Hebron University

College of Graduate Studies

Applied Linguistics MA Program

The Impact of Using Short Stories on Eighth Graders'
Awareness of the Semantic Variations in the
Aspectual Side of English Verbs

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This thesis is submitted in Partial Fulfilment of the Requirements for the Degree of Master of English in Applied Linguistics and the Teaching of English, Faculty of Graduate Studies, Hebron University.

2016

Dedication

To my parents who gave me their permanent (Hisham & Suha Bader) support without which

I would never be here

To my family as well

To my friends who have revealed my creativity

To my high school teachers who taught me loyalty, dedication, and commitment

To my professors

Finally, to everyone who helped in producing this thesis

I dedicate this thesis

Acknowledgment

I would like to thank my parents and family who helped me to achieve this aim.

My thanks are also for my supervisor Dr. Nimer Abuzahra for being helpful and supportive.

My thanks are also given to my friends and colleges for encouraging me to do this thesis.

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الملخص

تهدف هذه الدراسة الى دراسة اثر قراءة القصص القصيرة على وعي الطلبة للاختلاف في معان ازمنة الافعال وذلك من خلال ايجاد الوعي الفعلي الموجود لدى طلبة الصف الثامن قبل القيام بالتجربة, حيث خضع الطلاب لامتحان قبلي يقيس وعيهم للاختلاف في معان ازمنة الافعال في اللغة الانجليزية, وبالتالي تحديد مواضع الضعف في هذا الموضوع, وبعد ذلك قام الطلبة بقراءة ستة قصص عالمية قصيرة . حيث ان البحث اشتمل على خمسين مشاركاً منهم خمس و اربعون طالبةً من الصف الثامن و خمسة أساتذة متخصصين في تدريس اللغة الانجليزية كلغة اجنبية. أخضعت الباحثة الطالبات لاختبار قبلي يهدف لمعرفة مشاكل الطلبة في اختلافات المعاني السبع في ازمنة الافعال. و بعد القراءة على الطالبات أن يجيبين على اسئلة تشمل على الفروق بين المعاني البسيطة والمستمرة في القصص. و قد أثبتت النتائج فرضيات. أن الطالبات لديهن مشاكل في استيعاب المعاني المختلفة لأزمنة الافعال و بعد القراءة تبين ان وعيهن في معاني أزمنة الافعال قد تطور الا انهن واجهن مشكلة تحديد الوقت فيما اذا كانت مدته محدودة او مفتوحة. اضافة الى ذلك, فقد قامت الباحثة بعمل مقابلات مع خمسة أساتذة لكي تبين كيفية تعلم الطلاب الفلسطينيين لأزمنة الافعال و لإيجاد السبب وراء وقوع مثل هذه الاخطاء. و قد اثبت تحليل المعلومات بأن الطالبات يتعلمن ازمنة الافعال و يتعلمون معنى الافعال ولكن تركيزهم الاكبر على تكوين الفعل و دلالات استخدامه ومن هذا المنطلق فان الباحثة توصي الطلبة بتعلم ازمنة الافعال باستخدام الادب حيث أنه يسهل عملية استيعاب اللغة. و توصي الباحثين أيضاً بعمل دراسات اكثر و اشمل.

Abstract

This paper examines students' awareness of the semantic variations in the aspectual side of English verbs. It aims at examining students' problems in this area and tries to improve students' awareness of the semantic differences between the simple aspect and the progressive one. This study is based on 50 participants. 45 eighth graders participate. The other five are EFL English teachers. The researcher offers students a pre-test that finds students' problems in the seven semantic differences. Then, she assigns them short stories to read. They read Hemingway's "Cat in the Rain," Chopin's "The Story of an Hour," Bocarro's "A Long Walk Home," Joyce's "Araby," Maupassant's "The Necklace" and Tolstoy's "The Two Brothers." After that, they fill worksheets that demonstrate the difference in meaning between the simple aspect and the progressive one in the stories' context. Then, the researcher offers a post-test that examines students' awareness development of the semantic variations of English verbs. Results confirm the hypotheses. They present that students have problems in their actual awareness of the semantic variations in the aspectual side, and reading six short stories develops students' awareness of the semantic variations except their awareness of the limited and unlimited duration. Furthermore, the researcher interviews five teachers in order to show the way that Palestinian students learn aspects and to find the reasons behind committing errors. A thematic analysis presents that students learn the aspects' meanings but their focus is on the form as well as the key words. The researcher recommends students to have a literary-based learning, for it facilitates the language acquisition process. She also provides some recommendations for further studies.

1.1 Chapter One: Introduction

With the world becoming a global village, the necessity to improve one's communication skills in order to open the window to the variety of culture, art , literature, lifestyle, and science across the globe is more than ever and since we live in the 21st century, learning English becomes a must, for we cannot avoid interaction. As a result, people need to learn English as a second or foreign language. Therefore, Palestinians realise the increasing value of the English language, so teaching English becomes a priority. English curriculums in Palestinian schools deal with the reading, writing, listening, and speaking skills. Students are supposed to practise the four skills and be able to convey the appropriate meaning. However, this is not the case, the majority of students are not able to communicate their ideas, nor do they convey the intended meaning properly as EFL students.

The researcher attributes having broken communication while using the tense-aspect system to the language learning and teaching approach. Although contemporary Palestinian English curriculums adopt the communicative approach, which is expected to involve students in real communicative situations in order to enable them to use their own strategies in language learning, students' learning still focuses on vocabulary as well as direct instructed grammar. This in turn creates gaps in their foreign language communication.

Such gaps have a significant impact on students' competency. For instance, eighth graders know grammar rules very well, but they cannot properly use them. Thus, the researcher suggests using literature inside classrooms. She believes in the effectiveness of using literature –based instruction to develop students' proficiency. She particularly suggests

using short stories as means for raising students' consciousness of the English language structures. Gomez (2010) presents that short stories motivate learners to create positive attitude to keep learning in a manner that facilitates the process of acquiring a foreign language. In addition, the researcher believes that while reading short stories, students are exposed to unmodified language which possibly helps to facilitate the acquisition process because they are dealing with non-standard examples of language that can be used outside the classroom. Moreover, a short story is a significant source for the daily used language that contains a variety of useful grammatical structures. Once students start reading the text, they come across grammatical structures within rich context. Therefore, students' language awareness is expected to be expanded. In light of the Palestinian context, the majority of students are aware of the aspects of form, but they are not fully aware of their meaning, so the researcher suggests using short stories to increase their awareness of the semantic variations in the aspectual side of English verbs.

Therefore, the researcher conducts a study that aims at examining students' actual awareness of the semantic variations in the aspectual side of English verbs. It also aims at finding out the problems that students have and trying to improve their awareness by reading short stories. 45 students participate in this study. The researcher first examines students' actual awareness of the semantic variations in the aspectual side of English verbs. Then, students are asked to read six short anthologized stories. They read Hemingway's "Cat in the Rain," Chopin's "The Story of an Hour," Bocarro's " A Long Walk Home, " Joyce's "Araby," Maupassant's "The Necklace" and finally Tolstoy's "The Two Brothers." After reading each story, they fill a worksheet that let students demonstrate the meaning of the progressive and simple aspect in light of the story context. Then, students have a post-test that examines their awareness development of the semantic difference between the simple

and the progressive aspect. This methodology aims at answering the research questions that are about the errors that eighth graders commit and the development of the students' awareness of the semantic difference between the simple aspect and the progressive one after reading the six short stories. Another five EFL experienced teachers have participated in the study. The researcher interviews them in order to have a clear view about students' learning of the aspects, so that the researcher would be able to find out the sources of the deficiencies in the students' awareness of the semantic variations in the aspectual side of English verbs. The results of this study confirm that students have problems in the semantic variations in the aspectual side of English verbs. Results also present that students' awareness has developed after reading authentic stories. Interviews present that learners learn the meaning of the aspects, but they focus more on the keywords as well as the form of the aspects. Therefore, the researcher recommends using short stories as means for using literature- based instructions to develop students' acquisition of English as a foreign language.

1.2 Statement of the Problem:

Being foreign language learners in a country in which English is not the main language, English would not be acquired as a native language by learners. Therefore, many learning shortages would be the result. Unfortunately, the semantic meaning of the simple and the progressive aspect is one of the main learning difficulties that students of Souad AL Natsheh basic school experience. As a result, students are not able to convey the proper meaning within their productions although they are fully aware of their forms and rules. Having such deficiency suggests the idea of this thesis.

1.3 Significance of the Study:

The results of this study are expected to have a major contribution in the field of ELT, because examining students' competency of the semantic variations in the aspectual side is expected to identify students' errors in this field. In turn, they help in having an impact on reducing English majors' language difficulties in this field. The findings of this study lead to practical recommendations that may help EFL learners in reducing their problems and, accordingly improve their use of the English aspects.

1.4 Aims of the Study:

This study aims at examining students' awareness of the semantic variations in the aspectual side of English verbs. Consequently, it aims at finding out students' problems in this field and accordingly trying to improve their awareness of the English aspects by reading short stories, so it aims at investigating the effect of reading short stories on students' awareness of the semantic variations in the aspectual side of English verbs.

1.5 Research Questions:

This study attempts to answer these questions:

1. What are the errors that eighth graders commit in the semantic variations in the aspectual side of English verbs?
2. What is the frequency of each committed error?
3. How far students' awareness of the semantic variations of aspects will be developed after reading six short stories?

1.6 Hypotheses:

1. It is hypothesized that the current methodologies in teaching the tense aspect system are not conductive to build high awareness of the semantic variations in the aspectual side of English verbs.

2. It is expected that eighth graders commit errors in this field.

3. It is believed that reading short stories has positive impact on students' awareness of the semantic variations of the aspectual side of English verbs.

1.7 Limitations

This research faces several limitations that stop this study to be generalized on EFL learners. For one thing, this study is limited in its place. This study is done at Souad Al Natsheh School. It does not cover any other places. Another thing, this research is limited to its population. The population are mainly Souad Al Natsheh students, especially who are at the eighth grade. Finally, time is considered as one of the main limitations of this study. The researcher believes that time stands as a constrain that forbids her to create a more generalized study and an in-depth study.

2.Chapter Two: Literature Review

2.1 Time in Languages:

Since the experience of time is essential to human cognition, all natural languages have developed a rich collection of means to encode time. Klein (2009) comments that the expression of time in certain languages is close to mandatory, for it is structurally connected to finite verbs. For more illustration, he presents –when dealing with time- that one should distinguish the situation itself because it varies from one context to another. For example, the situation is a sort of state in " Eva was cheerful." It also could be a short event as presented in "Eva closed the door," or it might be a slow process such as "Eva grew older." Klein (2009) concludes that he uses the word situation to represent all sorts of events, states, processes, and actions. In addition to the situation, he believes that one should also distinguish the description of the situation. One could realize the description by the non-finite part of the sentence. For example, the situation in "Eva was cheerful" is " Eva be cheerful." The researcher believes that the description of the situation does not necessarily mean that the situation is the same, nor does it mean that the situation could not be described in other ways. Finally, one should distinguish the marking of how the situation is positioned in time. According to the researcher, the time marking could be done by verb modifications, such as was, is, or will be.

Klein (2009) describes how to apply these elements to languages. According to him, "the description of the situation and its positioning in time can normally not be separated in English, such as Eva be cheerful." (p.3) However, other languages – like Chinese- do not necessarily mark time. This does not indicate that these languages cannot relate situations to time. For more clarification, Klein (1994) mentions that researchers have agreed that time

and space are the basic categories of our cognition since they are the main elements of our experience. He also presents that languages have developed their own system to express that. They employ temporality and spatiality to convey the proper meaning.

Klein (2009) notes that there is a symmetry in the way language treats them. For more illustration, in any language the speaker has the choice to talk about space or not, but this is not the case with time. Each finite verb has to include temporal information. Such information might express tense, aspect, or both. Klein (1994) states "the expression of time is necessarily a consequence of the way in which language is structured." (P.1)

Why is this asymmetry?

Although time and space are almost equally fundamental to cognition and experience, there isn't a clear-cut reason why time should be deeper rooted in the structural organization of language than space. According to Klein (1994), this asymmetry has rarely been the subject of any discussion. However, it has led to a two-fold bias regarding the expression of space and time in the linguistic research. For one thing, temporality has been a focal area of the linguistic research while spatiality has been ignored until recently. The other thing, research on temporality has a strong bias towards its grammatical marking by the finite verb, especially on form and meaning of the verb category, tense and aspect. In addition, there is a work on the temporal characteristics of different verb types. These characteristics sometimes act to be called aspects. However, less research on temporal adverbials has been conducted despite the fact that all languages have a wealth of temporal adverbials. These adverbials are more refined and richer in their expressive power than tense and aspect. Temporal adverbials are considered to be part of the lexical semantics, while tense and aspect are deeply rooted in the structural organization of language. Hence, it catches linguists' attention.

Klein (2009) restates this asymmetry. He categorizes that into six types of used devices that encode time. For one thing, tense serves to locate the situation in relation to the time of utterance. Therefore, there is a difference between "is" and "was" regarding the indicated time in light of the speech act moment. However, aspect serves to present a situation from a particular point of view, such as completed, on- going, or not started yet. This type of device will be illustrated later since this study deals with this topic. The researcher remarks that tense and aspect are independent from each other, but aspect could be found in all tenses. Differently, lexical aspect or event aspect is considered to be a subdivision of the verb type, since it describes temporal properties of a certain situation. Temporal adverbial is another device used to describe very different temporal features such as position on time line, duration, and frequency. It can be simple like saying "now", morphologically compound such as "today" or syntactically compound, as "when". Temporal particle is located between temporal adverbials and suffixes or prefixes. This kind of device is extensively used in Chinese language. Finally, discourse principle is a temporal relation that is not indicated by specific words. It conveys the time by the way in which sentences are organized in relation to a larger discourse. This type has a principle. It implies that events in a story, for example, should be narrated in the order they occur.

Although there is an extensive research on these devices, there are many gaps in the findings of this area. Klein (2009) disputes these shortcomings into reasons. First, the investigations are strongly biased towards certain devices. He also thinks that from Aristotle until now, there is a steady stream of research on tense and lexical aspect. He also thinks that the way recent researchers think about the expression of time is shaped by what Greek-philosophers have thought about it. Recently, this has been matched by linguists' studies on aspect. There is less work on temporal adverbials, particles, and discourse principles. Second,

the investigations are strongly biased towards certain languages. According to Klein (2009), most studies have investigated Indo-European languages, such as Greek, English, Latin, German, or Russian. However, there are very vague ideas about how 90 % of world languages encode time. For example, there is an extensive research on aspect in English, but there are very superficial ideas on how these languages employ aspect to encode time. Finally, the investigations are strongly biased towards certain types of texts. For example, most of the work deals with singular events in real life. Therefore; other texts – such as instructions and descriptions- are ignored. To conclude, such factors have a significant impact on researchers' picture of how time is encoded in many languages.

2.2 Aspect

Since this study basically deals with aspect, this part investigates how this device encodes time in depth.

Past, present, and future tenses are established by the temporal frame between the topic time and the time utterance. Klein (1994) distinguishes the topic time from the situation time. According to him, both are spans, but the topic time is related to time for which an assertion is made either in the past, present, or future. However, the situation time refers to the time span at which the situation occurs.   Robert (2013) illustrates that the relationship between the topic time and the situation time is a temporal one. In the language system, such relation creates aspect. Tabaczynski (2007) defines aspect as a "formal property of a verb that conveys information about the time course and duration of an event or activity." (P.5) Conceptually, aspect marks an event as ongoing or completed. Grammatically, it is indicated by a verb suffix that marks the completion status of an event. Moreover, Klein (2009) believes that" unlike tense, aspect does not assume to express a temporal relation but a particular viewpoint on the situation which is described by the sentence." (P.10)

Wagner (2001) states that there are two types of aspects- based on the aspect first hypothesis. Lexical aspect is conveyed through the meaning of the verb, for example, make a sandwich specifies the temporal end point of the event; when the sandwich is ready to eat. The other type is the grammatical aspect. It conveys information about an event's completeness by taking a perspective on the event. The researcher concludes that the grammatical aspect is independent of the lexical aspect.

Robert (2013) points out some lexical devices like temporal adverbs that can create temporal relationship such as before and after. They can state the internal and the external properties of a time span, and they can specify either the topic time or the situation time depending on the sentence.

Klein (2009) says that the speaker may present the situation time through different ways, for example, perfective and imperfective. The speaker can present the situation as a completed one if he uses the perfective aspect. But with the imperfective aspect, he describes the situation as an ongoing one, for example, "Mary was opening the door." In this sentence, the speaker presents that the act of opening the door need not have come to an end. However, in "Mary closed the door" the speaker indicates that the event reached its end. Comrie (1976) explains these aspects differently. According to him, perfective indicates the view of the situation as a whole, while the imperfective one presents the internal structure of the situation. Leech (2004) names the aspects with simple and progressive. However, Murcia and Freeman (1999) categorizes the aspects into simple, progressive, and perfect. Klein (2009) points that there are other aspects "views," but the perfective and imperfective ones are the most important aspects.

For more illustration, Klein (2009) groups the different types of "temporal views on a situation" into three. The first type, the speaker describes the situation either from outside or from inside. The speaker also might present the situation as going on or a completed one. In addition, he can describe the situation with its boundaries or without them. After that, the researcher presents English as a case that exemplifies how to encode aspect. He believes that the system of English is regular in aspects as well as tenses.

For more illustration, "Eva sleep" is the description of the situation. When relating this description to time of utterance and viewpoint, the result is the following sentences as cited in Klein (2009):

	Perfective	*imperfective*
Before TU	Eva slept	Eva was sleeping
At TU	Eva sleeps	Eva was sleeping
After TU	Eva will sleep	Eva will be sleeping
Before TU	Eva has slept	Eva has been sleeping (P.15)

Klein (2009) describes the English system as a transparent one. However, he states that the application of the aspect raises two major problems. One of them is that some verbs do not accept the be-ing form. Once they do that, they indicate a special meaning, such as verbs of senses like love. The other problem is the meaning of the two aspects. Literature presents no specific meaning of the aspects. Klein (2009) comments on this as:

 "The English variant of the imperfective is often called progressive or continuative, and this makes perfect sense in cases such as Eva was frying two eggs: we are somehow placed in the midst of the action, it is presented as on-going, as proceeding, with reference to its inner temporal constituency. In the perfective form Eva fried two eggs, we have the impression that the action is somehow completed." (P .16)

2.2.1 How does aspect encode time?

In addition, Klein (2009) presents how aspect encodes time in English as well as Russian. He illustrates the main three problems of the tense –aspect system that are raised by their definitions.

2.2.2 What is a viewpoint?

Klein (2009) states that a lot of literature has characterized the aspects, but –as he thinks- aspects' characterization could be metaphorical because he cannot find out "what is exactly meant by to see/view/present a situation in different ways," (P. 18) since the situation itself is supposed to be the same, even if it is seen with different perspectives.

2.2.3 On-going when, completed when?

He believes that aspect is not time relational. Different from tenses, aspect marking is not assumed to relate the situation to a certain time. But this is not the case. Aspect is a time relational device; it indicates the situation on-goingness as well as completeness. Both of these descriptions are relative to a particular time.

2.2.4 Which Boundaries?

Aspect characterizations have to do with boundaries. Most of the situations have initial boundaries and final ones, but this does not indicate that such description makes these boundaries explicit.

Tabaczynski (2007) distinguishes between aspect and tense. Although both verb tense and aspect are indicated by grammatical markers that convey the temporal frame, they do not convey the same information; tense indicates an event's location in time relative to another point in time, such as whether the event occurred in the past or is occurring in the present.

