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إداء الطلبة العراقيين الجامعيين متعلمي
اللغة الانكليزية لغة أجنبية في مجال
الفعل التام : المشاكل والبرنامج
العلاجي

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مجلس كلية التربية / الاصمعي ، جامعة ديالى
وهي جزء من متطلبات نيل درجة الماجستير /
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٢٠٠٨ م

١٤٢٩ هـ

الخلاصة

الفعل التام هو عبارة عن فعل يغير في شكله ليظهر زمن الفكرة أو الحدث الذي يعبر عنه ويتكون من (has/ have / had + p.p) . هذا ومن الجدير بالذكر ان الدراسات السابقة بينت بعض من الصعوبات التي يواجهها الطلبة العراقيين الجامعيين متعلمي اللغة الانكليزية لغة أجنبية في مجال الفعل التام أو حتى في مجال أزمنة الفعل في اللغة الانكليزية بصورة عامة ولكنها لم تتناول العمل العلاجي ولم تشر إليه .

تهدف الدراسة الحالية الى تحري الصعوبات التي يواجهها الطلبة العراقيين الجامعيين متعلمي اللغة الانكليزية لغة أجنبية في الاستخدام الكامل للفعل التام شكلاً ووظيفة والكشف عن حالات الصعوبة في هذا المجال وبعدها اقتراح برنامج علاجي تعليمي لتخفيف هذه الصعوبات . ولتحقيق هذه الاهداف ، وضعت الفرضية التالية التي تنص على أن الطلبة العراقيين الجامعيين متعلمي اللغة الانكليزية لغة أجنبية يفشلون في الاستخدام الكامل للفعل التام شكلاً ووظيفة .

على أية حال ، تتمحور الدراسة الحالية على جانبين نظري وتطبيقي . يتناول الجانب النظري مسح موضوع الدراسة حيث يبدأ بتقديم أشكال الفعل التام ، استخداماته وإعطاء مقارنة بين أشكاله المختلفة . بالإضافة الى ذلك ، عمدت الباحثة الى تناول 'Have' من وجهة نظرين : نحوية وطرائق تدريس اللغة الانكليزية ، بالاعتماد على القاعدة التي تقول أن 'have' هي الاساس المكون للفعل التام ومن دونها لا وجود للفعل التام . أما في الجانب التطبيقي أختير عشوائياً (100) مئة طالب وطالبة من المرحلة الاولى قسم اللغة الانكليزية ، كلية التربية الاصمعي ، جامعة ديالى لتكوين عينة الدراسة . كما وضع اختبار تحصيلي يغطي الجانبين التمييزي والادائي وتم عرضه على مجموعة من الخبراء ذوي الاختصاص للتأكد من صدق الاختبار .

وقد تم استخدام أربعة أساليب إحصائية لقياس البيانات التي حصلت عليها الباحثة وهي : مربع كاي ومعامل الارتباط بيرسن ومعادلة سبيرمان براون التصحيحية والاختبار التائي . أظهر تحليل النتائج إن أفراد العينة فشلوا في الاستخدام الكامل للفعل التام شكلاً ووظيفة في الاختبار كله . وهذا يشير الى أن أفراد العينة غير قادرين على تمييز الفعل التام من الانواع الاخرى من أزمنة الفعل في اللغة الانكليزية ، فضلاً عن أنهم غير قادرين على أداء الفعل التام بشكل صحيح وبالنتيجة قبلت فرضية الرسالة كما نصت أعلاه .

في ضوء هذه النتائج ، استخلصت مجموعة من الاستنتاجات وعدد من التوصيات وأقترح برنامج علاجي للتخفيف من الصعوبات التي يواجهها الطلبة ، بجانب ذلك وضعت مقترحات لدراسات أخرى .

University of Diyala
College of Education / AL-Asma'ee

**Iraqi EFL College Students'
Performance in the Area of Perfectness:
Problems and Remedial Work**

A Thesis

*Submitted to the Council of the College of Education/
AL-Asma'ee, University of Diyala in partial fulfillment
of the Requirements for The Degree of
Master of Education in Methods of Teaching
English as a Foreign Language.*

By
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2008 A. D.

1429 A.H.

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

(وَيُعَلِّمُكُمُ اللَّهُ وَاللَّهُ

بِكُلِّ شَيْءٍ عَلِيمٌ)

صدق الله العظيم
(البقرة: الآية ٢٨٢)

Dedication

To My Family with
Love and Gratitude.

