 30).

## 4.2 *The Theory of Inductive Approach*

### 4.2.1 Definition of Inductive Approach

The inductive approach is also called a rule-discovery approach. Here is the definition of the inductive approach that “an inductive approach starts with some examples from which a rule is inferred” (Thornbury, 1999, p. 29).

The inductive approach is that not giving learners rules firstly, but giving examples to them. By analyzing the examples, the language learners may sum the rules up by themselves, and have a better understanding of these rules. The inductive approach emphasizes the independence of conscious study and learning through experience. Besides, the inductive approach including many methods, such as teaching grammar through actions, using realia, using a generative situation, through minimum sentence pairs, and using concordance data.

### 4.2.2 The Advantages and Disadvantages of the Inductive Approach

Some advantages and disadvantages of the inductive approach will be stated in the following paragraphs as Widodo (2006), and Thornbury (1999).

The first advantage of the inductive approach is that learners are trained to be familiar with the rules and prepare themselves for self-reliance and enhance their learning autonomy. The second advantage of the inductive approach is that “the mental effort involved ensures a greater degree of cognitive depth which, again, ensure greater memorability” (Thornbury, 1999, p. 54). Also, the learners will be motivated, and they may become a participant in the class more actively, instead of being simply passive recipients. Besides, “it is an approach which favours pattern-recognition and problem-solving abilities which suggest that it is particularly suitable for learners who like this kind of challenge” (Thornbury, 1999, p. 54). The last advantage the writer wants to mention is that “if the problem-solving activity is done collaboratively, learners get an opportunity for extra language practice” (Thornbury, 1999, p. 54).

At the same time, the disadvantages of the inductive approach should be taken into consideration. The first disadvantage of the inductive approach is that it is time and energy-consuming, and it may not give the learners an appropriate concept of the rule. Secondly, the process of working out a rule is really time-consuming, especially for the learners who have not enough time on learning grammar. Thirdly, the inductive approach may place a heavy demand on teachers, because they should search or design the appropriate teaching materials to ensure the data is intelligible. What is more, “an inductive approach may frustrate students who, by dint of their personal learning style or their past learning experience (or both), would prefer simply to be told the rule” (Thornbury, 1999, p. 55).

Actually, the inductive and deductive approach has its own pros and cons. Some teachers like teaching through the deductive approach, and others may tend to teach grammar through an inductive approach. The choice of approaches also depends on the specific grammar topics they will teach and also depends

on the age and the background knowledge of the learners.

#### 4.3 The Practice of Deductive and Inductive Approaches – Sample Lesson

Here the writer will give a sample lesson and analyze it. The whole lessons will be attached as an appendix.

Sample lesson: Using a rule explanation to teach present perfect tense (intermediate)

In the presentation, the teacher will introduce the use and form of the present perfect tense on the board firstly, and then give the learners some questions by means of minimal grammar pairs to help them have a good understanding of the present perfect tense.

Step 1 Show the form and use of the present perfect on the board

**Form: have/ has + past participle**

**Use: things that are happening in the past but having a result in the present**

The teacher shows the form and the use of the present perfect tense, and then explain it to students.

Step 2 Give students some sentences and let them fill it

1. I \_\_\_\_ (wash) my clothes.
2. I \_\_\_\_ (go) to another country to have a holiday.
3. \_\_\_\_ (wash) your clothes? (the question of sentence 1)
4. The students \_\_\_\_ (not finish) their homework. (Negative)

In this step, after teaching the use and form of the present perfect tense, the teacher gives students to blank-fill practice and also try to introduce the negative and question of this tense.

Step 3 Teach students the irregular form of the verbs

**I have made my breakfast.**

**We have sold our car.**

**Have you written the phone number down?**

In this step, the teacher can teach students that in some cases, the irregular verbs may be used. And also, the irregular verbs should be memorized especially. And after or before the class, the teacher can distribute the list of irregular verbs to students.