Shiny (2011) presents in his study an argumentation between three grammarians. He analyses the concept of tense and aspect in light of Halliday's, Comire's, Prakasam's points of view. As cited in Shiny's (2011), Halliday believes that there is no aspect, but there are tenses in different angles, while Comrie's (1976) point of view is that tense relates the event's time to some other time, often the moment of speech. He also believes that aspects view the "internal temporal constituency of a situation." (P.32) With more explanation, Prakasam (2004) brings out the distinction between tense and aspect. He believes that tense expresses "the universe time through verbal form that is past, present, and future. Aspect concerns that manner in which the verbal action is experienced or the action is completed or an uncompleted one." N page

Comrie (1985) illustrates that present, past, and future are the most common tenses in languages. Present tense presents a situation that is located almost at the moment of speaking. However, past tense locates the situation to be in the past. It indicates that the situation happened prior to the moment of speaking, but future implies that the situation is located subsequently to the time of utterance. Aspect also conveys information about time, and EFL learners always find it confusing with tense. He believes that tense refers to when the situation happens; whereas, aspect describes how the situation happens in light of a specific time.

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Therefore, aspect is a more subtle distinction that serves to focus attention on time duration of an event, whether it is finished or ongoing. Klein (2009) quotes a kind of transformation to the previously mentioned information that justifies the difference between tense and aspect. He states that in light of the international encyclopaedia of linguistics (1992):

"tense refers to the grammatical expression of the time of the situation described in the preposition relative to some other time. This other time maybe the moment of speech. Eg. the past and the future designate time before and after the moment of speech, respectively tense is expressed by inflections, particles, or auxiliaries in connection with verbs… aspect is not rational like tense, rather, it designates the internal temporal organization of the situation described by the verb." (P.4)

2.2.5 The semantic variations in aspects

With the same trend, Leech (2004) illustrates the aspects, especially the progressive one. He offers some features of the progressive aspect and compares it with the simple aspect in terms of meaning. First, he presents that progressive aspect indicates a durative meaning. For example,

I raise my arm.

I am raising my arm.

The meaning of the first sentence indicates a sudden movement, but it is not in the second sentence whose meaning implies that the movement stretches some way into the past as well as into the future.

Second, Leech (2004) conceptualizes the notion of duration to differentiate between the meaning of the simple aspect and the progressive one, so he says "the difference between

unlimited and limited duration is evident from the following sentences, in which the simple present, in its unrestrictive state meaning, contrasts with the progressive tense." (P. 24)

My watch works perfectly.   (This watch is a reliable one. Its state is permanent)

My watch is working perfectly. (Now this watch works well, but this is a temporary state, for the situation is a subject to change.)

Moreover, Leech (2004) illustrates that the progressive aspect presents situations that are not necessarily complete. For example,

The man was drowning in the sea.

The man drowned in the sea.

In the first sentence, the reader could add "but something happened" that stopped the situation while the second sentence implies the actual death of the man.

In addition to that, he mentions that progressive aspect presents a lack of certainty, contrary to the simple one.

I was reading from 10:00 pm to 11:00 pm.

I read from 10:00 pm to 11:00 pm.

Leech (2004) explains the meaning of these sentences. The simple past indicates that the speaker started to read at 10:00 o'clock and stopped reading at 11:00 o'clock. But the progressive aspect does not specify the beginning and the completion time. It only specifies that the reading action was in progress between 10:00 pm and 11:00 pm. Therefore, the

second sentence would be an appropriate answer from a suspect being interrogated by a detective.

When it is related to past tense, simple aspect suggests the end of the action, yet this notion is not implied by the progressive aspect. For example,

> Ali read a book that evening.
> Ali was reading a book that evening.

Using simple past in the sentence indicates that Ali reached the end of the book before the end of the evening, but this is not the case with the progressive aspect. "Was reading" does not suggest the completion of the situation.

In addition, the progressive aspect has the effect of surrounding a particular moment or event by a temporal frame. This means that there are some reference points-within the flow of time- that the temporary situation can be viewed as stretching into the future as well as into the past. Leech (2004) says that the reference point of present progressive is identical with "now." But in the progressive past references' points are usually made explicitly by an adverbial phrase or clause. Such reference point does not exist in the simple aspect. In past and present tense narration, the progressive aspect often forms "temporal frame" around an action denoted by a non-progressive one. For more illustration, the relationship between two simple aspect forms - such as simple past- is one of time sequence while the relationship between a progressive and simple aspect is time inclusion. The next sentences clarify the relationship.

> When we arrived, she made fresh coffee. (Time sequence)

> When we arrived, she was making fresh coffee. (Time inclusion)

These differences are the main focus of the pre-test and the post one.

2.2.6 The Aspect Hypothesis:

Costello and Shirai (2011) state that the aspect hypothesis descends from the results of several studies on tense aspect morphology in the field of language acquisition. Such studies found that "the early use of tense- aspect markers is restricted to lexical aspectual values of verbs." (P.471) Researchers characterise the aspect hypothesis by four claims:

a. Perfective past marking on achievements,…etc are usually firstly used by learners.

b. When it is related to languages that have the perfective and imperfective aspects, perfective past appears before the imperfective past. In addition, the imperfective past marking comes within stages. It initially starts with statives, activities, accomplishments, and achievements come later.

c. In languages that encode progressive aspect, progressive marking starts with activities.Accomplishments and achievements come after that.

d. "Progressive markings are not incorrectly over extended to statives."

Murcia and Freeman (1999) provide ESL teachers with a suggested approach for teaching tense and aspect system in a manner that allows students to understand how the tense and the aspect system operate. They believe that teachers should describe its form. Then, they should propose a core meaning for the tense as well as the aspect system. After that, they are supposed to illustrate how the meaning applies when they use the tense alone, and when they use the tense with the aspect system. Shiny (2011) comments that teaching tenses as well as aspects should exceed the explanation of morphology. Students should be aware of their morphology, semantics, and discourse aspects for both of them. In light of the three grammarians' argument, Shiny (2011) suggests some teaching strategies for tense and

aspect system. Shiny (2011) first divided the teaching into four stages. Firstly, the researcher believes that teaching should occur through various examples. Then, learners should have a kind of group discussion as well as pair based tasks. The next stage is motivating learners to employ the newly learned material in real life situation and meaningful conversations. Finally, he believes that teaching should happen through bilingual method.

2.3 The Use of Literature in EFL Classroom

Witchukriangkrai (2011) justifies using literature inside EFL classrooms with learners to learn a foreign language by being exposed to the language with its real or semi real situations. Therefore, using literature helps students to have such experience. Pardede (2011) agrees with him. He believes that "Literature is undergoing an extensive reconsideration within the language teaching profession." (P.23) Gomez (2010) recommends exploiting literature in EFL classrooms. This study also suggests using literature in foreign language learning process, for it is considered as rich source for young learners. It also attracts their attention. To do so, Gomez (2010) suggests using extensive reading from an early age since it develops their "literary competence- a combination of linguistic, socio-cultural, historical and semantic awareness." (P. 46) In addition, it exposes children to other cultures. Therefore, it helps them to create their own appreciation of other cultures. It also creates a rich context for speaking, writing, as well as listening.

Pardede (2011) also lists four advantages for using literature in the language teaching process. First, literature stimulates the language acquisition process more than the informational texts, since literature provides learners with authentic unexpected language. This in turn transfers any piece of literature into a model for language learners. In addition, literary texts develop learners' awareness as well as their competence in the four language

skills. Since literature is written to convey its writers' ideas, it is considered to be deeper and more varied than any other course book. In this case, students are motivated to familiarize themselves with such language since they have a kind of appreciation for language richness and variety. Moreover, using literature in EFL classrooms increases learners' cultural awareness to the target language. It passes students' cultural insights about the country and people that use the target language. Such insights help EFL learners to understand the discourse of the language, so they will be able to interpret it better. In other words, "through literature, learners can deepen their cultural understanding." (P.23) Finally, using literature encourages learners' personal growth. Once students understand others' culture and appreciate it with its differences, they start having "personal growth and intellectual development." (P.25)

Although many researchers have agreed that using literature creates a significant impact on students' proficiency, others have resigned some objections on using it. Pradede (2011), for instance cites certain reasons because of which teachers might not incorporate literature in overcrowded classes as well as overloaded syllabus. Pradede (2011) states that there are other problems that face EFL learners. For one thing, literature does not standard language that EFL learners are usually exposed to. It has deviated figurative language. Such kind of language needs hard work as well as long time to be understood. In addition, Pardede (2011) states the length of some types of literary works as a reason for not incorporating literature inside language classrooms. For example, teaching a novel does not help learners to improve their own competency in the target language. Moreover, it is difficult to dramatize a piece of literature. For example, it will be very hard to act out a play in a crowded class.

To avoid these problems, Pardede (2011) suggests exploiting short stories. Ellis and Brewster (2002) agree with him. They both believe that "Stories are a useful tool in linking fantasy and the imagination with the child's real world. They provide a way of enabling children to make sense of their everyday life and forge links between home and school." (N.page)

Pardede (2011) presents a rational for using Short stories. For one thing, employing short stories helps teachers and learners to avoid incorporating literature problems. For more illustration, Pradede (2011) has cited Abrams' (1970) definition of short stories. He states that short stories are considered "as a narrative that can be read at one sitting of from one-half hour to two hours, and that is limited to a certain unique or single effect to which every detail is subordinate." (P. 24) According to this definition, Pardede (2011) states that this type of literature is short, and it also aims at presenting a single event with one plot. It uses few characters to do so. Pardede (2011) believes that this piece of literature is "the most suitable literary genre" (P.14) to teach EFL learners. The researcher states that the shortness of this genre makes it less feared, as learners think, and the second enjoyable genre, as it could be finished easily. This implies that short stories are practical to be taught within one or a couple of sessions. In addition, they are simple for students to study. They are not complicated for learners to work on by themselves. They also offer students a variety of topics that attract students' different interests. With the same trends, short stories could be employed with different levels of different ages.

Based on the idea that learners might be able to learn the language by understanding the actual use of language in real or semi-real situations, Witchukriangkrai (2011) suggests using short stories or novels, since both of them motivate learners to be skilled in receiving a

particular kind of input. When teachers deal with such texts, they have to lead students'

attention on certain situations at which a particular tense or aspect is authentically used. The

researcher comments that such process supports the implicit learning process of tenses and

aspects as well. His comment was based on Krashens' proposal (1985). As cited in his study,

"comprehensible input drives forward language development." (N. Page) Therefore,

Witchukriangkrai (2011) claims that learners do not learn from materials they themselves do

not understand.

Gomez (2010) presents different reasons that motivate teachers to use short stories.

First, they motivate learners in a manner that creates positive attitude to keep learning. This

in turn facilitates the acquisition process of the second language. Short stories also allow

students to exercise their imagination. Reading or listening to a story provides students with a

chance to imagine sceneries, characters, and other things. They also offer learners a chance

to link between reality and fantasy, so they can connect between what they came across in the

stories and their real life. However, they are considered to be a rich source for education.

Short stories reflect human societies and their cultures. This in turn helps them to accept

being different from others, and it helps them to appreciate others' opinions or viewpoints.

Differently, Gomez (2010) cites that literature has social and emotional values that

are essential in the development of learners' language learning literacy. For more illustration,

when learners listen to a story, they are having a shared social experience which provokes

several responses. For example, it provokes their excitement, sadness, laughter, happiness,

and anticipation. Such experience paves the way for interaction between the learner and the

narrator. It also facilitates the acquisition process. Literature allows certain language items to

be acquired easily. Moreover, it reinforces some other items. Doing it for many times helps

learners to perfectly comprehend the offered input. Such comprehensible input allows the learners to develop their own learning mechanisms. In addition, having a comprehensible input is certainly a way to have an active constructive process. Brown (1987) ensures this idea. He believes that learners must understand the offered input to acquire language. But he also comments that such input should be "a bit beyond" the learners' actual acquired language level.

Furthermore, Brown (1987) believes that listening to stories develops learners' listening skills as well as their concentration skills. This happens through visual clues or general knowledge. Both of them help learners to understand the story and to be motivated for language learning. Finally, the researcher concluded that stories act as a mean of getting students learn by themselves. This occurs when students start reinforcing their thinking strategies. For example, they start to compare between things, or they start to classify or predict things. Students also start developing their English learning strategies. They start to guess the meaning of a new word, or they start to practice that using their memory. Finally, students start learning by themselves when they develop their own study skills.

Ismael (2007) lists some benefits of using short stories inside language classroom. He believes that using short stories reinforces students' four skills. As EFL teachers aim at teaching the four skills, he thinks that short stories provide students with texts that will greatly develop their proficiency in the four skills. The researcher ensures the benefits of short stories, if they are selected and exploited properly. For more illustration, the researcher believes that students' writing skills could reach high level of proficiency, if the EFL teacher provided a variety of activities that motivate students to write such as writing a dialogue between two main characters. Moreover, short stories significantly improve students'

vocabulary and reading skills. For example, students could acquire new vocabulary with some activities that deal with words' parts of speech and their meanings. They help students to learn many words and to use the dictionary as well. This allows students to learn a great deal of vocabulary that develops their reading comprehension. When it has to do with listening skills, the teacher might ask students to read the story or listen to the records in order to hear it instead of reading it.

In addition, teachers use short stories because they are motivating. Since short stories have stages, students are motivated to approach the next stage; when students start reading the introduction of the story, they have the enthusiasm to be finished with this stage to move to the middle of the story. They want to find out the conflict in the story. After that, they are still motivated to reach the end in order to find out how the conflict is resolved. Ismael (2007) thinks that such motivation is useful for language competence, but this motivation should be descended from students' engagement with the story's thoughts and emotions. In this case, students are expected to be motivated to express their feelings through living in other characters' experiences. It helps students to appreciate themselves more, since they have gained more experience, which leads into having a sense of achievements.

With intermediate learners, teachers use short stories to introduce literary elements. Teachers can teach simple elements. For example, he/she can start with characters, setting, and plot. With more advanced learners, the conflict, climax, and resolution could be introduced. Ismael (2007) believes that teaching these elements gives the learners a chance to be more involved in the story, which implies better language learning.

Moreover, short stories are used to teach culture. Ismael (2007) considers using short stories as an effective way to teach culture, for they represent the culture of the people that they were written about. When students read the story, they learn about the culture, so they gain information about the past, present, and future. Furthermore, reading about different cultures teaches learners to accept this difference. It also teaches them to appreciate it as well. Learners start thinking about others' culture and comparing it with theirs. They start finding the similarities and the differences between both cultures. However, EFL teachers must introduce the different cultures' properly, for misinterpretation may happen because of the difference between cultures.

Finally, Ismael (2007) believes that using short stories helps learners to develop their higher order thinking. Learners start thinking about what they read. They analyse the provided contexts as well as language. In this case, teachers have to help their learners to develop their cognitive skills, for they have to take their own designs.

From a pedagogical point of view, Gomez (2010) argues about the necessity of using short stories in the primary education, so he tries to answer the question "is there room for stories in the primary education English class?" He presents several studies that " have pointed out an array of children's features, which must be taken into account when teaching English as a foreign language." (P.37) First, the researcher presents that children's maturity, culture, experience, sex, and environment are the main factors that should be accounted since they influence teachers' choice of literature. At the same time, these factors are also influenced with literature. The researcher also adds that a tale helps teachers to contextualize the newly presented vocabulary and grammatical patterns.

Second, Gomez (2010) points that stories help learners to learn a foreign language better. They provide language through a situation that makes their focus on meaning rather than on the language itself. This usually happens with stories in EFL classes; students' attention is often on the meaning. During the story, learners try to understand the plot rather than the grammatical phrases, especially when it has suitable contextualized vocabulary. In addition, stories help learners to relate what they have learned with their personal experience. This happens with two directions. One of them occurs when students relate the story situation into their real life situation. It helps them to deal with life better since they gain experience in this trend. The other one, students start to relate the language phrases that have been presented in a certain situation during the story to their actual use of language. For example, students compare between their own language and the language they have heard in the story. This implies that students make a kind of comparison, development, and editing to their own language. Having such processes guarantees having meaningful learning and expanding the capacity of communicating with the foreign language.

Práce (2006) states some sources for EFL stories. First, real life is a good source for stories, for they give something personal to our students, so it establishes a special rapport between the learners themselves and their lives. Second, original texts and original books as sources for EFL stories. The researcher believes that they are good sources from which teachers can offer stories. She also confirms that such stories help to create the feeling of satisfaction and accomplishment to the language learners. In addition, they provide learners with language that has richness more than any other course book. Moreover, such stories expose students to real life situations that stimulate students' interest. Another source is folktales. Students usually listen to this kind of stories or read them. They help learners to

learn about ancient times as well as places. They also help learners to get to know about different customs, and they ensure the importance of morals in life. With the same trend, pictures can create stories for EFL learners. They provide students with a chance to use their own imagination to create stories. Finally, he lists songs as alternative stories since they include stories. This kind of stories usually works with open-minded students who have modern way of living. With the same trend, EFL teachers could ask students to retell the story within a song in their own words.

Gomez (2010) discusses some criteria of short stories that EFL teachers exploit in the language learning process in terms of its internal structure. He presents that students should be able to understand most of the language input that short stories offer. However, they should be challenging in a manner that let learners have a progress in their language proficiency, and not to be bored. Short stories could be challenging by introducing some new contextualized vocabulary and authentic sentence structures. In addition, Gomez (2010) believes that effective short stories have repeated phrases that act as a subliminal grammar input. Finally, short stories should have space for learners to be active as well as productive. He strongly recommends offering learners a chance to use their newly presented vocabulary and grammar in meaningful contexts.

From a different view, Gomez (2010) states that "stories must be chosen depending on the age and the linguistic level of the pupils." (P. 37) He also adds that there should be a particular purpose for choosing every single story; it might be an idea that the teacher wants to focus on a particular behaviour. In addition, it is more suitable if a teacher uses authentic stories that are written for children who are native speakers rather than simplified stories, for

authentic stories are full of examples of real life English language. However, simplified stories could be easier to be understood by learners, especially with beginners.

Furthermore, Gomez (2010) presents a couple of factors that have a significant impact on students' learning with short stories. For one thing, teachers are supposed to think of the story from a cultural point of view. Choosing a story, which children are culturally familiar with, proves students' understanding of the story because they are already familiar with the characters and the plot. He adds that if the learner is familiar with the story in his first language, he will be able to follow the English version. This case implies that the learner is already familiar with the plot, so the teacher only facilitates learner's understanding with intonation, body language, and pictures. But if learners are not culturally familiar with the story, students can develop their awareness of other cultures. Such case, as Gomez (2010) believes, is extremely useful for cross cultural teaching approach. Students develop their acceptance of other cultures, and they develop ideas about different things within different cultures.

Moreover, language should be considered before choosing the story. The researcher believes that the teacher must consider the input that the story provides. Gomez (2010) states that stories should be offered from the less complicated to more complicated ones. He also thinks that a teacher is able to modify the input in a manner that suits learners. For example, a teacher may simplify idioms in the story by replacing difficult words with more familiar ones. Therefore, the text has better clarity. In addition, teachers may modify the word order to make the text easier. If the story has too many complicated structures, the teacher might change the word order, or he might perform actions for the sake of clarifying the meaning. He can also reduce the story; he can reduce long complicated sentences as well as events. The

teacher can delete some sentences and events without which the story remains useful and attractive to learners.