Shurooq

Supervisory Certification

We certify that this thesis entitled (Iraqi EFL College Students' Performance in the Area of Perfectness: Problems and Remedial Works) (by Shurooq Talab Ja'far) was prepared under our supervision at the University of Diyala in partial fulfillment of the requirements for the degree of Master of Education in Methods of Teaching English as a Foreign Language.

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Examination Committee Certificate

We certify that we have read this thesis entitled (**Iraqi EFL College Students, Performance in the Area of Perfection: Problems and Remedial Work**) (by **Shurooq Talab Ja'far**) supervised by Asst. Prof. Sami Abdul-Aziz AL-Ma'muri (Ph.D) and Asst. Prof. khalil Ismail Rijia (Ph-D), and as an examining committee examined the student in its content and in our opinion it is adequate as a thesis for the degree of Master of Education in Methods of Teaching English as a Foreign Language.

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Abstract

Perfectness is a verb change in form to show the time of an action or idea expressed . It is formed with has / have /had and the past participle to describe the tense of the verb . Previous studies that dealt with perfectness or even English tenses in general have proved their difficulty for Iraqi EFL learners but they have not tackled remedial work .

The present study aims at investigating the difficulties faced by Iraqi EFL college students in mastering perfectness by form and function and finding out areas of difficulty in this respect and then suggesting remedial work for the alleviation of these difficulties.

It is hypothesized that Iraqi EFL College students fail to master the full uses of perfectness by form and function. However, the study covers both theoretical and practical aspects. The theoretical aspect deals with the survey of the topic. It begins with forms, uses and comparison between perfect forms. Furthermore, the researcher tackles a study in the semantics of 'Have' depending on the fact that "have" is the basis of perfectness.

In the practical aspect, i.e, to achieve the aim of the test and to verify the hypothesis, (100) students of the first – year from the Department of English, College of Education/ AL-Assma'ee, University of Diyala are randomly selected to

represent the study sample. An achievement test which covers both recognition and production levels has been constructed by the researcher. Then, the test is exposed to jury members to verify its validity.

To analyse the obtained data, four different statistical methods have been used, namely: Person coefficient formula, Spearman Brown's formula, T-test and Chi-Square. The analysis of the results shows that the testees have failed to identify and produce perfectness by form and function on the whole test. This indicates that the subjects face difficulties in identifying perfectness from other types of English tenses, as well as they can not produce perfectness in a rightful way.

In the light of the results , relevant conclusions are drawn and a number of recommendations and remedial work for alleviation of these difficulties are put forward besides suggestions for further studies .

List of Abbreviations

AUX	Auxiliary
DF	Degree of Freedom
DL	Difficulty Level
DP	Discrimination Power
EFL	English as a Foreign Language
ETs	English Tenses
r	Pearson Correlation Coefficient Formula
r _{xx}	Spearman Brown Formula
SD	Standard Deviation
X ²	Chi – Square

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CHAPTER ONE

Introduction

1.1 The Problem And Its Significance

Individuals growing and living in given societies require , to varying degrees, a new language (e.g. , EFL) after they have learnt their first language . Helping people acquire English as a foreign language more effectively at schools and universities is an important task for the twenty-first century. However, learning another language means learning its grammar which means learning its tenses.

From this reality, grammar gains its importance as an important field or scope to learn English as a foreign language . It is the branch or field which enables the students to master all the rules that govern the structure of language and also enables them to speak and write English very well. Perfectness in turn gains its importance as one tense of others which form English tenses.

Nevertheless ,perfectness is that tense which changes its form to show the time of an action it expresses . There are six types of perfectness : present perfect simple , present perfect continuous , past perfect simple , past perfect continuous , future perfect simple and future perfect continuous . Changing in verb forms may confuse the students and make them unable to differentiate between a verb form and another. Although

perfectness has been taught at intermediate and preparatory schools, students are not likely to master it when they become college students . This opinion can be seen from the perspective of most of the people who are concerned.

For college students, anyway perfectness may be a very difficult area to be mastered . It holds out the most maximum persistent problem of college students . So the researcher proposes to argue that perfectness needs to be learnt through context . Such context may give the reader background information about it. Not providing the students with right context is like letting someone stumble through a dark room without knowing the light switch location . However we will eventually come up against problems like the problem in the following dialogue:

Native speaker : I have seen wolves in that forest.