Step 4 Write the keywords on the board

**Just, already, yet, for and since.**

**Ever, this week.**

In this step, teachers tell the students some keywords of the present perfect tense, and the meaning and use of each word. So, students can use these words to make sentences to practice it.

## 5. Discussion

The success of an explanation depends on the students' good master of the present perfect tense and the good master of the usage. Because the deductive approach is more suitable for adult learners instead of



young learners to some extent. This lesson is designed for the learners who have already have a good command of English. Thus, the present perfect tense is easy to be understood by them. The aim of Step 1 is to help the learners familiar with the form and the use of the grammar. By given the detail of it the present perfect tense firstly, the learners may capture the important learning points immediately and pay more attention to learning it. Step 2 puts the rule of the present perfect tense into sentences, which may give the learners more details about the use of this tense. Besides, in this step, the negative form and question form are been taught. Step 3 is designed to teach one of the most important difficulties of the present perfect tense-the irregular verbs, such as made, sold, and written. Actually, here, the background of this lesson is that the students have learned the regular and irregular verbs' past participle form. So, in this step, the irregular verbs are easier to be taught. The Step 4 shows some keywords of the present perfect tense, which may help the learners recognize the tense at first sight.

### *5.1 Evaluation*

The evaluation will analyze the lesson from the E-factor and A-factor aspects. The E-factor "can be broken down into three factors: economy, ease, and efficacy" (Thornbury, 1999, p. 25). As Thornbury (1999) said, when presenting grammar, the economy is a key factor. And the shorter, the better. The ease factor is that the easier an activity is to set up, the better it is. Also, the efficacy of a grammar activity can be partly measured by the degree of attention it arouses. The A-factor, at the same time, including "the age of the learners, their level, the size of the group, and the constitution of the group, e. g., Monolingual or multilingual, what their needs are, e.g., to pass a public examination and, etc." (Thornbury, 1999, p. 27). The detailed introduction of the E-factor and A-factor will be attached as an appendix.

To analyze the lessons, E-factor and A-factor are operationalized in this sample lesson. In terms of time, the sample lesson is economical (E-factor), because learners may not need to spend much time on learning it. Besides, from the ease aspect, the activity is blank-fill, which is easy to be completed. What's more, if we take the efficacy into consideration, the attention it arouses also depends on the learning style, and some other reasons. When it comes to the A-factor, this approach is appropriate, because the learners are not so young.

## **6. Conclusion**

The pedagogical grammar is difficult for many language learners, but it is also attracting many teachers and researchers to analyze it. Due to the importance of pedagogical grammar, many pedagogical approaches appeared, among which, the inductive approach and deductive approach are really needed to be mentioned. Thus, in this essay, the writer analyzes the present perfect tense and present perfect continuous tense, which includes the form and the use of the tense, the comparison between the present perfect tense and the past simple tense, the difficulties for the learner of English, and also the pedagogical approach of teaching the grammar. The last part of the essay has analyzed the sample lesson which is based on the deductive approach. Besides, the E-factor and A-factor of the lesson have

been described. Finally, the list of irregular verbs, grammar status in early approaches and methods, sample lessons, and the specific description of E-factor and A-factor is attached as an appendix.

However, due to the limited time and some other constraints, this essay's analysis is not enough on the comparison of the present perfect tense and simple past tense. It could be better if time permits, the author may analyze the approaches more specifically while writing the essay. So, it will be good enough if this essay can give readers some information about the present perfect tense and the present perfect continuous tense's learning and the pedagogical approach.