With different perspectives, Gomez (2010) presents other studies that illustrate how to choose stories. For example, as cited in his study, Morgan and Rinvolucri (1983) presents that stories are selected based on whether the chosen story is the one that the teacher enjoys it or that students enjoy it. Ellis and Brewster (1991) as cited in Gomez (2010) believe that choosing a story is based on several criteria. First, teachers should consider the linguistic level of the story. He should consider the difficulty of the linguistic level, the intonation, and the rhymes of the story. Another thing, teachers should care about the psychological part. Are there any attractive points that motivate learners to read or listen to the story? Finally, they both believe that culture is a significant factor in the story selection process. Teachers should care about the relevancy of the story to the learners' culture. Does the story create positive attitude to learners? Or is it refused in the learners' culture? Then, they comment that teachers should care about the language in the story. Has it authentic language or not? Wright (1996) as cited in Gomez (2010) ensures that the story must be appealing to learners.

Gomez (2010) illustrates various ways of introducing short stories. The researcher thinks that reading stories is a common way of using stories. This way attracts learners' interest to the story as well as the language learning process. Stories help them to be motivated to learn and to develop their own habit of reading. It also helps them to get authentic English language. Therefore, they become better English users, as learners become better readers and writers.

Another way of presenting stories is using CDs or DVDs. For one thing, it provides learners a chance to be exposed to English with a native accent. CDs and DVDs contain sound effect that clearly presents different characters, plot, and intonation patterns. This in turn helps learners to gain language that is really like a native language. As a result, learners will be provided with a constant model. Furthermore, DVD presents characters' movements, and it presents clues that help students understand what has happened.

2.4 Practical Studies:

Different researchers have investigated aspects from a practical point of view. For example, Wagner (2001) has investigated aspects and learners comprehension for tenses. It aimed at finding whether children initially use verbal morphology to mark aspect and tense. The researcher designed two experiments to test his hypothesis. The first experiment was a sentence to sentence matching. It was offered for 46 children, and it aimed at testing their comprehension of tense as it is marked in the auxiliary system through the task. Results showed that even two year old children could successfully understand tense in this experiment. Whereas in the second experiment, the researcher changed the information by varying whether or not the past time information in the scenes were coextensive with completion information. Results presented that children may be making a grammatical aspect judgment and not a tense judgment.

Furthermore, Bickel's (1997) did a study about the aspectual scope and the difference between logical and semantic representation. This study aimed at finding whether the domain of operation of aspect markers is limited to the semantic representations or whether, and to what extent, aspect system can also operate on other types of meaning representations. Results of this study contrasted with the common assumption; some parts of logical form are

not accessible for at least one part of grammar which is aspect marking. In addition to that, he found that logical entailments are not safe guide to semantic representation. Finally, semantic structure only needs to satisfy the requirement of grammatical operations.

Beavers (2009) tried to classify the aspects of ditransitive verbs from a structural and semantic point of view. The study aimed at examining the types of events which were indicated by ditransitive verbs.   The researcher investigated the ditransitive verbs as a whole. He also investigated their meaning through their lexical aspect properties. The researcher found that the determination of the aspectual properties of the ditransitive verbs creates a considerable micro variation among them. Such variations are controlled by one key factor which is how much of the meaning is conveyed directly and how much of it is not conveyed? In addition to that, Beavers (2009) stated that cased possession predicates are associated with two kinds of results: caused motion and caused possession that's a shared meaning could be characterized as predicates. Based on that, the researcher suggested a classification that is based on the aspectuality of each verb. The researcher's classification turned to be similar to the proposed classification of intransitive verbs.

However, Wlodarckzyk (2006) investigated the semantic part only. The study aimed at describing the aspectual meaning in various languages regardless of the linguistic level. To approach that, the researchers collected a large number of examples described by semantic feature structures. Then, they compared all the structures in order to find out which configurations of features are characteristic of aspectual meanings in different contexts and in different languages. The researchers commented on their findings by indicating that aspect configurations vary from one language to another. They concluded their study pointing that

the description of aspect in different languages with semantic feature structures verified in large corpuses could serve as basis for teaching a foreign language.

To be more specific, Kamp (1990) investigated the progressive as well as perfect aspects in English. His study also provided a framework for these aspects. In contrast to Wlodarckzyk (2006), Kamp (1990) isolated each aspectual form and considered its semantic contribution. Kamp's (1990) results were able to "correctly predict the interaction of the two constructions."

Adams (2009) conducted a study to test Wlodarckzyk's (2006) conclusion. His study aimed at finding whether second language learners will improve their ability to use the present and past English verb tense/ aspect system in a written narrative after six hours of instruction on using English verbs in a discourse context. Adams (2009) did the study on fifty- four students. They studied tense/aspect system for six hours; two hours every day. Then, they were asked to write essays. In particular, the researcher aimed to find whether students stayed on a single time line, and within the same time line, whether they use lexical adverbs?   Results showed that there was a significant improvement in the written narrative of participants. The researcher suggested that this method could be a viable alternative to the current practice of sentence level instruction.

Within the language-teaching trend, Shiny (2011) conducted a study. It aimed at finding the most insightful ways of teaching tenses and aspects in English and the proper concept of aspects and tenses for undergraduate EFL learners. The researcher designed his study in light of Halliday, Comire, and Prakasam concept of the tenses and aspects. It was

hypothesised that learners will have a functional grammar after a week of teaching -using one of these views. First, the researcher offered many examples. Then, learners experienced the task-based approach. They did pair based tasks and some group discussions which lasted a week. Then, the researcher conducted a test that assessed learners' understanding of the concept of aspect and tense. Results showed that a functional grammar teaching is the one that exceeds that explanation of tense and aspect morphology. Learners are supposed to functionally understand and acquire their morphology, semantics, and discourse aspects of both of them.

As for the acquisition of aspects, Haznedar (2007) conducted a study that aimed at testing the aspect hypothesis and the aspectual features of root infinitives in a child second language acquisition. She based her study on longitudinal data from a four year old child who was learning English as a second language in the UK. She hypothesised that "the early use of tense- aspect morphology patterns is by semantic features and tense as being initially defective." After 18 months of observation, Haznedars' (2007) study provided counter examples to the aspect hypothesis as well as its account. The study resulted in that the aspect hypothesis presupposes that tense is defective in the language learning process, for there were uninflected achievements in the past tense context.

Costello and Shirai (2011) commented on Haznedar (2007). In their commentary-The Aspect Hypothesis, defective tense and obligatory contexts: Comments on Haznedar, 2007- they showed that Haznedar's (2007) argument is not warranted. They both believe that the aspect hypothesis does not presuppose that tense is defective, which is against to the Haznedar's (2007) findings. They justified that Haznedar's (2007) counterexamples were not of "immediate relevance to the Aspect Hypothesis" as it was conceived. They also believe

that Haznedar's (2007) claim that tense is initially defective is not related to the aspect hypothesis, especially its main prediction. They also argued that her analysis, which is related to the omission of tense marking in past context, is not related to the aspect hypothesis, for her obtained data was related to two separate predictions of the Aspect hypothesis. One of them was the form meaning correlation, while the other was related to the pattern of omission prediction. Both stressed out that her data did not contradict the first aspect. However, gained data questioned the second one. This in turn made the researchers believe that Haznedar's (2007) data need to be reclassified. Costello and Shirai (2011) concluded their study that the Aspect Hypothesis as well as the mechanism of tense- aspect acquisition will be better understood if there is a presentation of more data.

Zhiri (2014) tested tense and aspect difficulties that Moroccan EFL students experience. In his study, he tried to diagnose certain problematic matters that novice translators face when Arabic is involved. The study was based on 63 Moroccan undergraduate students. The researcher designed two tests. The first one asked students to translate some English sentences into Arabic, while others are asked to translate some Arabic sentences into English. The researcher considered some variables in his given test, such as gender, culture, background, and their major. Results showed that students mostly committed errors in present perfect tense. The researcher attributed these errors into the difference between languages. Both are "different in their tense- aspect system in terms of number and meaning." (P.288)

Differently, Fyndanis et al (2013) conducted a study that aimed at investigating the Alzheimer's patients' ability to produce and judge subjects- verb agreement, tense and aspect

as well. This study was conducted on individuals who have memory limitations. Patients were given the "differential processing demands of agreement, tense, and aspect." (P. 186) The researchers hypothesized that participants will perform better when expressing agreement rather than tense and aspect. They also expected patients to preserve the imperfective aspect better than the perfective one. To test these hypothesis, ten patients and six healthy controllers did a sentence completion task, a grammaticality judgment task, and a sentence picture matching task. Researchers found that participants were more impaired in aspect, compared to tense and agreement in both production and grammaticality comprehension. They also comprehend and produce subject verb agreement significantly better that tense. In addition, participants did significantly better in the perfective aspect than the imperfective one. Fyndanis et al (2013) concluded their study justifying the obtained results. They believed that the significant difference in the participants' performance was attributed to the deferential demands that such categories pose on the processing system.

Differently, some researchers have suggested using short stories to enhance students' learning process. For example, Pardede (2010) conducted a study that aimed at investigating students' perception and interest towards incorporating short stories in their courses. This study was carried on English major students who were studying at the University of Indonesia. Pardede (2010) obtained his data via qualitative and quantitative approaches. A 25 item questionnaire was distributed to get quantitative input. Then, a 20 minute interview was conducted to explain the obtained data. Results presented that learners have high interest in incorporating short stories inside the language learning process. The qualitative data have agreed with this view. Similarly, Ismael (2007) conducted a study aimed at familiarizing EFL teachers with the importance of using literature in the language learning process. This study tried to prove the effectiveness of using literature inside classrooms. Therefore, it

presented that using literature paves the way to a new dimension in the EFL language teaching process. For more illustration, Ismael (2007) investigated how to teach short stories and investigated the impact of using short stories on students' language learning process. The study resulted in that short stories develop students' four skills. Such development occurred because of the motivational advantages that are embedded in the stories. Moreover, short stories were useful means for teaching literary thinking. they also helped in the recognition of cultural thinking manners. Ismael (2007) concluded with a recommendation for novice language teachers. He thinks that teachers have to plan their classes very well in order to get the benefits of using literature, especially short stories.

Witchukriangkrai (2011) conducted a case study about teaching tenses and aspects for foreign language learners. In this study, the researcher tried to compare between the effectiveness of teaching them through drills or texts and to find the advantages and disadvantages of teaching tenses through drills and texts. 11 students participated, and they were divided into two groups. They did a pre-test. The researcher then conducted his experiment. After that, they did a post- test. Results presented that students who learned tenses through drills did better in the post- test than the ones who learned through texts, for groups who learned through drills had gained higher results than those who learned through texts. The group- who learned through texts- did not show much development in their language. The researcher distributed a questionnaire that investigated students' opinion about the way they learned. Results recommended that teachers should choose their teaching styles that match their students' needs.

To sum up, the previously mentioned studies helped the researcher to demonstrate the field better. Reading the previous studies allowed the researcher to have a better

understanding of the field. The researcher was able to critically appreciate the presented studies. For example, the researcher believed that Wlodarckzyk's (2006) methodology was better than Kamp's (1990), for Wlodarckzyk's (2006) methodology helped to understand the differences between aspects by comparison. This approach offered important information as well as more applicable ones. Furthermore, the presented studies allowed the researcher to establish the suggested study methodology. First, the researcher decided to investigate students' mastery of the aspect system based on Wagner's (2001). She has got the idea of investigating this field in light of the second language acquisition. Bickel (1997) gave the suggested study a theoretical form that focused on the dependency of this system. In other words, the researcher believed that the aspect system functioned without interference of other systems. This implied that students did the test without employing the logical system since it was proved that the logical system did not function. In light of Wlodarckzyk's (2006) study, the researcher designed her study to investigate aspects within a rich context. The researcher - as cited in Wlodarckzyk's study- agreed on the effectiveness of studying a large number of examples together and comparing them to find the meaning. This was transformed into Adam's (2009) experiment. Adam taught his students the aspect system through discourse. This study formed some expectations about the appropriate approach to teach the tense aspect system.

Regarding the experiment, Zhiri (2014) and Leech (2004) suggested the framework of the pre-test and the post-test. Murcia and Freeman (1998) provided the sentences of the pre-test and the post one. Pardede (2011) suggested incorporating literature inside classrooms, but it must have certain criteria. However, Parce (2006) suggested different sources for short stories. Gomez (2010) presented how and when to use short stories. Gomez's (2010)

presentation reminded the researcher to think about the internal structure of the story. Finally,

this study helped the researcher to design the presentation of the stories for learners.

4. Chapter Three: Methodology

The researcher approaches the methodology of this thesis. She starts with the population who are 45 students and 5 English teachers. Then, she conducts the experiment. She utilizes a pre-test that examines students' awareness of the seven semantic variations in the aspectual side of English verbs. Students read six short anthologized stories. After reading each story, they fill a worksheet that demonstrate the difference of the semantic meaning between the simple aspect and the progressive one. Students have a post-test to investigate the development of students' awareness of this field. The researcher have conducted an in-depth analysis for the obtained results. Then, the researcher interviews five EFL teachers to justify the results.

3.1 Population

The target population for this study consists of 50 participants. They are divided into two groups. One of them is the language learners group. They are 45 English language learners who are studying at Souad Al-Natshah elementary school. They are Arabic native speakers, and none of them has been into an English speaking country. The population are eighth graders, and they almost are 14 years old.

The researcher classifies them in light of Davis' (2008) classification system. The first group includes 13 students who are considered as intermediate learners, while 32 learners vary between pre-intermediate and the elementary level. For more illustration, intermediate learners are able to speak and understand reasonably well. They can, to some extent, use

basic tenses and aspects properly. But they have problems with more complex grammatical patterns. As for the others, eight students can understand few terms and vocabularies in English, while 24 students can communicate with simple words.

In addition, 5 teachers have participated in this study. All of them are females, and two of them are specialized in teaching English. Two of the teachers are specialized in English Literature, and another one is specialized in English and has a minor in French. All of them have experienced teaching English as a foreign language, and they have taught tenses and aspects more than one time. The researcher focuses on this feature because she wants to be sure that teachers have created their own experience with this trend.

3.2 Data collection and Instruments:

For the purpose of evaluating students' awareness of the semantic variations of the aspectual side in English verbs, data is collected by the following instruments:

3.2.1 Pre-test:

The researcher designs a pre-test which examines students' actual awareness of the semantic variations. It is distributed on March 31st, 2015 before conducting the experiment. The researcher has divided the exam into seven prats. Each one deals with a single semantic meaning of the aspect. She provides students with five sentences in each part. Every sentence has different explanations. Students are supposed to choose the one that represents the actual meaning of the sentence. The main aim of this form is to test if students are able to figure out the variations in terms of meaning between the simple and progressive aspect. The researcher has used the following sources: Leech (2004), Murcia and Freeman (1999), Zhiri

(2014) Flora and Hasan (2004), Dowty (1986) and Kamp (1990). These sources help her to design the exam, use authentic material, and create suitable interpretations for the meaning of the sentences.

For more illustration, the researcher divides the exam into seven parts, the first one deals with the durative meaning. The researcher investigates students' awareness of the time that the event occurs at. She presents sentences that either their verbs happen as a sudden movement, or they stretch someway into past as well as into present. The researcher investigates students' awareness of the semantic difference between the simple aspect and the progressive one when both are related to present tense. The second part investigates students' cognition of the difference between limited and unlimited duration of the event. The researcher presents four sentences that imply this meaning. She offers sentences that are described either as a permanent state or as a temporary one. She presents this section to examine students' consciousness of permanent state, temporary state in progress situation and temporary arrangements.

The third part deals with the completeness of the event. The researcher presents six past tensed sentences. They are with either the simple aspect or the progressive one. The researcher offers these sentences to find out whether students are aware of the meaning of both aspects. Students are asked to distinguish whether the sentence indicates the completeness of the action, or something might have stopped that action. The next part is a kind of completion of the third one. It investigates students' awareness of the certainty about the completeness of the event. Students are offered five sentences. Each one presents its meaning in a manner that differently indicates the certainty of the completion of the event. Some of them ensure its completeness, while others imply the uncertainty of its completion.

This part also utilizes how the beginning and the completion time affect the certainty of the meaning. To be specific, the researcher designs part five to investigate students' awareness of the end of the action. Four past tensed sentences with either simple or progressive aspects are offered to students, and they are asked to decide, based on the context, if the action reaches the endpoint or not.

Differently, part six investigates students' awareness of the reference point. The researcher presents five sentences, and students are asked to identify the reference point for each of them. These sentences vary in tenses as well as aspects. Therefore, they have different reference points. For further illustration, the researcher has chosen sentences that their reference points are identical with the moment of speech. Other sentences have reference points that are indicated with adverbials of time, while some sentences have no reference points. On the other hand, part seven deals with time sequence and time inclusion. Students, in this part, decide the time relation between the events. The researcher offers four sentences. Each one has two events, and students are supposed to decide the time relation based on their aspects.

Overall, this instrument investigates eighth graders' awareness of the seven semantic variations between the simple aspect and the progressive one. It aims at finding out whether students are able to figure out the variations in terms of meaning. Therefore, the researcher presents the exam in multiple-choice form.

3.2.2 Short stories & worksheets:

The researcher starts the experiment by using short stories. At this level, the researcher aims at exposing students to authentic language that has a real presentation of tense-aspect system use. Therefore, the researcher has utilized authentic stories rather than the simplified ones based on Gomez's (2010) recommendation. Students read six short stories that are written by famous writers. These stories have many real examples. After reading each story, they fill a worksheet that aims at practising the variations in terms of meaning in the aspectual side of English verbs in light of the stories' contexts, so the researcher chooses the items of the worksheets from the stories' sentences. After that, the researcher discusses their own answers and provides the wrong ones with her feedback that attempts to develop students' awareness.

The researcher presents stories to students based on the internal structure of the story itself. She offers stories from the less complicated to the more complicated ones as Gomez (2010) cites. Students start up with Hemingway's "Cat in the Rain." The researcher asks students to read this story. It is utilized during the classroom to teach students how to deal with short stories. During the class, the researcher highlights certain situations at which the semantic variations in the aspectual side of English verbs are authentically used, and she focuses on the meaning that the situation conveys. After that, students fill a worksheet that demonstrates the semantic variations in the aspectual side of English verbs in the light of the story. In Hemingway's "Cat in the Rain" case, the researcher offers 15 sentences that allow students practise all the semantic variations of the aspectual side that were available in the story. In this one, students have practiced the durative meaning through six sentences, limited and unlimited duration within a couple of sentences, the completeness of the event via

2 sentences, the certainty about the completeness of the event within three sentences and two sentences to experience time sequence relation.

The researcher follows the same process with other stories. Students read Chopin's "The Story of an Hour." She presents 16 sentences that focus on the semantic variations of the aspectual side in light of the context of this story. The worksheet includes three sentences that let students practise the durative meaning, and four sentences about the end of the action. It also presents three sentences about the completeness of the event as well as four sentences that present time relation between events. Finally, the worksheet has two sentences that demonstrate the certainty about the completeness of the event.

However, the researcher assigns Jason Bocarro's "A Long Walk Home" as a self-study task, and she focuses on certain situations during the classroom. Then, students answer the worksheet at the class. They practise 10 sentences that illustrate the semantic difference between aspects. In this worksheet, 4 sentences are about time relation between events, and 3 sentences that examine students' awareness of the completeness of the events.

Furthermore, students read James Joyce's "Araby," and they fill its designed worksheet. The researcher uses 16 sentences that offer students a chance to consider the semantic variations in the aspectual side in the stories verbs. The researcher designs 3 sentences to let students practise the durative meaning of aspects, and she also offers 3 sentences to practise the limited and unlimited duration. Similarly, she presents another three sentences to practise students' cognition of the completeness of the event. In addition, students practise the end of the action, time relation, and the completeness of the event. To do

that, she presents a couple of sentences for each meaning. Finally, the researcher offers a sentence about the reference point.

In addition, the researcher asks students to read the story first. Then she provides a worksheet that presents 3 sentences to develop students' awareness of the durative meaning of the simple and the progressive aspect in light of Guy De Maupassant's "The Necklace." The worksheet also offers sentences to practise the certainty about the completeness of the event, time relation and the limited and unlimited duration. The researcher designs in light of the story 2 sentences for each semantic variation. In addition, one sentence is about the reference point, and the other one demonstrates the completeness of the event.

Finally, students read Leo Tolstoy's "The Two Brothers." They read the story, and on the next day, they do the worksheet. It demonstrates all the semantic variations in the aspectual side of English verbs, except the certainty about the completeness of the event. The stories and the worksheets are attached in the appendices.

3.2.3 Post- test:

The researcher utilizes a post-test on May 18th, 2015. It is distributed as a measurement for students' learning during the course of the experiment. Therefore, it helps the researcher to figure out what students have learned after reading six anthologized short stories. The researcher designs this test to be a complementary mean for the pre-test. They both have the same aim that is to examine students' awareness of the semantic variations in the English verbs. But the post-test investigates the development of students' awareness of the variations in terms of meaning.

To achieve this aim, the post-test shares the same cores with the pre-test. The researcher forms the exam in a way that investigates the seven semantic variations between the simple aspect and the progressive one. For example, they have the same form. She also divides the exam into seven parts. Each one investigates a single semantic difference between both aspects. In this test, part one deals with the durative meaning. Students are asked to identify the time that the event occurred at, while the second part investigates students' awareness of the limited and unlimited duration. In this part, students have to figure out the duration of the event whether it is a temporary or a permanent state. However, part three deals with the completeness of the event. They are supposed to identify whether the event is completed or not, but with part four students are asked to determine the certainty of the event's completeness. Nevertheless, part five deals with the end of the action. The researcher asks students to figure out whether the action approaches its end or not. On the other hand, part six investigates students' cognition of the reference point. Finally, the researcher investigates the time relation in the last part, especially time sequence and inclusion.

In addition, the researcher utilizes the same sources to form both of the tests. She uses Leech (2004), Murcia and Freeman (1999), Zhiri (2014) Flora and Hasan (2004), Dowty (1986) and Kamp (1990). These sources provide the researcher with authentic materials, and they help to create interpretations that match the exact meaning of the sentences. In order not to absorb knowledge just from being exposed to the pre-test, the researcher has offered the post-test with the same form and different sentences. This, in turn implies, that the pre-test has approached the same goals with different means.

3.2.4 Interviews:

The researcher has conducted 5 semi-structured interviews with EFL teachers who have spent more than 5 years in teaching English as a foreign language. The researcher approaches the interviewees and asks teachers seven questions that illustrate their views towards teaching the tense-aspect system. Interviews also try to explain some students' unrecognized semantic variations in the progressive aspect and the simple one.

3.3 Materials:

The researcher has collected her own materials from different sources. First, the researcher utilizes books as well as articles to create the pre-test and the post-test's sentences. In the durative meaning part, students come across these sentences:

3.3.1 Pre-test and post-test materials:

Pre-test	Post-Test
I raise my hand.	The house falls down.
The house is falling down.	What does John do at this moment? He swims.
What is John doing at this moment? He is watching TV.	You are watching TV.
The referee blows his whistle.	The referee is blowing his whistle.
The professor types his own letter.	I am raising my hand.
	The professor is typing his own letter.

In the second part that investigates the limited and unlimited duration, the researcher offers the following sentences:

Pre-test	Post-test
My watch works perfectly.	I enjoy the seaside.
Which team do you support?	Which team are you supporting?
I am enjoying the seaside.	I live in Hebron.
These shirts are washing nicely.	My watch is working perfectly.
My brother is living with my parents these days.	These shirts wash nicely.
	My brother is living with my parents these days.

Part three includes sentences that clearly present the difference between both of the aspects in terms of the completeness of the event:

Pre-test sentences	Post-test sentences
The bus stopped.	The man drowned in the sea.
The man was drowning in the sea.	The bus was stopping.
The car was stopping in the parking area.	I spoke to Obama.
The dog drowned in the sea.	Ben was washing his car.
Rania was coming to home.	Rania came home.
Ali opened the door.	Ali was calling his father.

Part four is about the certainty of the completeness of the event. Learners come across these sentences:

Pre-test sentences	Post-test sentences
I was reading a book from 10:00 - 11:00 pm.	She was listening to BBC radio.
I read a book from 10:00pm - 11:00 pm.	I was watching TV from 10:00 -11:00 pm.
She studied English.	I called my friend from 10:00pm - 11:00 pm.
Ali was waiting in the bus station.	Ali had his dinner in the restaurant.
Sami played football.	Ahmad was playing basketball from 3:00 pm - 6:00 pm.

Part five deals with the end of the action. The researcher presents the following sentences:

Pre-test sentences	Post-test sentences
Meg was reading a book that evening.	Rania was writing a letter that evening.
Meg read a book that evening.	Meg read a book that evening.
John is washing his car.	John is washing his car.
You were studying for your math exam.	I watched a play.
	Amy was studying for her math exam.

Sentences in part six are about the reference point. The following sentences are presented:

Pre-test sentences	Post-test sentences
I am giving a presentation.	Children are sleeping.
She is watching a Chinese movie.	She is doing her homework.
Rain comes from the clouds.	Cats like milk.
I was studying in the library at 3:00 pm.	I was sitting on the roof at 3:00 pm.
John ate an apple.	She needs help right now.
	John ate an apple.

The last part investigates time relation. Here are the offered sentences in both tests:

Pre-test sentences	Post-test sentences
When we arrived, she made some fresh coffee.	When the doctor told her about her illness, she shouted.
When we arrived, she was making some fresh coffee.	When we arrived, she was making some fresh coffee.
When I was driving to Bethlehem, the telephone rang.	When I was cooking, the telephone rang.
I was working on a grammar exam when my family was enjoying time on beach.	When I woke up this morning, it was raining.
When we arrived, she made some fresh coffee.	I was working on a grammar exam when my family was enjoying time on beach.

Then, the researcher utilizes six short anthologized stories. The researcher asks students to read Hemingway's "Cat in the Rain," Chopin's "The Story of an Hour," Jason Bocarro's "A Long Walk Home," James Joyce's "Araby", Guy De Maupassant's "The Necklace" and Leo Tolstoy's "The Two Brothers."

After that, the researcher designs the worksheets. She states their sentences from the stories' texts, and she designs their interpretations based on the previously mentioned sources. They are attached in the appendices to be reviewed.

In addition, the researcher has conducted interviews. She asks EFL teachers the following seven questions:

1. How do you teach the tense-aspect system?
2. Do you usually focus on the keywords or the meaning of the tense-aspect system? Why?
3. Based on that, do you think that students comprehend the tenses easily? Or do they face difficulties?
4. Can students use the tense- aspect system in a manner that conveys the proper meaning?
5. What are the errors that EFL learners commit in the use of tense-aspect system, especially in the semantic meaning; and what is the frequency in each committed error?
6. Since students have difficulties in the use of the tense- aspect system, what are the reasons based on your experience in teaching?
7. Have you ever tried to use short stories in teaching tenses? If yes, do you think that using short stories in teaching the tense- aspect system helps students to understand better?

3.4 Data Analysis:

The researcher uses the qualitative approach and the quantitative one. First, she analyses students' awareness of the semantic variations in the aspectual side of English verbs through a pre-test. She also investigates students' awareness in general. Then, she examines their

awareness of each semantic meaning. After that, the researcher provides students with six

short anthologized stories. Each of them is attached with a worksheet that demonstrates

students' cognition of the semantic variations in aspects in light of the story's context. The

researcher analyses students' performance in each worksheet as a whole, and in each

sentence. She also offers the post-test to find out whether they have developed their

awareness of this matter or not. She follows the same data analysis approach that she uses

with the pre-test. Finally, she has conducted interviews. They are analysed with the thematic

approach.

5. Chapter Four: Results

In order to achieve the aim of this study, the researcher employs different instruments. She analyses the pre-test as a whole. Then, she investigates students' performance in each semantic meaning in that test. She also follows the same procedure with the post-test, but she investigates students' performance as a whole in the worksheet.

4.1 Pre-test Results:

Frist, she uses a pre-test in order to evaluate students' actual awareness of the semantic variations in the aspectual side of English verbs. This test aims at finding the main errors that eighth graders experience in the semantic variations of the aspectual side in English verbs. Therefore, an in-depth analysis is conducted to the pre-test collected data. The researcher analyses students' performance in this test as a whole and finds the percentage of the population who passes the test. Data-analysis presents that 29% of the students pass the test, and the average of the whole class is 26.5%.

Then, the researcher investigates each part of the test. She analyses students' performance in each sentence, and cites them in tables. She starts up with the first part. It investigates students' awareness of the variations in the durative meaning of aspects. Students' answers are cited in table A.1.

Table A. 1

Students' awareness of the durative meaning in the pre-test

Sentence No	1	2	3	4	5
Students No	28	12	18	12	19
Percentage	62 %	26%	40%	26%	42%

Results show that 62% of the students are able to identify the correct interpretation that represents the exact meaning of the first sentence while in sentence number two- "The house is falling down"- 26% of the students are able to correctly identify the durative meaning of this sentence. Similarly, only 26% of the students recognise the correct interpretation in sentence four, which is "the referee blows his whistle." With the third sentence, 40% of the students are successfully able to notice the durative meaning of the act of watching in-"what is John doing at this moment? He is watching TV." The last sentence in this part is a contradiction of the durative meaning rule. However, 42% of the students figure out the exact meaning of "the professor types his letter."

Table A. 2

Students' awareness of the limited and unlimited duration

Sentence No	1	2	3	4	5
Students' No	22	21	17	17	21
Percentage	48%	47%	37%	37%	47%

The second part of the pre-test is about the limited and unlimited duration. The researcher examines students' cognition of permanent state, temporary state in progress

situation and temporary arrangements. In sentence number one, 48% of the students identify the permanent state of the watch. The sentence is "my watch works perfectly." With almost the same cognition, 47% of the students recognize the permanent state of supporting the team. But students have less cognition to the permanent and temporary state in progress situations, such as sentences number three and four. 37% of the students answer both of the sentences correctly. The last sentence is "my brother is living with my parents these days." 47% of the students identify the durative meaning of this sentence.

Table A. 3

Students' awareness of the completeness of the event

Sentence No	1	2	3	4	5	6
Students' No	12	15	16	10	22	17
Percentage	26%	33%	36%	22%	49%	38%

The third part investigates students' awareness of the completeness of the event. The researcher asks students to determine whether the event reached the end-point or something might have stopped it. Results present that 26% of the students recognize that the bus reached the state of rest in the first sentence. With sentence number two, 33% of the students are aware that the event of drowning might not be completed, for something might have stopped that action. Similarly, 36% of the students are only conscious that the car is slowing down towards stop. Nevertheless, few students are able to identify the exact meaning of the tense in "dog drowned in the sea." However, 49% of the students figure out that Rania is on her way to home according to the fifth sentence, but 38% of the students are aware of the completeness of closing the door.

Table A. 4

Students' awareness of the certainty about the completeness of the event

Sentence No	1	2	3	4	5
Students' No	11	17	19	18	27
Percentage	24%	38%	42%	40%	60%

In part four, students are asked to determine the certainty of the meaning of the sentence based on the aspect. In sentence number one, they are asked to recognize the certainty of the sentence. 24 % of the students realize that the meaning of "I was reading a book" indicates uncertainty about the completeness of the act of reading the book. At the same time, 38 % of the students notice that simple aspect indicates the certainty of the meaning in the second sentence. Results present that 42% of the students know the certainty of studying the exam. With almost the same cognition level, 40% of the students figure out the uncertainty of the event completion in sentence number four. However, students have different levels of awareness of the fifth sentence. 60% of the students are well aware of the certainty about the meaning of "Sami played football."

Table A. 5

Students' awareness of the end of the action

Sentence No	1	2	3	4
Students' No	29	13	20	16
Percentage	64%	29%	44%	36%

Part five tests students' cognition of the end of the action. Students have to decide whether the action approaches its goal or not. Results present that students understood that Meg's reading does not reach the end of the book. 64% of the students circle the correct answer. However, 29% of the students are aware of the completeness of the same event with the simple aspect form. The third sentence presents that 44% of the students recognize the incompleteness of the act of washing the car from being done. In the last sentence, 36% of the students identify the correct answer.

Table A. 6

Students' awareness of the reference point

Sentence No	1	2	3	4	5
Students' No	26	23	17	20	22
Percentage	58%	51%	38%	44%	49%

Part six deals with the reference point. This part asks students to determine the time at which the event happens. The researcher presents five sentences in this part. The first one has a simple aspect and present tense. 58% of the students figure out the correct reference point for this sentence. With almost the same level of cognition, 51% of the students recognize the exact reference point for the second sentence, but this is not the case with the present simple sentence. 38% of the students recognize that there is no reference point for simple present sentences. 44% of the students answer the fourth sentence correctly. Half of the students are successfully able to identify that the reference points of past continuous sentences are indicated by the adverbials of time. 49% of the students figure out the reference point of the last sentence.

Table A. 7

Students' awareness of time relation: time sequence and time inclusion

Sentence No	1	2	3	4
Students' No	25	18	20	26
Percentage	56%	40%	44%	58%

In the last part, students are asked to recognize the time sequence from time inclusion. Results present that 56% of the students identify the time sequence relation in the first sentence. However, 40 % of the students recognize the time inclusion of the second one. Moreover, 44 % of the students correctly identify the right answer in sentence number three. Finally, 58% of the students answer the last sentence correctly. They figure out the correct time relation.

4.2 Short Stories Worksheets' Results

Then, the researcher analyses students' performance in each story. She begins with Hemingway's "Cat in the Rain." The researcher examines students' performance in the worksheet as a whole. Results present that 24.4% of the population passed in the worksheet, and the average of the whole class is 43.2 %. After that, the researcher analyses students' performance in each sentence, and she categorizes them based on the semantic meaning they indicate.

Table B.1

Students' awareness of the durative meaning in Hemingway's "Cat in the Rain"

Sentence No	4	5	7	10	12	15
Students No	18	17	14	21	20	18
Percentage	40 %	38%	31%	46%	44%	40%

The researcher investigates students' awareness of the durative meaning in this story. She wonders if they can figure out the duration of the event from the text or not. Results present that 40 % of the students recognize that the act of raining needs a duration that stretches some way into the past as well as into the future of the moment of speech. Similarly, 46% of the students identify that going down have a durative time in the tenth sentence. On the other hand, in sentence five as well as sentence seven, students recognize that -in both of "the sea broke" and "the rain dropped"- the event happens as a sudden movement. 38% of the students identify that in the 5th sentence while 31% of them are able to do so with the 7th one. This is the case with sentence number 12 since 44 % of the students notice that. In sentence number 15, 40 % of the students determine the exact durative meaning of the sentence.

Moreover, the researcher analyses students' awareness of the limited and unlimited duration. She offers a couple of sentences in this worksheet. In sentence number two, 31 % of the students are able to find out the permanent state of the event; whereas, 49 % of the students recognize the temporary state of the cat in sentence number 9. In addition, the researcher presents two sentences that investigate students' cognition of the time relation. The researcher presents sentence number six and fourteen to let students practise the time

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sequence relation. Both of these sentences have time sequence to relate between their events.

44% of the students answer sentence number six, and 73 % of the students answer sentence

number fourteen. Furthermore, the researcher designs two sentences to let students practise

the completeness of the event. She chooses them to indicate a fully completed event. In the

third sentence of this worksheet, 33% of the students notice the completeness of the event,

and 40 % of the students understand that in the eleventh sentence. See figure 1.
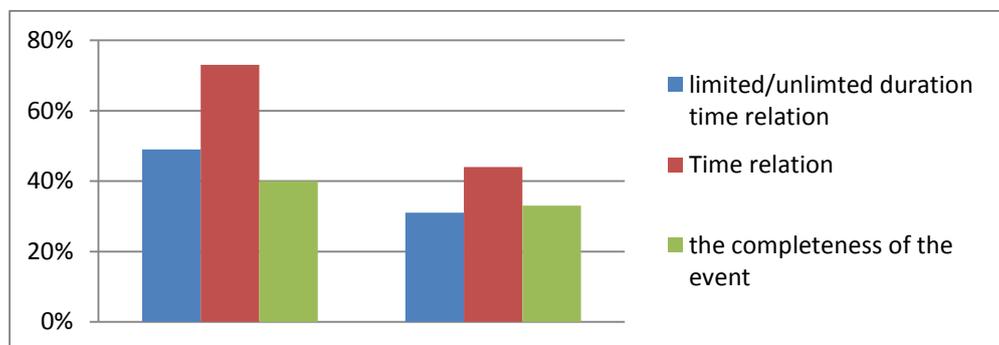
Figure 1: students' performance in limited and unlimited time, time relation, and the completeness of the event in Hemingway's "Cat in the Rain".

Table B. 2

Students' awareness of the certainty about the completeness of the event in Hemingway's

"Cat in the Rain."

Sentence No	1	8	13
Students' No	31	12	19
Percentage	69%	27%	42%

Students are asked to determine the certainty about the completeness of the action in

the previous sentences. Results present that 69% of the students consider the simple aspect as

a sign of certainty in the first sentence, while 27% of the students deal with the progressive

aspect as a mean to indicate less certainty than the simple aspect. However, 42% of the students answer sentence 13 that has high level of certainty.

In addition, the researcher analyses Chopin's "The Story of an Hour." She investigates students' answers in general. Results present that 44.4% of the students pass the worksheet, and the average is 47.1 %. Then, the researcher examines students' performance in each sentence and categorizes them, based on the meaning they investigated.

Table C.1

Students' awareness of the durative meaning in Chopin's "The Story of an Hour"

Sentence No	4	6	16
Students' No	25	26	23
Percentage	56%	58%	51%

Results present that students are aware of the durative meaning. They are able to recognize the sudden movement in sentences four and sixteen. 56 % of the students are conscious that the act of weeping happens as a sudden movement, as 51 % of the students identify that the speaker opens her arm as a sudden movement. However, 58% of the students recognize that the act of carrying has duration in the sixth sentence.

Table C. 2

Students' awareness of the end of the action in Chopin's "The Story of an Hour"

Sentence No	1	2	12	13
Students' No	22	35	21	21
Percentage	49%	78%	47%	47%

Students are asked to find whether the action reaches the end-point or not. Results present that students have almost the same cognition level of the simple aspect in light of the end of the action. Therefore, 49 % of the students notice that the event is done in sentence number one. Similarly, 47 % of the students figure out that the act of waiting reaches the endpoint before the moment of speech in sentence number 12. Moreover, 78 % of the students recognize that the speaker has been told about the death of her husband in the second sentence. However, 47 % of the students understand that the waiting action is ongoing at the moment of speaking in the thirteenth sentence.

Table C. 3

Students' awareness of the completeness of the event in Chopin's "The Story of an Hour"

Sentence No	3	7	11
Students' No	19	26	19
Percentage	42%	58%	42%

The worksheet presents three sentences that aim at practising the completeness of the event. Results present that 42 % of the students recognize that the act of receiving the letter reaches the end-point in sentence number three. Similarly, 42% of the students notice that

the act of coming is not necessarily completed, for something might have stopped it. In addition, 42% of the students are aware that the action is not certainly completed in sentence number seven.

Table C. 4

Students' awareness of the time relation in Chopin's "The Story of an Hour."

Sentence No	5	8	10	14
Students' No	9	19	29	20
Percentage	20%	42%	64%	44%

Results present that students have problems in their awareness of time relation in the first sentence. Only 20 % of the students are aware of the time sequence between the two events, while 42% of the students realize the time inclusion in the eighth sentence. 44 % of the students also recognize the time sequence in sentence fourteen, but 64% of the students identify that the relation was time sequence.