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## Appendix 1: Irregular verbs. (From Baidu: <http://www.zhijianapp.cn>)

INFINITIVE	PAST	PAST PARTICIPLE	let	let	let
beat	beat	beaten	lie	lay	lain
become	became	become	light	lit/lighted	lit/lighted
begin	began	begun	lose	lost	lost
bend	bent	bent	make	made	made
bet	bet	bet	mean	meant	meant

bid	bid	bid	meet	met	met
bite	bit	bitten	pay	paid	paid
bleed	bled	bled	put	put	put
blow	blew	blown	quit	quit	quit
break	broke	broken	read	read	read
breed	bred	bred	ride	rode	ridden
bring	brought	brought	ring	rang	rung
broadcast	broadcast	broadcast	rise	rose	risen
build	built	built	run	ran	run
buy	bought	bought	say	said	said
catch	caught	caught	see	saw	seen
choose	chose	chosen	seek	sought	sought
cling	clung	clung	sell	sold	sold
come	came	come	send	sent	sent
cost	cost	cost	set	set	set
creep	crept	crept	shake	shook	shaken
cut	cut	cut	shine	shone	shone
deal	dealt	dealt	shoot	shot	shot
dig	dug	dug	show	showed	showed
do	did	done	shrink	shrank	shrunk
draw	drew	drawn	shut	shut	shut
dream	dreamed	dreamt	sing	sang	sung
drink	drank	drunk	sink	sank	sunk
drive	drove	driven	sit	sat	sat
eat	ate	eaten	sleep	slept	slept
fall	fell	fallen	slide	slid	slid
feed	fed	fed	speak	spoke	spoken
feel	felt	felt	speed	sped	sped
fight	fought	fought	spend	sped	sped
find	found	found	spit	spat	spat
flee	fled	fled	spread	spread	spread
fly	flew	flown	stand	stood	stood
forbid	forbade	forbidden	steal	stole	stolen
forget	forgot	forgotten	stick	stuck	stuck
forgive	forgave	forgiven	strike	struck	struck

freeze	froze	frozen	swear	swore	sworn
get	got	gotten	sweep	swept	swept
give	gave	given	swim	swam	swum
go	went	gone	swim	swam	swum
grow	grew	grown	take	took	taken
hang	hung	hung	teach	taught	taught
hit	hit	hit	throw	threw	thrown
hold	held	held	understand	understood	understood
hurt	hurt	hurt	upset	upset	upset
keep	kept	kept	wake	woke	woken
know	knew	known	wear	wore	worn
lay	laid	laid	win	won	won
lead	led	led	wind	wound	wound
leave	left	left	withdraw	withdrew	withdrawn
lend	lent	lent	write	wrote	written

### Appendix 2: Grammar Status in Early Approaches and Methods.

Approaches/Methods	Advantages	Disadvantages
Grammar Translation Method (nineteenth – mid-twentieth centuries)	Explicit teaching of grammar rules; attention paid to language forms	Absence of communicative practice, which is an immediate need for new immigrants. Reliance on translation, which is impractical in classes having students with many different first language
Direct Method (first part of twentieth century)	Grammar is taught Lessons begin with dialogue or a story in the target language Use of visuals (actions, pictures, objects) to convey meaning	Inductive presentation is unsuitable for some adult students, who may benefit from overt explanations of Rules Minimal reading and writing, which is needed by immigrant students with work or academic goals
Audiolingual Method (ALM) (1950s-1970s)	Emphasis on oral Production Teacher models pronunciation Use of drills to reinforce grammatical patterns	Rote exercises reduce cognitive engagement Activities are designed to prevent learner errors, which reduces the need for students to negotiate meaning
Cognitive Approach (1970s)	Grammar must be taught, either inductively or deductively	Emphasis on analyzing structure at the expense of communicative practice Pronunciation is de-emphasized

Natural Approach (1980s)	Language is presented in a “natural” Sequence: listening, speaking, reading, writing Use of a communicative syllabus	Grammar is not overtly taught, yet many adult learners need and want grammar instruction Focus on input (listening) can delay output (speaking) that adults need immediately
Communicative Language Teaching (CLT) (1970s-today)	Communication is the goal of instruction Emphasis on meaningful interaction Course syllabus includes language functions Use of authentic texts and contexts	Focus on communication can result in ignoring grammar Emphasis on fluency at the expense of accuracy can result in many students never attaining correct grammar