Furthermore, the researcher presents a couple of sentences that demonstrate the certainty about the completeness of the event. Results present that 22 % of the students notice that the act of twittering is not certainly completed in sentence number nine, and 42% of the students do the same with sentence number 15.
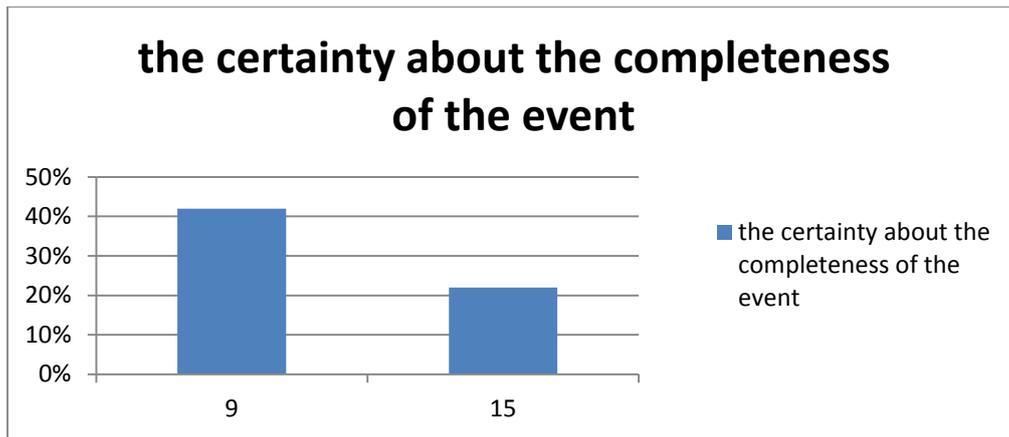
Figure 2: Students' performance in the certainty about the completeness of the event in Chopin's "The Story of an Hour."

The researcher analyses Jason Bocarro's "A Long Walk Home." Results present that 60 % of the students pass the worksheet, and the average of the worksheet is 53%. Then, she investigates students' performance in each sentence. Then, she categorizes them based on the semantic theme.

Results present that students are able to build their own awareness of the end of the action. 62 % of the students recognize that the speaker is a mature person in the first sentence, and 56% of the students notice that the speaker can drive in the third sentence, for the act of learning how to drive is completed. But this is not the case with the completeness of the event. Students' performance in the sentences do not present the same level of cognition, for 31% of the students are able to consider the completeness of the event in sentence number four while 53 % of the students are aware of that in the eighth sentence. In addition, the researcher cites sentence number seven to practise the certainty about the completeness of the event. Results reveal that 73% of the students notice the certainty of the event's completeness.
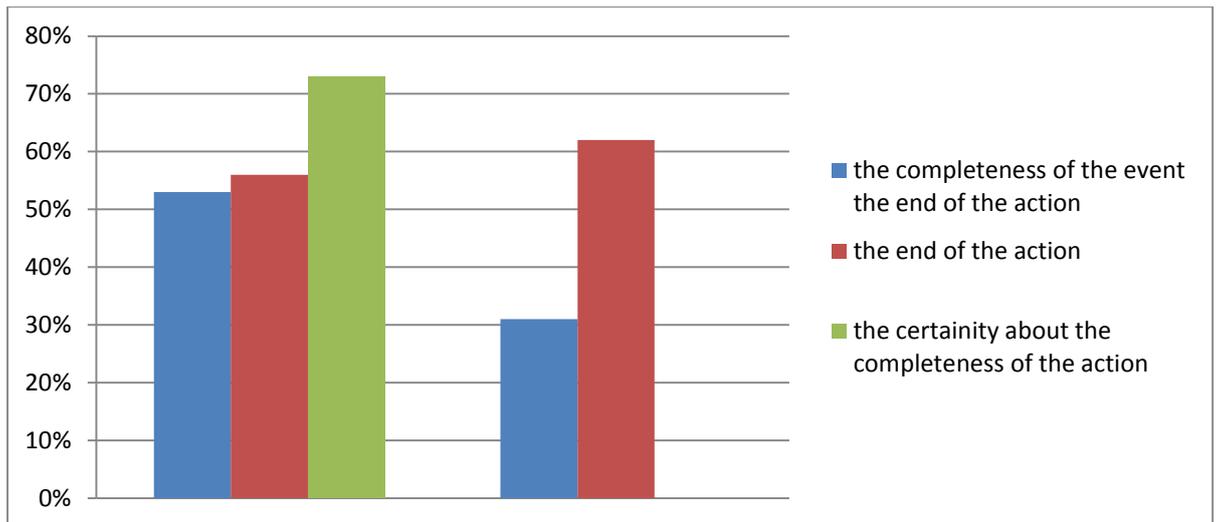
Figure 3: Students' performance in the end of the action, the completeness of the event, and the certainty about the completeness of the event in Bocarro's "A Long Walk Home."

Table D.1

Students' awareness of time relations in Bocarro's "A Long Walk Home."

Sentence No	2	5	6	9
Students' No	26	19	30	16
Percentage	58%	42%	67%	34%

Results reveal contrasted levels of awareness of the time relation in this story. Although all sentences have time sequence as a relation between their events, students' answers vary between sentences. For example, in the first sentence, 58 % of the students figure out the correct answer, but 42 % of the students only recognize the correct relation in the fifth one. At the same time, 67 % of the students answer the sixth sentence, while 34% of the students only notice the exact relation.

The researcher follows the same procedure with James Joyce's "Araby." She find that 26% of the students pass the worksheet, and students' average is 39%. The researcher also analyses students' performance in each sentence and categorizes them based on the semantic meaning. The researcher starts up with the durative meaning.

Table E.1

Students' awareness of the durative meaning in Joyce's "Araby."

Sentence No	6	10	13
Students' No	12	26	16
Percentage	27%	58%	36%

Students present contrastive answers to the durative meaning of the sentences in this worksheet. For more illustration, both the sixth sentence and the tenth one indicate that the action happens as a sudden movement. In the sixth sentence, 27% of the students recognize that the action happens as a sudden movement, while 58% of the students recognize that in the tenth sentence. On the other hand, 36% of the students figure out that the event of frightening stretches someway into the past as well as into the future in the thirteenth sentence.

Table E. 2

Students' awareness of limited and unlimited duration in Joyce's "Araby."

Sentence No	4	9	15
Students' No	23	19	13
Percentage	51%	42%	29%

The researcher finds that 51% of the students answer the fourth sentence correctly, and 42% of the students do that with the ninth sentence. In both sentences, students recognize the permanent state of the event. However, 29% of the students identify the temporariness of the state in the 15th sentence.

Table E. 3

Students' awareness of the certainty about the completeness of the event in Joyce's "Araby."

Sentence No	1	5	11
Students' No	26	20	26
Percentage	58%	44%	58%

In this worksheet, the researcher presents three sentences in a manner that ensures the completeness of the event. Results reveal that students have almost the same level of awareness of this meaning, for the number of students who answered the three sentences were almost a like; 58% of the students answer the first sentence. 44% of the students answer the fifth sentence, and 58% of the students circle the correct answer in the eleventh sentence.

In addition, the researcher presents other sentences that deal with the semantic variations in the aspectual side of English verbs. For example, the second sentence deals with the reference point which determines the time at which the situation is described. In this sentence, there is no direct reference point for the actions that happen in the past. Results present that 40 % of the students determine that. Students also are asked to figure out whether the action reaches the end-point or not. 20 % of the students figure out that the book is in the speakers' hand, while 31 % of the students understand that the act of playing is stopped. The

researcher also presents two sentences that investigate the time relation between events. Results present that 33% of the students identify that in sentence number 8, and 20% of the students answer the twelfth sentence. Finally, the researcher presents sentences 14 and 16 to practise the completeness of the event. 38% of the students are aware of the completeness of the action in sentence fourteen while 42 % of the students notice that the boy is in a state of rest in the last sentence.
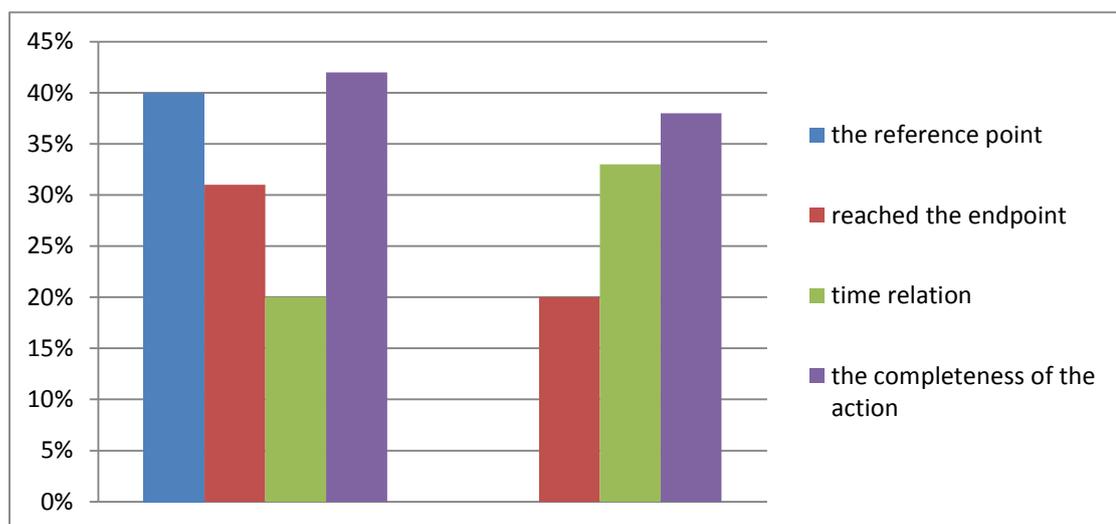
Figure 4: Students' performance in the reference point, the completeness of the event, the endpoint of the action, and the time relation in Joyce's "Araby."

Besides "Araby," the researcher analyses Guy De Maupassant's *"The Necklace."* Results present that 31% of the students pass the worksheet, and the average is 38%. The researcher also investigates students' performance in the sentences that dealt with the same semantic meaning of the aspect. She starts up with the durative meaning.

Table F.1

Students' awareness of the durative meaning of the event in Maupassant's "The Necklace."

Sentence No	1	5	6
Students' No	28	17	25
Percentage	62%	38%	56%

The researcher finds out that 62% of the students are conscious that the act of dressing happens as a sudden movement in the first sentence. With almost the same level of awareness, 56 % of the students figure that the speaker's thinking happens suddenly in the sixth sentence. However, 38% of the students recognize that the act of the fifth sentence stretches some way into the past as well as into the future of the moment of speech.

In addition, the researcher presents sentence two to practise the certainty about the completeness of the event. Results present that 29% of the students recognize the certainty about the completeness of the event. Sentence three deals with the reference point. 33 % of the students circle the correct answer that presents the reference point. After that, she presents two sentences to practise the limited and unlimited duration. 20 % of the students recognize the permanent state in sentence number four, while 44% of the students are able to do so in the 8th sentence. In the seventh sentence, students practise the time inclusion. 15% of the students notice that. On the other hand, 44% of the students recognize the completeness of the event in the last sentence.
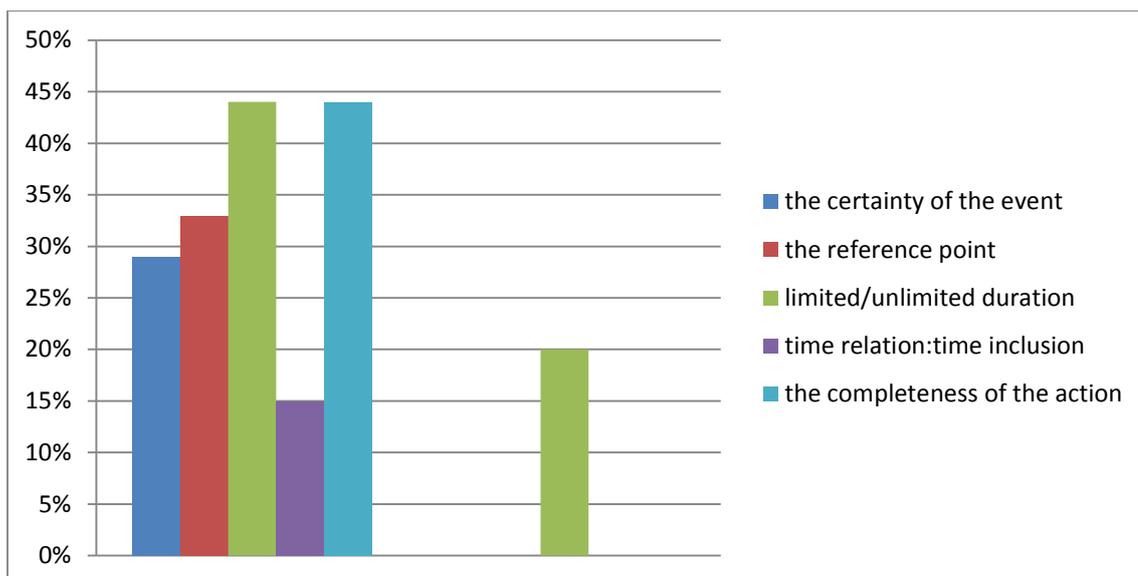
Figure 5: Students' performance in the certainty about the completeness of the event, the reference point, limited and unlimited duration, time relation, and the completeness of the action in Maupassant's "The Necklace."

The researcher analyses Leo Tolstoy's "The Two Brothers." Results present that 24% of the students pass the worksheet. The average of students' performance is 38.5 %. The researcher also investigates students' performance in each simple sentence. For example, in the first sentence, 53% of the students recognize the correct answer, while 29% of the students can figure out the durative meaning in the second sentence, and 31% of the students do that in the fourth sentence. The third sentence deals with the end of the action. 47% of the students notice the end of the action. 44% of the students do the same with the seventh sentence. Finally, 38% of the students identify the permanent state in the sixth edition.

5.3 Post- test Results

Regarding the post-test, the researcher utilizes it to find out whether students are able to develop an awareness of the semantic variations in the aspectual side in English verbs.

Therefore, the researcher analyses this test to investigate the impact of reading six short anthologized stories. She follows the same procedure that is used with the pre-test. First, the researcher examines the post-test as a whole. Analysis presents that the percentage of the population who passes the test is 33%. She also finds that the average of students' performance is 38.6 %. After that, the researcher examines students' performance in each part, and she starts her analysis with part one.

Table H.1

Students' awareness of the durative meaning in the post-test

Sentence No	1	2	3	4	5	6
Students' No	21	15	17	25	24	14
Percentage	47%	33%	38%	56%	53%	31%

In the durative meaning part, students have varied awareness of the semantic variations. For example, 47% of the students distinguish the durative meaning of the first sentence. They are able to understand that the act of falling down happens as a sudden movement. However, 33 % of the students do not recognize the durative meaning of "He swims." In the third sentence, "you are watching TV," 38% of the students notice the long duration of the action, yet 56% of the students identify the durative meaning of the progressive aspect in sentence number four. Furthermore, 53% of the students identify the duration of the event of raising hands. Although results present that students heighten their awareness of the durative meaning in the progressive aspect, 31% of the students recognize the durative meaning of the last sentence in this part.

Table H. 2

Students' awareness of the limited and unlimited duration in the post-test

Sentence No	1	2	3	4	5	6
Students' No	14	17	21	10	15	16
Percentage	31%	38%	47%	22%	33%	36%

In this part, the researcher investigates students' cognition of limited duration and unlimited duration. With sentence number one, 31% of the students notice that the act of enjoying the seaside is introduced in a manner that indicates general state. With almost the same level of cognition, 38% of the students recognize the temporary state in the second sentence, but this is not the case with sentence number three. 47% of the students correctly identify the permanent state in this sentence, yet 22% of the students recognize the exact meaning of sentence four that have present continuous. Results present that students have almost the same awareness level of sentence five and six. 33% of the students are conscious of the exact meaning in sentence five, while 36% of them were aware of the correct interpretation in sentence number six.

Table H. 3

Students' awareness of the completeness of the event in the post-test

Sentence No	1	2	3	4	5	6
Students' No	18	29	20	16	18	14
Percentage	40%	64%	44%	36%	40%	31%

This part aims at investigating students' cognition of the completeness of the events. They are supposed to determine whether the action reaches the endpoint or not. In the first sentence, 40% of the students notice that the bus is slowing down towards a stop. However, 64% of the students are aware of the completeness of the event in the second sentence, and 44% of the students understand that the event is done in the third sentence. Similarly, students reveal the same level of cognition in the fifth sentence. On the other hand, students have less cognition of the semantic meaning of the simple aspect when it indicates the completeness of the event. 36% of the students answer the fourth sentence, and 31% of them answer the last sentence in this part correctly.

Table H. 4

Students' awareness of the certainty about the completeness of the event in the post-test

Sentence No	1	2	3	4	5
Students' No	22	18	22	26	23
Percentage	49%	40%	49%	58%	51%

This section investigates students' cognition of the certainty of the completeness of the event. In the first sentence, 49% of the students successfully recognize the uncertainty of the presented sentence. 40% of the students are aware of the certainty of calling a friend in the second sentence. Nevertheless, in the third sentence and the fourth one, students' answers are almost alike. 49% of the students notice the incompleteness of the progressive aspect in the third one. At the same time, 51% of the students also are able to do that in the fifth sentence. However, 58% of the students answer the fourth sentence correctly.

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Table H. 5

Students' awareness of the end of the action in the post-test

Sentence No	1	2	3	4	5
Students' No	26	23	24	27	19
Percentage	58%	51%	53%	60%	42%

In this part, results present that students have increased their awareness level in this semantic meaning. 58% of the students have answered the first sentence, "Rania was writing a letter," correctly. 51% of the students determine the completeness of the event in the second sentence. They choose the answer that presents reaching the end of the book before the end of that night. 53% of the students notice that the act of washing the car is not completed, and 60% of the students recognize that Amy does not complete studying her exam materials, but 42% of them identify the completeness of the act of watching.

Table H. 6

Students' awareness of the reference point in the post-test

Sentence No	1	2	3	4	5	6
Students' No	28	25	19	22	14	24
Percentage	62%	56%	42%	49%	31%	53%

Results present that 62% of the students are able to identify the reference point correctly in the first sentence, and 56% of the students recognize it in the second one. With both sentences, students determine that the reference point of the present continuous sentences is identical of the moment of speech "now." However, students have less

awareness of the present simple reference points. 42% of the students answer the third

sentence, and 31% of the students answer the fifth one. Regarding the past continuous

sentences, 49% of the students understand that the reference point is indicated by the

adverbials of time. Finally, 53% of the students have built their own awareness that simple

past sentences have no reference points.

Table H.7

Students' awareness of the time relation in the post-test

Sentence No	1	2	3	4	5
Students' No	26	23	24	27	19
Percentage	58%	51%	53%	60%	42%

In this part, results present that 58% of the students identify that the time relation

between the two events was time sequence, while 51% of the students notice that time

inclusion relates the events in the second one. Sentences number 3 and 4 have time inclusion

as a relation to relate the events. Results present that 53% of the students circle the correct

answer, and 60% of them recognize the exact relation in the fourth sentence. Finally, 42% of

the students identify the exact interpretation of the last sentence.

To sum up, results present that students are to some extent aware of the semantic

variations in the aspectual side of English verbs, but they commit errors. For more

illustration, students' performance in the pre-test presents that they have their own awareness

of that field, but it needs to be developed. For example, students could not comprehend the

durative meaning of a simple present sentence. They confuse between the event that needs a

durative meaning and the one that occurs suddenly. Results also present students' lack of

awareness of the completeness of the event. Students are not able to determine whether the event reached the endpoint or not. Students' performance in the worksheets varied; some of them have revealed high awareness of the semantic variations while in some other worksheets they do not. Finally, students' performance has presented that they have developed an awareness of some of the semantic variations in the aspectual side of English verbs. For instance, students' performance has revealed that they are not fully aware of the limited and unlimited duration of the event. Results shed lights on their problems in this area. However, students develop a well awareness of the time relation. They are able to identify the time sequence as well as time inclusion in the post-test sentences.

6. Chapter Five: Discussion

Since this study aims at examining students' awareness of the semantic variations in the aspectual side of English verbs, the researcher uses a pre-test to achieve this goal. Data analysis presents that 29% of the students pass the test, and the average of all students is 26.5%. Results show that few students are able to build an awareness of the semantic meaning of the English aspects, and they commit errors while using them. This agrees with what the researcher has hypothesized, since results confirm that current methodologies in teaching the tense aspect system are not conductive to build high awareness of the semantic variations in the aspectual side of English verbs.

As a result, the researcher tries to answer the research questions. She first attempts to find out "what the errors that eighth graders commit in the semantic variations in the aspectual side of English verbs are?" She investigates students' answers in the attached pre-test. She examines their performance in each section. In the durative meaning section, students' awareness varies, and they do not have the same awareness level. For more illustration, 62% of the students comprehend the sudden meaning in the first sentence- " I raise my hand," but 26% of them understand the same durative meaning in the fourth sentence. Similarly, students do not have the same level of cognition to the durative meaning in sentences 2 and 3. In the second sentence 26% of the students recognize the durative meaning, while 40% of them do that with the third one. However, the fifth sentence has the simple aspect that indicates the durative meaning of the event. 42% of the students circle its correct meaning. The researcher justifies the contrasted level of awareness for students' strategies. She notices that students have dealt with sentences according to their own understanding of the verb in their L1, rather than the indicated meaning of the verb in the

offered sentence. One of the participants comments on her answers "to answer the question, I think of the meaning of the verb in Arabic whether it indicates duration or not." In other words, students are not fully aware of the difference between the events that indicate durative meaning and the ones that imply sudden action in the English verbs.

Students' performance in the second section is different from their performance in the first section. Results show that students have almost the same awareness level of the permanent state in the first and second sentences. 48% of them have recognized that in the first sentence, and 47% of the participants have done that in the second one. In addition, students have the same level of cognition of the permanent state in the third and fourth ones of this section. 37% of the students recognize the temporary state of the events in both sentences. On the other hand, 47% are conscious of the temporary state of the fifth sentence in the section. The researcher attributes the difference in the awareness level to the adverbial of time that is cited in the sentence. She believes that "these days" indicates the temporary state in the sentence. Therefore, more students are able to identify the correct answer.

Students' performance in the third section- the completeness of the event- is similar to the second one; students present almost the same awareness level during their answers. For one thing, they have almost the same awareness level of the completed event in the first and the fourth sentences. 26% of the students are able to identify that the event is completed in the first sentence " the bus stopped" , and 22% of the students recognize the same meaning in "The dog drowned in the sea," but 38 % of the students are aware of the completeness of the event in the sixth sentence " Ali opened the door." Results are contrasted with what English for Palestine curriculum 8th grade presents. It states that simple past tense is usually utilized to describe events that "happened and completed in the past," and students are taught this

rule, but the researcher believes that this low level of awareness is due to students' focus on the key words that are related to the tense-aspect. Therefore, they start to build up a relation between the tense and the key word, rather than between the tense and its meaning. (B. Dana, personal communication, Oct 10th , 2015) agrees with the researcher. She comments that she teaches the meaning of the tense-aspect as well as the key words, but students' focus is on the key word and they relate the tense with the keyword. On the other hand, students have higher level of cognition of the not completed events in the third section, and their cognition of the sentences is almost the same. 33 % of the students circle the correct answer in the second sentence, while 36% do that with the third one, and 38% recognize the same meaning with the sixth sentence.

In the fourth section, students face difficulty while identifying the certainty about the completeness of the event. During the test, they do not have the idea itself of the certainty in the meaning. Therefore, more instructions have been offered to clarify the questions. Data analysis presents that 24% of the students identify the uncertainty about the completeness of the event in " I was reading a book from 10:00 -11:00 pm," and 40% of the students recognize the uncertainty of the event in the fourth sentence. Students have nearly the same level of cognition of the certainty about the completeness of the event in the second and third sentences. The researcher believes that this low level of awareness is due to the lack of knowledge about this topic. She thinks that this issue has never been approached in the English for Palestine curriculum throughout the eight years during which students have studied English. They have never learned how to explain the certainty they feel about the event, except with modals. Therefore, not being aware of such meaning is predicted in this case. However, students' awareness of this meaning has approached high level with the last sentence in this section. 60% of the students identified the certainty of the act of playing

football in " Sami played football." The researcher believes that students' well awareness of the fifth sentence is due to their unconscious answer, since this sentence is extensively used in English daily classes.

In the fifth part, titled "The end of the action," results indicates that students' awareness of the progressive semantic meaning -in light of this issue- have reached a higher level than their awareness of the simple aspect. Data analysis presents that 64% of the students are aware that the action did not reach the end point of the event in the first sentence "I was not reading a book that evening", and 44% of the students recognize the same meaning in the third sentence. The researcher attributes students' well awareness of the progressive aspect to the presentation of the progressive aspect in English for Palestine curriculum. Students have learned that the progressive aspect is used when the action is ongoing at a certain time. The researcher believes that such description focuses on the idea that the action does not reach the end point since it is ongoing at a certain time. However, 29% of the students identify that the action has reached the end point in " Meg read a book that evening."

The sixth part has five different sentences that are different in their reference points. Results indicate that students show high awareness level to the reference point of the present continuous. 58% of the students recognize that the reference point of "I am giving the presentation" is identical with the moment of speech "now," and 51% of the same students identify the same reference point in the second sentence "She is watching a Chinese movie." But this is not the case with the third sentence "Rain comes from the clouds." Students have not built well awareness of the reference point of this sentence. 38% of the students have been conscious that there is no specific reference point for this event to happen, but " I was

studying in the library at 3:00 pm" has a reference point that occurs in the past and is indicated by time adverbials. 44% of the students notice that, and 49% of the students realize that the reference point occurs in the past in the last sentence.

In the seventh part, students have different awareness levels of the time relation between two events. 56% of the students realize that the time relation between the event of arriving and making some fresh coffee is time sequence, while 40% of the students are aware of the time inclusion between the events in "when we arrived, she was making some fresh coffee." Similarly, 44% of the students recognize the same relation in the third sentence, but 58% of the students identify the time inclusion relation. The researcher believes that this variety is due to students' different abilities in comprehension.

In addition, the researcher aims at finding the impact of reading six short anthologized stories that are written by native speakers of English. She aims at developing students' awareness of the aspects in a manner that conveys the appropriate meaning. Therefore, students' development in their awareness of the semantic variations is examined by the post-test. The researcher compares between their performance in the pre-test and the post-test in order to test the stated hypothesis.

Data analysis presents that students have raised their awareness level of the semantic variations in the aspectual side of English verbs in general. Results present that 33% of the students have passed the post-test, while 29%   have passed the pre-test. In addition, students' average has achieved 38.6% in the post-test, yet their average in the pre-test is 26.5%. Data confirms what the researcher has hypothesized. She believes that reading short stories have

positive impact on students' awareness of the semantic variations in the aspectual side of English verbs. This in turn agrees with Gomez (2010), who presents that short stories provide language through situations that transfers students' focus on the meaning of the structure rather than the form. This in turn leads- as Gomez (2010) thinks- to meaningful learning as well as developing EFL learners' proficiency.

The researcher also investigates students' performance in each section and compares their performance in the post-test with the pre-one in order to have a clear view about students' development in the semantic differences. Post-test results present that 38% of the students are aware of the durative meaning in "you are watching TV," and 56% of the students recognize the same meaning in "The referee is blowing his whistle." Similarly, 53% of them identify that meaning in the fifth sentence "I am raising my hand," However, students' performance in the pre-test presents a different levels of awareness of the durative meaning. Pre-test has three sentences that imply the durative meaning. 26% of the students recognize the durative meaning in "The house is falling down," and 40% of the students are aware of the same meaning in "The professor types his letters." In other words, students has developed their awareness of the durative meaning.

However, students' performance in the pre-test was better than their performance in the post-test in the sudden meaning part. 47% of the students are aware of the sudden meaning in "The house falls down," and 33% of the students identify the same durative meaning in "What does John do at this moment?" In the last sentence, 31% of the students identify the sudden event in the sentence. On the other hand, students' performance in the pre-test presents that 62% of the students recognize that the event of " I raise my hand" happens as a sudden movement, and 26% of the students identify the same meaning in " The

referee blows his whistle." It should be mentioned that the researcher illustrates the first sentence in the pre-test more than other sentences in a manner that students can understand the form of the pre-test. Therefore, the researcher believes that her instructions help students to identify the exact durative meaning of the sentence.

Results of the post-test present that reading short stories does not have a significant impact on students' recognition of the limited and unlimited duration. Data analysis indicates that students' awareness of the limited and unlimited duration in the second section is decreased. It presents that students' performance in the recognition of the permanent state is better in the pre-test. Data analysis presents that 48% of the students are aware of the permanent state in "My watch works perfectly," and 47% of them identify the permanent state in the stated question "Which team do you support?" However, 31% of the students identify the permanent state of enjoying the seaside in "I enjoy the seaside," and 47% of the students recognize that state as a permanent one in "I live in Hebron." Furthermore, students' awareness has approached 33% in the fifth sentence. Regarding the temporary state, students' performance in the pre-test is better than in the post-test. Results show that 38% of the students realize the temporary state in "which team are you supporting ?". In addition, 22% of the students are aware of the same state in the fourth sentence, and 36% of them are conscious of that in the sixth sentence. However, 37% of the students are aware of the temporary state in the third and fourth sentence, and 47% of the students circle the exact state in the last sentence in this section. This implies that students are not able to increase their awareness of the semantic variations in this area after reading six short stories. Zhiri's (2014) study justifies the results. He states that Moroccan students face difficulties in this semantic meaning and therefore, they fail to convey that meaning in the offered translated texts. The

researcher agrees with the cited study, but she also adds that this issue should have been addressed more in the worksheets of the stories.

Results present that reading the six short stories has a significant positive impact on students' cognition of the completeness of the event. Data analysis in the post test presents that 64% of the students are aware of the completeness of the event in "The man drowned in the sea." In addition, 44% of the students identify the same matter with the third sentence, and they also have almost the same awareness level of the completeness of the event in the "Rania came home." But students' performance in the pre-test presents lower level of awareness of the completeness of the event. 26% of the students are able to recognize that the event is completed in the first sentence, and 22% of the students are conscious of the completeness of the event of drowning in the fourth sentence. Students present higher level of awareness in the last sentence. 38% of the students figure out the completeness of the event in the last sentence of the last section. However, this is not the case with the not-completed events. Results present that students did not raise their awareness towards the semantic variations in the aspectual side of English verbs. The researcher attributes this defect into the lack of sentences that deal with this issue in the worksheet, since there are few situations that convey this difference in meaning between the simple aspect and the progressive one.

In addition, data analysis presents that reading short stories have developed students' awareness of the certainty about the completeness of the event. Students raise their cognition level of the certainty of the events' occurrence. For example, 58% of the students identify that Ali certainly ate his dinner in the restaurant, and 40% of the students recognize the certainty of the act of calling the speakers' friend in the second sentence, but 38% of the students notice the certainty of the occurrence of the act of reading a book. Similarly, 42% of

the students realize the same certainty in "She studied English." Furthermore, data analysis shows that students also have increased their awareness of the events that indicate the uncertainty of their occurrence in the post-test. 49% of the students are aware of the uncertainty of the event in "I am watching TV". Students also have the same cognition level of the same meaning in the third sentence, and 51% of the students realize that in " Sami was playing basketball." In the pre-test, 24% of the students are aware of the uncertainty of the occurrence of the event in " I was reading a book," and 40% of the students recognize the same meaning of the fourth sentence. Simultaneously, 60 % of the students realize that in the last sentence in this section. Such results confirm the researcher's hypothesis.

Reading short stories enhances students' awareness of the end of the action. Results present that 29% of the students notice that Meg reached the end of the book before the end of the evening in the pre-test, while 51% of them notice that in the post-test. Similarly, 60 % of the students recognize that the speaker watched the paly from its beginning to its end. On the other hand, students also build awareness of the not necessarily completed events after reading short stories. For more illustration, students' percentage of the recognition of this meaning is higher in the post-test than the pre-test. 58% of the students identify that meaning in the first sentence, and 53% get the same meaning in "John is washing his car." In addition, 42% of the students considers that Amy's exam material is not necessarily completed in her studying in the last sentence in this section. They understand that Amy does not study the whole material of the exam. But their awareness of this meaning has lower level in the pre-test.

Reading six short stories has affected students' awareness of the reference points differently. For example, students' awareness of the reference points that are identical with

the moment of the speech is raised. 62% of the students identify that the reference point in the first sentence is "now," and 56% of them realize the same reference point in the second sentence. However, 58% of the students have recognized the same reference point in the first sentence in the pre-test, and 51% of them has noticed that in the second sentence. Similarly, students' awareness of the reference point that is identical with the past time adverbial has increased. 49% of the students are aware of that type of the reference point in the post-test, while 44 % of the students identify that in the pre-test. Furthermore, reading the stories has positive impact on students' recognition of the general past reference point. 53% of the students notice that in the post-test, while 49% of the same students get that in the pre-test. However, students' awareness that there is no reference point to the simple present sentences in the pre-test achieve higher level than in the post-test. 38% of the students recognize that in the pre-test, but 42% of the students notice that in the third sentence, in addition to the 31% of the students who has realized that in the post test.

Students' awareness of the time relation has been improved after reading six anthologized short stories. For more illustration, 58% of the students identify the time sequence between the events in the first sentence in the post-test, while 56% of the same students recognize the same relation in the first sentence in the pre-test. Similarly, students' awareness of the time inclusion has been raised after reading short stories.

In other words, data analysis presents that students commit errors in the semantic variations in the aspectual side of English verbs, and their errors varied according to their proficiency in the language and the teaching method that have been used. In addition, reading six short anthologized stories helps students to develop their awareness in differentiating between the simple aspect and the progressive one in light of their meanings.

To have a clearer view about students awareness of the semantic variations in the aspectual side of English verbs, the researcher interviews some EFL experienced teachers who work at public schools. The researcher asks several questions that are related to students' learning as well as comprehension of the semantic meaning of the aspects. The researcher starts asking about the methodology of teaching the tense-aspect system. She asks teachers "How do you teach the tense aspect system? Odwan (2015) answers that she uses sentences by which students can guess the use and the meaning, then she focuses on the form of the verb. After that, she presents the keywords of the tense in a manner that allows students to distinguish the newly learned tense-aspect from the previous one. To enhance that, she creates sentences from students' real environment, and asks them to do so. Then, she notices students' mistakes and corrects them. She also adds that students have to summarize what they have learned during the class. (W. Odwan, personal Communication, Oct 10th, 2015) Having the same approach, Masri (2015) teaches her students the tense-aspect system, but she also teaches her students the negative and the questions form of the presented tense-aspect system. Finally, she draws students' attention to the adverbs that sometimes represent the target tense-aspect system. (N. Masri, Personal communication, Oct 15th, 2015). Bakri (2015) teaches the tense aspect system differently. She usually starts by drawing the time line on the board. Then, she shows students the tense and how the aspect work in this system. (R. Bakri, personal communication, Oct 13th, 2015) Similarly, Alsaheb (2015) shows her students where the tense-aspect occurs on the time line, but she offers them some sentences to focus on the form. After that, she presents the meaning for her students. (R. Alsaheb, personal communication, Oct 24th, 2015). Finally, Dana (2015) states that she writes the examples on the board, discussed them and answers questions on them.

For more illustration about how students learn the meaning of the tense-aspect, the researcher asks " Do you usually focus on the key words or the meaning of the tense-aspect system? why? Dana (2015) answers that her approach depends on the curriculum. For instance, in the old curriculum, she used to mention the meaning of each tense and the uses, but the focus is on the key words. However, the new curriculum focuses on the meaning of the tense, not on the key words. For example, she writes three sentences in the past tense (past simple, continuous and perfect), and students try to conclude the difference in meaning between these sentences. She stresses that the key words do not matter in the new curriculum. However, Odwan (2015) have a different point of view. For instance, she emphasizes that she cares for both of them, but her focus is on the meaning, since it helps the students even with the absence of keywords, and it is useful to use correct verbs to talk about things that happen in their lives. She comments "Connecting the rule to the meaning is more interesting and beneficial than memorizing the keywords to apply the use of the tense aspect. It's easier and more beneficial for students if they forget the keywords." Alsaheb (2015) agrees with Odwan. She believes that both of them should be taught because students must achieve both to answer any sentence they face. Bakri (2015) also focuses on both because as she thinks that knowing the keywords of the tense-aspect system aids them to understand the meaning, and it gives students a chance to feel that they are on the safe side. The researcher does not agree with Bakri (2015), for students start depending on the keywords rather the exact meaning of the tense-aspect system. However, Masri (2015) does not even mention the keywords at all, but she tells students that there are adverbs that show them how to identify the tens and the aspect.

In order to test the efficiency of the current teaching approach of tense-aspect system, the researcher asks "Do you think that students comprehend the tenses easily? Or do they

face difficulties?" Four teachers confirm that students face difficulties, and they mostly could not use them appropriately to convey a proper meaning. Teachers believe that students can understand the meaning of the tense-aspect system, but when it comes to the students' own use of the tenses, they could not use them in a manner that conveys the proper meaning. Teachers believe that the main reason of having this problem is that the lack of comprehension that most EFL students have and students' memorization of the keywords. Masri (2015) adds that students relate the English tense aspect system to their own L1 system. In addition to that, students mix between different tense-aspect systems.

Finally, the researcher asks "Do you think that using short stories helps students to develop their awareness of the semantic variations in the aspectual side of English verbs? Why?" She investigates teachers' attitudes toward using short stories inside EFL classes. Dana (2015) emphasizes the importance of the use of short stories. She believes that short stories let students coexist the tense-aspect system deeply. She also states that her use exceeds presenting short stories. She also asks her students to write them using the newly presented tense-aspect system. The researcher agrees with this view, for it allows students to have contextualized learning rather than the structural one. Odwan (2015) comments that using short stories is useful since they attract students' attention, and let them focus on the tense-aspect system. Other teachers present that they have never used them as a mean for teaching the tense-aspect system, but they believe that using stories is good since it presents the tense aspect system in context.

To sum up, results present that students have low level of awareness of the semantic variations in the aspectual side of English verbs. They commit errors that indicate their unawareness of the differences between the simple aspect and the progressive one. The

researcher attributes such errors to the current teaching methodologies that are used to present tenses, for they are not conductive to build high awareness of the semantic variations in the aspectual side of English verbs. Therefore, they commit errors in this field, and students' errors vary in their frequency according to their awareness level. In addition, results show that reading six short anthologized stories has increased students' awareness of the seven semantic variations in the aspectual side of English verbs, except the sudden meaning and the limited and unlimited duration. Teachers also present during the interviews that students learn this trend by focusing on the form of the tense-aspect system as well as the keywords.