[https://www.s3.amazonaws.com/academia.edu.documents/30386258/Deductive\\_and\\_Inductive\\_Grammar\\_Teaching.pdf](https://www.s3.amazonaws.com/academia.edu.documents/30386258/Deductive_and_Inductive_Grammar_Teaching.pdf)

### Appendix 3: Sample Lessons

Sample lesson 2: Teaching present perfect continuous tense using translation

In this lesson, the teacher has chosen to use translation to present the present perfect continuous tense to a group of Chinese speakers. Before this class, the learners have learned the present perfect tense, so they have some background knowledge about the present perfect continuous tense.

**Step 1** The teacher writes on the board:

强风吹了一整天。

The teacher asks for an English translation, and, if not forthcoming, supplies this one: A strong wind has been blowing all day.

The teacher then explains it in Chinese: ‘to express continuous, ongoing actions which have already been completed at the time of speaking or writing; we can use the present perfect continuous tense’. Here, by the time we are talking about the weather, the wind has been blowing all day.

The teacher asks students to translate it into English by giving them some hints.

**Step 2** Write the sentence on the board

现在，我已经在这个公司工作三年了。

The teacher can divide the class into two groups, and each of the group chooses a student to write their sentence on board. And compare if there is anything different.

**Step 3** Try to conclude the form and use of present perfect continuous

Have + been + \_\_\_\_\_

In this step, teachers let students try to conclude the form, and write the right answer on the board.

Sample lesson 3: Teaching the difference between the present perfect tense and past simple through minimal sentence pairs

As mentioned before, one of the difficulties of learning present perfect tense is that learners may not distinguish the present perfect tense and past simple.

**Step 1** The teacher writes some sentences on the board:

- a. **This young director has made four films so far.**
- b. **The director made many films in his long career.**
- c. **We have lived here for many years.**
- d. **We lived there for many years.**

The teacher asks the learners to identify which sentences are present perfect tense, and which sentences are past simple sentences.

**Step 2** Teacher asks learners the meaning of each sentence, and then asks the differences between two tenses. Write the forms on the board:

**Present perfect: have + a past participle**  
**Past simple: did/ was/ were/ a regular past form ends in ed**

**Step 3** Teacher divides the class into pairs and lets them do some exercises. Write some sentences and let students choose between the two forms.

**Mr. Li has bought a new computer.**  
**Mr. Li bought a new computer yesterday.**  
**She has lived here for two years.**  
**She lived here two years ago.**  
**He saw the film last night.**  
**He has seen the film before.**

#### **Appendix 4: E-factor and A-factor Description (Thornbury, 1999)**

E-Factor	<p>Efficiency = economy, ease, and efficacy.</p> <p>Economy: When presenting grammar, a sound rule of thumb is: the shorter, the better. It has been shown that economy is a key factor in the training of technical skills.</p> <p>Ease: Be economical, too, in terms of planning and resources. The ease factor recognizes the fact that most teachers lead busy lives, have many classes, and simply cannot afford to sacrifice valuable free time preparing elaborate classroom materials.</p> <p>Efficacy: This factor is the least easy to evaluate. The efficacy of a grammar activity can be partly measured by the degree of attention it arouses. This means trying to exclude from the focus of the learner's attention any distracting or irrelevant details. Attention without understanding, however, is probably a waste of time so that efficacy will in part depend on the amount and quality of contextual information, explanation and checking.</p>
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A-Factor	<p>The classrooms' activities must be evaluated not only according to criteria of efficiency, but also of appropriacy. Factors to consider when determining appropriacy include:</p> <p>The age of the learners, their level, the size of the group, the constitution of the group, e.g., monolingual or multilingual, what their needs are, e.g., to pass a public examination, the learners' interests, the available materials and resources, the learners' previous learning experience and hence present expectations, any cultural factors that might affect attitudes, e.g., their perception of the role and status of the teacher, and the educational context, e.g., private school or state school, at home or abroad.</p>
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