7. Chapter Six: Conclusion & Recommendations

6.1 Conclusion

With the increasing value of the English language as a global mean for having successful communication, the researcher notices that Palestinian students have posed English communication, especially with the tense-aspect system. Therefore, the researcher conducts a study that examines students' actual awareness of the semantic variations in the aspectual side of English verbs, and tries to improve their awareness by using short stories. The researcher believes that short stories act as a bridge that offers students contextual learning. Mart (2012) comments on that "It represents a holistic approach to language teaching and learning founded on the understanding of the learners' need to interact with rich, authentic examples of the foreign language." (P.101)

Therefore, the researcher uses six anthologized stories to improve students' awareness of the semantic variations in the aspectual side of English verbs. 45 eighth graders participate in the experiment. They first have a pre-test that examines their actual awareness of the seven semantic variations in the aspectual side of English verbs. Then, they begin with Hemingway's "Cat in the Rain." They also read Chopin's " The Story of an Hour," Bocarro's " A Long Walk Home, " Joyce's "Araby," Maupassant's "The Necklace" and, finally, Tolstoy's "The Two Brothers." After reading each story, students fill a worksheet that demonstrates the semantic variations in the aspectual side of English verbs in light of the context of the story. After that, students do a post-test that have the same aim of the pre-test as well as the same form. The test investigates students' development in their awareness of the difference of the progressive aspect and the simple one in light of the meaning in English verbs after reading the stories. The researcher also interviewes five EFL experienced teachers

who work at Palestinian public schools. She attempts to create a clear view about the methodology that is used to teach students' the simple and the progressive aspect.

Results present that 29% of the students pass the pre-test, and students GPA in the pre-test is 26.5%. Such result confirms the researcher's first hypothesis. It states that current methodologies in teaching the tense-aspect system are not conductive to build high awareness of the semantic variation in the aspectual side of English verbs. The researcher also examines students' performance in each part to find out the errors that students commit in this area and the redundancy of each committed error and answers the first research question of this study. Data analysis presents that students' performance varies in the durative meaning part as well as the time relation part. They have different awareness level of the durative and sudden events, but they have almost the same awareness level of the limited and unlimited duration. Students also recognize permanent state and the temporary one similarly. Results also present that students lowest awareness level is of the completeness of the event, although this issue has been approached in the curriculum. Students also face difficulty in the certainty about the completeness of the event. This difficulty is expected, for students have never come across this idea except when they study modals. Data analysis of the fifth part presents that students' awareness that the actions don't reach the endpoint in the progressive aspect is higher than the simple aspect meaning. Similarly, it presents that students' awareness of the present continuous reference point is higher than their awareness of the reference points of other aspects.

Results also present that reading short stories has positive impact on students' awareness of the semantic variations in the aspectual side. For one thing, 33% of the students pass the post-test, and their GPA of the test is 38.6%. Results of the post-test agree with

Mart's (2012) conclusion. He concludes his study with "literature-based instruction can positively influence the language development of primary school students." (P.107)

However, short stories raise students' awareness of some of the semantic differences between the simple aspect and the progressive one. For more illustration, students recognize the durative events in the post-test better than in the pre-test, while they identify the sudden events better in the pre-test. Similarly, students' awareness of the completeness of the event has been improved more than their awareness of the not completed events. In addition, they become aware of the events that reached their endpoint more than the ones that did not. They are also able to identify the reference points of present continuous and the reference points that are indicated with time adverbials more than the reference points of the present simple. Reading short stories also develops students' recognition of the certainty about the completeness of the simple aspect event and uncertainty about the completeness of the progressive events. Students' awareness of both time relation is improved after reading. They develop their realization of time sequence and time inclusion.

Finally, data analysis of the interviews presents that students learn the meaning of the tense-aspect system, but they focus on the keywords rather than on the meaning. Teachers also care about their students' mastery of the tense allows them to correctly answer the book exercises or the exam questions, rather than their own creations of the language that conveys the meaning.

6.2 Recommendations:

Since the researcher believes that the tense-aspect system is urgently needed for having successful communication, the researcher recommends several responsible registers to pay some attention to this structure. She recommends English teachers to give more time and attention for the semantic meaning of the tense-aspect system. She believes that students' learning have to focus on the meaning of the aspects rather than the form or the keywords. She recommends EFL learners to be active and go beyond the idea of passing a test. She also recommends that learners train themselves on the proper use of aspects. They should read and draw analogies for the different aspects. She also encourages students to keep their own notes about this issue. The researcher also believes in using contextual learning. She thinks that this kind of learning is useful in this case. Finally, the researcher recommends other researchers to conduct studies about more specific topics in this field. For example, she would highly recommend other researchers to investigate aspect's three problems, especially the one that is related to boundaries. She also recommends an in-depth investigation of the use and the constrains of the progressive aspect in terms of the semantic explanations.

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9. Appendices

<u>The Semantic Variations in the Aspectual Side of English Verbs</u>

<u>Pretest</u>

Name:……………………… Date:……………….. Time:…………………

The purpose of this instrument is to investigate 8th graders' awareness of the semantic variations in the aspectual side of English verbs.

<u>Question one :</u> Please choose the correct answer:

<u>Part one: Durative meaning</u>

Please, think carefully about the time that the event occurs at, and choose the correct answer.

1. I raise my hand: this sentence indicates
    a. That the speaker raises his hand as a sudden movement.
    b. The event of raising her hand stretches from past to future.
    c. The speaker needs long time to do that.

2. The house is falling down. This sentence indicates that
    a. The event happens as a sudden movement.
    b. The event stretches some way into the past and into the future
    c. The event did not happen at all.

3. What is John doing at this moment? He is watching TV.
    a. Watching TV needed duration (time).
    b. The event of watching TV does not need time. It is a sudden movement.
    c. John is watching TV every day.

4. The referee blows his whistle. This sentence implies
    a. That the blowing event stretches some way into the past and into the future.
    b. That the referee presented a continuous repeated blowing of the whistle.
    c. The referee blowing event started from the past and ended at the moment at which the speaker said the sentence.

5. The professor types his own letter. This sentence implies that

    a. The event of typing letter keeps going on over and over a period of long duration

    b. The professor usually does not type his letter, but he does that this time because of a specific reason.

    c. The act of typing does not need duration. It is a sudden event.

Part Two: Limited and unlimited duration

Please, think about the duration of the events, and choose the best descriptive answer:

1. My watch works perfectly.

    a. This watch is a good one. It always works perfectly.

    b. This watch usually does not work, but now it works perfectly.

    c. Sometimes this watch works perfectly, and sometimes it does not.

2. Which team do you support?

    a. The speaker is asking about the team that he\she always supports.

    b. The speaker is asking about the team that he\she supports for this match only.

    c. The speaker does not support this team at all.

3. I am enjoying the seaside.

    a. The speaker likes seaside in general.

    b. The speaker is at the seaside now, and he is enjoying that.

    c. The speaker is enjoying the seaside every time he goes there.

4. These shirts are washing nicely.

    a.   The event of washing is permanent.

    b. The event of washing is temporary and in progress now.

    c. The event of washing is done.

5. My brother is living with my parents these days. This sentence means that

    a. He is living with his parents just for a specific period of time.

    b.   He always lives with his parents.

    c. He lived with his parents since he was a child.

Part Three: The completeness of the event

Read the following sentences. Then choose the correct meaning of the sentence:

1. The bus stopped.
    a. This sentence means that the bus's arrival is at a state of rest.
    b. The bus is slowing down towards a stop.
    c. The bus will stop within a minute.
2. The man was drowning in the sea.
    a. The man drowned in the sea and he is dead.
    b. The man was drowning in the sea, but someone might help him.
    c. The man is now drowning, and nobody is helping him.
3. The car was stopping in the parking area.
    a. The car has already stopped, and does not move any more.
    b. The car is slowing down towards stop.
    c. The car is now slowing down.
4. The dog drowned in the sea.
    a. This sentence implies the actual death of the dog.
    b. This sentence means that the dog is now drowning in the sea, and it needs help.
    c. The dog might be drowned in the sea.
5. Rania was coming home.
    a. Rania arrived at home.
    b. Rania was on her way to home.
    c. Rania was visiting her friend.
6. Ali opened the door.
    a. This sentence means that the door is in a state of being opened.
    b. This sentence means that Ali is opening the door at this moment.
    c. The door will be opened within 5 minutes.

Part Four: The certainty about the completeness of the event

Read the following sentences, and choose the correct meaning of the sentence:

1. I was reading a book from 10:00 to 11:00 pm.
   a. This sentence implies that the reader was reading the book, but this information is not sure.
   b. This sentence means that the speaker was certainly reading a book.
   c. This sentence means that the speaker was not reading the book.
2. I read a book from 10:00pm to 11:00 pm.
   a. This sentence implies that the speaker might read the book during that time.
   b. This sentence means it is certain that the speaker read the book during that time.
   c. This sentence indicates that the speaker did not read any book during that time.
3. She studied English.
   a. This sentence implies that the speaker did not study English.
   b. This sentence means that it is sure that the speaker studied English.
   c. This sentence indicates that the speaker might study English.
4. Ali was waiting in the bus station.
   a. This sentence means that Ali might wait in the bus station.
   b. This sentence means that Ali certainly waited in the bus station.
   c. This sentence implies that Ali did not go to the bus station.
5. Sami played football.
   a. This sentence means that Sami might play football.
   b. This sentence means that Sami certainly played football.
   c. This sentence implies that Sami did not play football.

Part Five: The end of the action

Read the following sentences and circle the correct answer:

1. Meg was reading a book that evening. This sentence implies that
   a. She finished the whole book.
   b. She was reading that book, but not necessarily finished the whole book.
   c. She did not read the book that night.

2. Meg read a book that evening. This sentence indicates that
   a. She reached the end of that book before the end of the evening.
   b. She did not reach the end of the book before the end of the evening.
   c. She did not read the book at all.
3. John is washing his car. This sentence means that
   a. The act of washing the car was completed at the moment of speaking.
   b. The act of washing the car did not happen.
   c. The act of washing the car has not necessarily completed at the moment of speaking.
4. You were studying for your math exam. This sentence indicated that
   a. She studied for her exam, but the exam materials were completed.
   b. She studied for her exam, but the exam materials were not necessarily completed.
   c. The act of studying did not happen at all.

Part Six: The reference point

Read the following sentences and decide the reference point for each sentence:

1. I am giving a presentation.
   a. The act of giving the presentation happened at the moment of speaking (now).
   b. The act of giving the presentation happened in the past.
   c. The act of giving the presentation does happen.
2. She is watching a Chinese movie.
   a. The act of watching a movie happened at the moment of speaking (now).
   b. The act of watching a movie happened in the past.
   c. The act of watching a movie did not happen.
3. Rain comes from the clouds.
   a. The event happened at the moment of speaking (now).
   b. The event happened in the past.
   c. There is no specific time for it to happen.
4. I was studying in the library at 3:00 pm.
   a. The act of studying happened at the moment of speaking (now).
   b. The act of studying happened in the past, particularly at 3:00 pm.
   c. The act of studying did not happen.

5. John ate an apple.

    a. The event happened at the moment of the speaking (now).

    b. The event happened in the past.

    c. There is no specific time for it to happen.

Part Seven: Time sequence\time inclusion

Read the following sentences and decide the time relation between the events:

1. When we arrived, she made some fresh coffee.

    a. First, the speaker arrived, and then, she made coffee.

    b. First, she made some coffee. Then, they arrived.

    c. First, she started making coffee, and before she is done, they arrived.

2. When we arrived, she was making some fresh coffee.

    a. First, the speaker arrived, and then, she made coffee.

    b. First, she made some coffee. Then, they arrived.

    c. First, she started making coffee and before she is done they arrived.

3. When I was driving to Bethlehem, the telephone rang.

    a. First, I drove to Bethlehem. Second, the telephone rang.

    b. First, the telephone rang. Then, I drove to Bethlehem.

    c. First, I started driving to Bethlehem, and before I arrived, the telephone rang.

4. I was working on a grammar exam when my family was enjoying time on the beach.

    a. First, I worked on the exam. Then, my family enjoyed her time.

    b. First, my family enjoyed her time. Then, I worked on the exam.

    c. The event of enjoying time is related to a period during which the grammar exam was done.

Best Wishes

Miss Bayan

8.2 Appendix B

The Semantic Variations in the Aspectual Side of English Verbs

Worksheet for "Cat in the Rain"

Name:……………………   **Date:……………..**

Dear Students:

The purpose of this paper is to demonstrate the semantic variations in the aspectual side

of English verbs in "Cat in the Rain". So in light of that, choose the correct answer, please:

1. It faced the public garden. This sentence means that
    a. The place of the room is certainly next to the public garden.
    b. The place of their room might be there.
    c. There room place might be changed.

2. Artists always liked the way the palm grew. This sentence implies that
    a. The state of liking the palms is a permanent one.
    b. The state of liking the palms is a temporary one.
    c. Artists do not like it at all.

3. War Moment was made of bronze. This sentence indicates that
    a.   The act of making the War Moment from bronze was completed.
    b. The act of making the War Moment from bronze was going on at the moment
        of speaking.
    c. The act of making the War Moment from bronze is happening now.

4. It was raining. This sentence means that :
    a. The act of raining was done at the moment of speaking.
    b. The act of raining stretched some way into the past as well as future at the
        moment of speech.
    c. The act of raining is happening now.

5. The rain dropped from the palm tree. This sentence indicates that:
    a. The act of dropping happened as a sudden movement.
    b. The act of dropping needed a period of time that stretched some way from the
        past into the future at the moment of speaking.
    c. The rain is falling now.

6. The sea broke in a long line and slipped back down. This sentence means that:
    a. The sea broke in the first. Then, it slipped back down.
    b. The sea slipped back down. After that, it broke in a long line.
    c. Both of the events happened together.
7. The American wife stood at the window.
    a. The action happened as a sudden movement.
    b. The event stretched some way into the past as well as into the future at the moment of speaking.
    c. The event did not happen at all.
8. The cat was trying to make herself so compact. This sentence indicates that
    a. It is certain that the cat did that event.
    b. The cat might do that.
    c. I do not know.
9. Cat was trying to make herself so compact. This sentence means that
    a. The act of trying was a permanent state. "She always does that".
    b. The act of trying was a temporary state. "She does that for specific time. Then, she will stop."
    c. The event did not happen at all.
10. I am going down. This sentence implies that
    a. The act of going was done as a sudden movement.
    b. The act of going stretches some way into the past as well as the future.
    c. The act of going happens as a habit.
11. Her husband offered from the bed. This sentence means
    a. That the act of offering was already completed.
    b. The act of offering was not necessarily completed. It might be changed.
    c. The act of offering did not happen at all.
12. The hotel owner bowed to her as she passed the office.
    a. The act of bowing happened during the time when she passed the office.
    b. The lady passed. Then, the owner bowed to her.
    c. The owner bowed to the lady. Then, she passed the office.
13. A man was crossing the empty square. This sentence indicates
    a. The man crossed the square, and he is now on the other side of the square.
    b. The man might not be on the other side. Somebody might stop him.
    c. The man is now crossing the square.

14. As she stood at the doorway, an umbrella opened behind her. This sentence indicates
    a. After she stood in the door way and left it, somebody opened an umbrella for her.
    b. An umbrella was opened. Then, she stood at the doorway.
    c. The event of opening the umbrella took time at which she stood in the doorway.

15. Someone knocked the door. This sentence indicates that
    a. The event of knocking was done as a sudden movement.
    b. The event of knocking stretched some way into the past as well as into the future at the moment of speaking.
    c. The event of knocking is happing now, and it stretches some way into the past as well as into the future.

Best Wishes

The Semantic Variations in the Aspectual Side of English Verbs

Worksheet for The Story of an Hour

Name: ………………   **Time:……………….**

Dear Students

The purpose of this research is to demonstrate the semantic variations in the aspectual side of English verbs in "the Story of an Hour." So in light of that, choose the correct answer, please:

1. A great care was taken to break to her the news of her husband's death. This sentence implies that
    a. The event was done.
    b. The event stretched form the past to the future.
    c. The event did not happen.
2. It was her sister who told her .
    a. This sentence implies that the woman has known the death of her husband.
    b. This sentence means that her sister was about to tell her, but somebody stopped her.
    c. Her sister did not tell her about her husband's death.
3. The letter was received by Richard.
    a. This sentence indicates the completion of the event.
    b. This sentence means that the action of receiving started before the moment of speaking and stretches to the moment after the speech.
    c. This sentence indicates that Richard did not receive any letter.
4. She wept at once. This sentence indicates that
    a. The action was done as a sudden movement.
    b. The action was ongoing at the moment of speaking.
    c. The action did not happen.

5. When the storm of grief had spent itself, she went away to her room alone.

   a. This sentence means that the storm of grief has started and done. Then she went to her room alone.

   b. This sentence means that she went to her room alone. After that, the storm of grief has started.

   c. This sentence means that both of the events happened at the same time.

6. A peddler was carrying his wares.

   a. This sentence indicates that the act of carrying was done as a sudden movement.

   b. This sentence indicates that the act of carrying stretches from the past into the future at the moment of speaking.

   c. This sentence indicates that the act of carrying is happening now.

7. A peddler was carrying his wares. This sentence indicates that

   a. The wares were carried, and it is now in its place.

   b. The act of carrying was not necessarily completed. It might be stopped by some body.

   c. This sentence indicates that the act of carrying did not happen.

8. Someone was singing reached her room.

   a. This sentence implies that someone reached her room. Then, he started singing.

   b. This sentence implies that the act of singing was during the act of reaching her room.

   c. This sentence implies that he started singing. Then, he reaches her room.

9. Countless of sparrows were twittering. In the context of this sentence

   a. It is certainly that there were sparrows twittering at that time.

   b. There might be sparrows at that time twittering.

   c. There were no sparrows that were twittering.

10. She sat quietly, except when a sob came up into her throat and shook her. This sentence means

    a. First, a sob shook her. Then, it came to her throat.

    b. First, a sob came to her throat. Then, it shook her.

    c. These events did not happen at all.

11. There was something coming to her. This sentence implies that

    a.   The act of coming was done at the moment of speaking.

    b.   The act of coming was not necessarily completed. Someone might stop him.

    c.   The act of coming did not happen at all.

12. She was waiting it fearfully. This sentence implies that

    a.   The act of waiting was fully done at the moment of speaking.

    b.   The act of waiting was not completed at the moment of speaking.

    c.   She did not wait at all.

13. She felt it: this sentence implies that

    a.   The act of feeling was fully done at the moment of speaking.

    b.   The act of feeling was not completed at the moment of speaking.

    c.   She did not feel anything at all.

14. She was beginning to recognize this thing that was approaching. This sentence implies that

    a.   She started recognizing that thing. Then, it became near her.

    b.   The thing became near her. Then, she started recognizing it.

    c.   While that thing was becoming near her, she started recognizing it.

15. She was striving to beat that thing back. This sentence implies

    a.   It is certainly that she was striving.

    b.   She might be striving.

    c.   The event did not happen at all.

16. She opened and spread her arms. This sentence implies that:

    a.   The act was a sudden movement.

    b.   The act stretched to the past as well as future at the moment of speaking.

    c.   The act did not happen at all.

Best Wishes

☺

8.4 Appendix D

The Semantic Variations in the Aspectual Side of English Verbs

Worksheet for "A long Walk Home"

Name:…………………   **Date:……………………**

Dear Students

The purpose of this reseach is to demonstrate the semantic variations in the aspectual side of English verbs in A long Walk Home. In light of that, please choose the correct answer.

1. I grew up in the south of Spain: this sentence implies that

   a. The action of growing is completed, and the speaker is a mature person.

   b. The speaker is growing at this moment in Spain.

   c. The speaker is a baby, and the action of growing is subject to change.

2. I was 16 when my father told me…. This sentence means

   a. The speaker reached the age of 16 first. Then, his father asked him to drive.

   b. The speaker was becoming 16, and at the same time, his father asked him to drive.

   c. The speaker was not 16, and his father asked him to drive.

3. Having just learned to drive... this sentence means that

   a. The action of learning how to drive is totally completed.

   b. The action of learning how to drive is happening now, and it is subject to change.

   c. The action of learning how to drive did not happen at all.

4. I readily accepted. This sentence indicates that

    a. The event was completed at the moment of speaking.

    b. The event was going on at that time, and it was subject to change.

    c. The event did not happen.

5. I drove my dad and promised to pick him up at 4:00. This sentence implies

    a. The speaker and his father reached Mijas first. Then, he promised his father to come back.

    b. The speaker promised his father to come back. Then, they reached Mijas.

    c. At that time, they were driving to Mijas, he promised his father to pick him up.

6. When the last movie had finished, I looked down at my watch. This sentence means

    a. The movie finished. After that, the speaker looked at his watch.

    b. The speaker looked at his watch, while the film was finishing.

    c. The speaker looked at his watch. Then, the movie finished.

7. I became so immersed in the film that I completly lost track of time. This sentence means

    a. It is certainly that the speaker lost the track of time.

    b. The speaker might have lost the track of time.

    c. The action of losing the track of time did not happen at all.

8. I knew dad would be angry if he found that. This sentence implies

    a. The completeness of the event.

    b. The action was not completed, and it was subject to change.

    c. The action did not happen at all.

9. When you did not show up, I called the garage to ask if there was any problem.

   a. This sentence means that the speaker first did not show up. Then, his father

   called the garage.

   b. His father first called the garage. Then, the speaker did not show up.

   c. Both of the events happened together.

Best Wishes from Miss Bayan

☺

The Semantic Variations in the Aspectual Side of English Verbs

Worksheet for Araby

Name:…………………..   **Date:……………………**

Dear Students:

The purpose of this research is to demonstrate the semantic variations in the aspectual side of English verbs in "Araby." In light of that, please choose the correct answer.

1. An uninhibited house stood at the end. This sentence implies that
    a. It is certain that the house stood there.
    b. It is not certain. The house might be there.
    c. The house is not there.

2. An uninhibited house ……… detached from its neighbours in a square ground. This sentence implies that
    a. The action "detached" is done in the past, and now the houses are separated.
    b. The action is happening now. The two houses are being separated at this moment.
    c. The action did not happen at all; the two houses are together.

3. I found a few paper-covered books. This sentence implies that
    a. The event was completed at the moment of speaking.
    b. The event was going on at that time.
    c. The event of finding them is happening now.

4. I liked the last because its leaves were yellow. This sentence implies
    a. The act of liking were a permanent one.
    b. The act of liking was a temporary one.
    c. The act of liking did not happen at all.

5. The wild garden contained a central apple tree. This sentence indicates that
    a. It is certainly that there was an apple tree.
    b. There might be an apple tree there.
    c. There was no apple tree in that place.

6. The cold air stung us. This sentence means
    a. The event of stinging was done as a sudden movement.
    b. The event of stinging stretched some way into the past as well as future at the moment of speaking.
    c. The event pf stinging was happing at the moment of speaking.

7. We played until our bodies glowed. This sentence indicates that
    a. The act of playing stopped when his body glowed.
    b. The act of playing was not stopped when his body glowed.
    c. The act of playing happened at the same time when his body glowed.

8. When we returned to the street, light from the kitchen window had filled the areas. This sentence means
    a. The light had filled the area. Then, they returned to the street.
    b. They first returned to the street. Then, the light filled the area.
    c. Both of the events happened to gather.

9. Her image accompanied me. This sentence indicates that
    a. The state of remembering her image was temporary.
    b. The state of remembering her image was permanent.
    c. The state of remembering her image did not happen at all.

10. One evening, I went into the back room. This sentence means that
    a. The act of going was done as a sudden movement at the moment of speaking.
    b. The act of going stretched into the past as well as future at the moment of speaking.
    c. The act of going is happing now.

11. I was thankful. This sentence implies that
    a. The speaker certainly was thankful.
    b. There is a doubt that the speaker was thankful.
    c. The speaker was not thankful at all.

12. When she addressed the first word, I was so confused. This sentence means
    a. The speaker was confused. Then, she addressed her first word.
    b. The girl addressed her first word. Then, he was confused.
    c. Both of the events happened together.

13. Boys were fighting. This sentence indicates that

    a. The act of fighting was done as a sudden movement.

    b. The act of fighting stretched some way into the past as well as into the future.

    c. The act of fighting did not happen at all.

14. I reminded my uncle

    a. This sentence indicates that the act of reminding was done.

    b. This sentence means that the act of reminding did not reach the end point.

    c. The act of reminding did not happen at all.

15. He was fussing. This sentence indicates that

    a. The act of fusing was a permanent state.

    b. The act of fusing was a temporary state.

    c. The act of fusing was a temporary and permanent state.

16. I took my seat. This sentence indicates that

    a. The boy was at a state of rest, for he was sitting.

    b. The boy was in the process of taking a seat, but this was changed.

    c. The boy is sitting now.

Best Wishes

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The Semantic Variations in the Aspectual Side of English Verbs Worksheet for "Two Brothers"

Name:………………….   **Date:……………………**

Dear Students

The purpose of this research is to demonstrate the semantic variations in the aspectual side of English verbs in Two Brothers. In light of that, please choose the correct answer:

1. When they woke up, they saw a stone lying next to them. This sentence implies that
    a. They woke up first. Then, they found the stone.
    b. They found the stone. Then, they woke up.
    c. Both of the events happened together.

2. They saw a stone. This sentence indicates
    a. The event was done as a sudden movement.
    b. The event stretched some way into the past as well as into the future at the moment of speaking.
    c. The event of seeing a stone was not done at all.

3. They tried to make out what it was. This sentence means that
    a. The two brothers stopped trying to know what is written, for they knew it.
    b. The two brothers were trying to do that at the moment of speaking.
    c. The two brothers are trying to do that now.

4. Whoever finds this stone. This sentence implies that
    a. Finding the stone happens as a sudden movement.
    b. Finding the stone stenches some way into the past as well as into the future.
    c. Finding the stone started in the past and ended in the past.

5. I am not going to the forest. Said the elder brother. This sentence implies
    a. The elder brother reached the state of silence because the event of saying is completed.
    b. The elder brother is saying these words at this moment. The event is going on.
    c. The event did not happen at all.

6. It is an easy thing to take her cups. This sentence implies that
    a. Taking the bear cups is an easy process. This is a temporary state.
    b. Taking the bear cups is an easy process. This is a permanent state.
    c. Taking the bear cups is impossible.
7. The elder remained behind. This sentence implies that
    a. The elder brother was at a state of being at rest.
    b. The elder brother was approaching the back side.
    c. The elder brother participated in the adventure.

Best Wishes

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The Semantic Variations in the Aspectual Side of English Verbs

Post Test

Name:……………………… Date:……………….. Time:…………………

The purpose of this instrument is to investigate 8th graders' development in their awareness of the semantic variations in the aspectual side of English verbs after reading 6 short anthologized stories.

Question one : Please choose the correct answer.

Part one: Durative meaning

Please think carefully about the time that the event occurred at and choose the correct answer:

1. The house falls down. This sentence indicates that
   a. The event happens as a sudden movement.
   b. The event stretches some way into the past and into the future.
   c. The event does not happen at all.
2. What does John do at this moment? He swims.
   a. Swimming needs duration (long time).
   b. The event of swimming does not need time. It is a sudden movement.
   c. John is swimming every day.
3. You are watching TV. This sentence indicates that
   a. The event of watching happens as a sudden movement.
   b. The event of watching stretches some way into the past as well as into the future.
   c. The event of watching TV did not happen at all.
4. The referee is blowing his whistle. This sentence implies
   a. That the blowing event stretches some way into the past and into the future.
   b. That the referee presented a continuous repeated blowing of the whistle.
   c. The referee blowing event started from the past and ended at the moment at which the speaker said the sentence.

5. I am raising my hand. This sentence indicates

    a. That the speaker raises his hand as a sudden movement.

    b. The speaker needs long time to do that.

    c. The event of raising her hand stretches from past to future.

6. The professor is typing his own letters. This sentence implies that

    a. The event of typing letters keeps going on over and over a period of long duration.

    b. The professor usually does not type his letter, but he does that this time because of a specific reason.

    c. The act of typing does not need duration. It is sudden event.

Part Two: Limited and unlimited duration

Please think about the duration of the events and choose the best descriptive answer:

1. I enjoy the seaside. This sentence means that

    a. The speaker likes the seaside in general.

    b. The speaker is at the seaside now, and he is enjoying that.

    c. The speaker is enjoying the seaside every time he goes there.

2. Which team are you supporting ? This sentence implies that

    a. The speaker is asking about the team that he\she always supports.

    b. The speaker is asking about the team that he\she supports for this match only.

    c. The speaker does not support this team at all.

3. I live in Hebron. This sentence indicates that

    a. Living in Hebron is a temporary state.

    b. Living in Hebron is a permanent state.

    c. The speaker does not live in Hebron.

4. My watch is working perfectly.

    a. This watch is a good one. It always works perfectly.

    b. This watch does not usually work, but now it works perfectly.

    c. Sometimes this watch works perfectly, and sometimes it does not.

5. These shirts wash nicely.
    a. The event of washing is permanent.
    b. The event of washing is temporary and in progress now.
    c. The event of washing is done.
6. My brother is living with my parents these days. This sentence means that
    a. He is living with his parents just for a specific period of time.
    b. He always lives with his parents.
    c. He lived with his parents since he was a child.

Part Three: The completeness of the event

Read the following sentences. Then, choose the correct meaning of the sentence:

1. The bus was stopping .
    a. This sentence means that the bus's arrival was at a state of rest.
    b. The bus was slowing down towards a stop.
    c. The bus will stop within a minute.
2. The man drowned in the sea. This sentence implies that:
    a. The man drowned in the sea, and he is dead now.
    b. The man was drowning in the sea, but someone might help him.
    c. The man is now drowning and nobody is helping him.
3. I spoke to Obama. This sentence means that
    a. The speaker had a chat with president Obama, and it is done.
    b. The speaker was chatting with Obama.
    c. The speaker will have a chat with Obama.
4. Ben was washing his car. This sentence implies that
    a. Ben has already washed the car, and it is clean now.
    b. The car was being washed at the moment of speaking.
    c. Ben is washing the car now.
5. Rania came home. This sentence means that
    a. Rania arrived home.
    b. Rania was on her way home.
    c. Rania was visiting her friend.

6. Ali was calling his father.
    a. This sentence means that the call was at a state of being ongoing.
    b. This sentence means that Ali is calling his father at this moment.
    c. This sentence means that Ali's call was ended.

Part Four: The certainty about the completeness of the event

Read the following sentences and choose the correct meaning of the sentence:

1. I was watching TV from 10:00 to 11:00 pm.
    a. This sentence implies that the speaker was watching TV, but this information is not sure.
    b. This sentence means that the speaker was certainly watching TV.
    c. This sentence means that the speaker was not watching TV.

2. I called my friend from 10:00pm to 11:00 pm.
    a. This sentence implies that the speaker might called her friend during that time.
    b. This sentence means it is certain that the speaker called her friend during that time.
    c. This sentence indicates that the speaker did not call her friend during that time.

3. She was listening to BBC radio.
    a. This sentence implies that the speaker did not listen to BBC radio.
    b. This sentence means that it is sure that the speaker listened to the radio.
    c. This sentence indicates that the speaker might listen to the radio.

4. Ali had his dinner in the restaurant.
    a. This sentence means that Ali might eat his dinner in the restaurant.
    b. This sentence means that Ali certainly ate his dinner in the restaurant.
    c. This sentence implies that Ali did not eat dinner in the restaurant.

5. Sami was playing basketball from 3:00 pm to 6:00 pm.
    a. This sentence means that Sami might play basketball.
    b. This sentence means that Sami certainly played basketball.
    c. This sentence implies that Sami did not Play basketball.

Part Five: The end of the action

Read the following sentences and circle the correct answer:

5. Rania was writing a letter that evening. This sentence implies that

    a. She finished the whole letter.

    b. She was writing that letter but not necessarily finished the whole letter.

    c. She did not write the letter that night.

6. Meg read a book that evening. This sentence indicates that

    a. She reached the end of that book before the end of the evening.

    b. She does not reach the end of the book before the end of the evening.

    c. She did not read the book at all.

7. John is washing his car. This sentence means that

    a. The act of washing the car has not necessarily completed at the moment of speaking.

    b. The act of washing the car was completed at the moment of speaking.

    c. The act of washing the car did not happen.

8. I watched a play. This sentence means that

    a. The speaker watched parts of the paly, but not necessarily the whole paly.

    b. The speaker watched the whole play from its beginning to its end.

    c. The speaker did not watch the play.

9. Amy was studying for her math exam. This sentence indicated that

    a. She studied for her exam, but the exam materials were not necessarily completed.

    b. She studied for her exam, but the exam materials were completed.

    c. The act of studying did not happen at all.

Part Six: The reference point

Read the following sentences and decide the reference point for each sentence:

1. Children are sleeping:

    d. The act of sleeping happened at the moment of speaking (now)

    e. The act of sleeping happened in the past.

    f. The act of sleeping does happen.

2. She is doing her homework: this sentence implies that
    a. The act of doing her homework happened at the moment of speaking (now)
    b. The act of doing her homework happened in the past.
    c. The act of doing her homework did not happen.

3. Cats like milk. This sentence implies that:
    a. The event happens at the moment of speech (now).
    b. The event happened in the past.
    c. There is no specific time for it to happen.

4. I was sitting on the roof at 3:00 Pm. This sentence implies that
    a. The act of sitting happened at the moment of speaking (now).
    b. The act of sitting happened in the past, especially at 3:00 Pm.
    c. The act of sitting did not happen.

5. She needs help right now. This sentence implies that:
    a. The event happens at the moment of speaking (now).
    b. The event happened in the past.
    c. There is no specific time for it to happen.

6. John ate an apple. This sentence implies that
    a. The event happened at the moment of speaking (now).
    b. The event happened in the past.
    c. There is no specific time for it to happen.

Part seven: Time sequence\time inclusion

Read the following sentences and decide the time relation between the events:

1. When the doctor told her about her illness, she shouted
    d. First, she told her about her illness. Then, she shouted.
    e. First, she shouted. Then, the doctor told her that she is ill.
    f. First, she shouted and before she is done, the doctor told her.

2. When we arrived, she was making some fresh coffee.
    a. First, the speaker arrived, and then, she made coffee.
    b. First, she made some coffee. Then, they arrived.
    c. First, she started making coffee and before she is done, they arrived.

3. When I was cooking, the telephone rang.
    a. First, I cooked. Second, the telephone rang.
    b. First, the telephone rang. Then, I cooked.
    c. First, I started cooking, and before I am done, the telephone rang.
4. When I woke up this morning, it was raining. This sentence indicates that
    a. Firs,t it started raining. After that, he woke up.
    b. First, he woke up. Then, it started raining.
    c. First, it started raining. During that time, the speaker woke up.
5. I was working on a grammar exam when my family was enjoying time on the beach. This sentence implies that:
    a. First, I worked on the exam. Then, my family enjoyed her time.
    b. First, my family enjoyed her time. Then, I worked on the exam.
    c. The event of enjoying time is related to a period during which the grammar exam was done.

Best Wishes

Miss Bayan

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8.8 Appendix I

<u>Interview Form</u>

Dear Friends:

The purpose of this instrument is to investigate teachers' perceptions towards teaching tense-aspect system. Please read the statements carefully and answer PART I and PART II.
Your answers will be used in my thesis.

PART I: Please, tick (✓) the appropriate box.

A. Name:	
B. Gender: ☐ Female ☐ Male	
C. **Students you teach**: ☐ 1-5 ☐ 5-10 ☐ 11-12	
D. **Years of experience** : ☐ less than 5 ☐ 5-10 ☐more than 10	
E. **Major** ☐ English (Education) ☐ English (Literature) ☐ English/ minor French	
F. Level of education: ☐ M.A ☐ B.A degree ☐ diploma	

PART II:

Here are the questions that teachers are kindly asked to answer. Their help is highly appreciated.

Interview Questions

1. How do you teach the tense-aspect system?
2. Do you usually focus on the keywords or the meaning of the tense-aspect system? Why?
3. Based on that, do you think that students comprehend the tenses easily? Or do they face difficulties?
4. Can students use the tense- aspect system in a manner that conveys the proper meaning?
5. What are the errors that EFL learners commit in the use of tense-aspect system? Especially the semantic meaning, and what is the frequency in each committed error?
6. Since students have difficulties in the use of the tense- aspect system, what are the reasons based on your experience in teaching?
7. Have you ever tried to use short stories in teaching tenses? If yes, do you think that using short stories in teaching the tense- aspect system helps students to understand better?

8.9 Appendix J

Dear Friends:

The purpose of this instrument is to investigate teachers' perceptions towards teaching tense-aspect system. Please read the statements carefully and answer PART I and PART II.
Your answers will be used in my thesis:
PART I: Please, tick (✓) the appropriate box.

G. **Name: Odwan, W**
H. **Gender**: ☑Female ☐ Male
I. **Students you teach**: ☐ 1-5 ☑5-10 ☐ 11-12
J. **Years of experience** : ☑less than 5 ☐ 5-10 ☐more than 10
K. **Major** ☑English (Education) ☐ English (Literature) ☐ English/ minor French
L. **Level of education:** ☐M.A ☑ B.A degree ☐ diploma

PART II:

Here are the questions that you are kindly asked to answer. Your help is highly appreciated.

Interview Questions:

8. How do you teach the tense-aspect system?
   I usually use sentences from which students guess the use and the meaning .We focus on the form of the verb then we pay attention to the keywords that students need to distinguish the learned tense aspect from another. I use sentences from the environment in order to make real connection if possible. Later on, we move to apply the use through real examples or through correcting mistakes in sentences. I tell students to use a certain tense aspect in sentences talking about them. I notice their mistakes and I correct them. Sometimes, I ask students to summarize what we explain. Then, we move to the activities in their books. I like students' work in pairs, in this case, since students benefit from each other.
9. Do you usually focus on the keywords or the meaning of the tense-aspect system? Why?
   I care about both of them, but I focus more on the meaning since it helps the students even with the absence of keywords and it is useful to use correct verbs to talk about things that happen in their lives. Connecting the rule to the meaning is more interesting and beneficial than memorizing the keywords to

apply the use of the tense aspect. It's easier and benefit students if they forget the keywords.

10. Based on that, do you think that students comprehend the tenses easily? Or do they face difficulties?
    Yes, it is beneficial to use the meaning. They find it more enjoyable than caring about keywords but there are some difficulties.

11. Can students use the tense- aspect system in a manner that conveys the proper meaning?
    They can use it although they sometimes have mistakes.

12. What are the errors that EFL learners commit in the use of tense-aspect system?
    Although they understand the meaning, they mix between tense aspects.
    They use the wrong tense aspect.
13. Especially the semantic meaning, and what is the frequency in each committed error?
    They commit errors in the semantic meaning. They have a lot of mistakes.
14. Since students have difficulties in the use of the tense- aspect system, what are the reasons based on your experience in teaching?

    The main reason is student's general weakness in English (students who are weak in reading and writing face obstacles and sometime lack of necessary vocabulary creates difficulties) , and they mix between the uses of tenses since they don't master or comprehend the first well. Then, they move to learn another one . Students don't give enough time to study these grammatical aspects. They need more practice. Another element is students' common fear from English especially grammar.
15. Have you ever tried to use short stories in teaching tenses? If yes, do you think that using short stories in teaching the tense- aspect system helps students to understand better?
    I have tried to use them. I think it is a good and useful way .In fact, stories attract the students' attention so they'll focus and they'll notice the tense aspect since it's an important thing in stories. This helps students to remember the rules later on through connecting the rule to the story. Stories also may help students psychologically because they won't be bored and they'll find them interesting. It's also a kind of change which students love.