Foreign learner : There is no problem , if you saw wolves in that forest once that does not mean they are still there.

Native speaker : No, I have seen wolves in that forest !!

Foreign learner : Yes , I understand that you have seen wolves in that forest . What's your problem ?!

Native speaker : No , I mean , wolves are still there .

This happened because the foreign learner was not proficient enough in grammar . He could not understand what the native speaker means . He could not understand that the present perfect simple used to express an action that took place in the past and continues to the present time , which means "wolves are still there" . If the wolves have been killed , the native speaker would say "I saw wolves in that forest once".

The researcher concluded from the above example that , the main reason behind teaching English grammar is to enable students to obtain competence and performance in using it . Through grammar, students can make words effective . Not to be proficient enough in grammar , means not to be able to understand the intended meanings or hidden messages which sentences convey.

College students need to learn not only what forms are possible in perfectness , but what particular forms will express their particular meanings . It can be seen from this perspective that perfectness is an important tool for communication.

For that , we need to focus on the aspects of perfectness that may confuse college students and which kind of difficulties they face in identifying and producing perfectness by form and function

To the best knowledge of the researcher, no remedial work has yet been carried out to investigate this area. Consequently , this task is the concern of the present study .

1.2 Aims of the study

This study aims at :

- 1- investigating the difficulties faced by Iraqi EFL college students to identify and produce perfectness by form and function and finding out areas of difficulty in this respect, and
- 2- suggesting remedial work for the alleviation of these difficulties.

1-3 Hypothesis of the study

It is hypothesized that Iraqi EFL college students fail to master the full use of perfectness by form and function .

1- 4 Limits of the study

The study is limited to :

- 1-first year students of the Department of English, College of Education / AL-Asma'ee, University of Diyala, for the academic year 2007-2008 ,and
- 2-difficulties they face in dealing with perfectenss in their academic curriculum .

1-5 Value of the study

- 1-It is hoped that the findings of this study will be of great importance to the professors who teach grammar at the department of English especially for the first year students.
- 2- It provides knowledge about learning perfectness. Such knowledge may be beneficial in planning prognostic programmers for EFL learners.
- 3-It may enable the teacher of English to find out the reasons behind the students' failure in comprising and making examples about perfectness .
- 4-The remedial work is hoped to be of value to English textbook designers , teachers and students of English .

1-6 Procedures

In carrying out this study , the following procedures are followed :

- 1-selecting a sample of college students to represent the population of the present study,
- 2-setting up elicitation tools employing various techniques that elicit as a full picture of our subjects' interlanguage in this area as possible,
- 3-constructing a test which consists of two basic parts (recognition and production test), each part in turn consists of two sections used to test the hypothesis of the present study,

- 4-conducting a pilot study to investigate the applicability and practicality of the study tool,
- 5-using suitable statistical methods for processing data analysis, and
- 6-suggesting remedial work following the most recent trends in teaching English as a foreign language .

1-7 Definition Of Basic Terms

The following basic terms are defined as they are used in the present study .

1-7-1 First Year College Students

Students who are graduated from the sixth class secondary school, and they are studying in the. Department of English, College of Education, University of Diyala .

1-7-2 English As a Foreign Language (EFL)

AL-Mutawa and Kailani (1989:3) define it as "one which has no internal function in the learner's country . It is learned in order to communicate with native speakers or interlanguage users of the foreign language". English is not used as an official language in Iraq . It is taught as one of the subjects included in the schooling programme .

1-7-3 Performance

Fromkin and Rodman (1998:532) define it as "The use of linguistic competence in the production and comprehension of language ". While Cook(2003:130) defines it as "Chomsky's term for actual language behavior as distinct from the knowledge that underlies it".

1-7-4 Perfectness

Perfect forms are those made with 'have/had' + past participle or 'have/had been' + the '- ing' form of the verb or 'will have' + past participle or 'will have been' + the '-ing' form of the verb , e.g:

(Harmer , 1998:40)

(1-1) I have lived here for six years.

(1-2) He's been jogging .

(1-3) They had just arrived .

(1-4) He hadn't been listening .

(1-5) I will have cleaned the house from top to bottom .

(1-6) I will have been working in the company for 30 years.

1-7-5 Remedial Work

Sesnan (1997:168) defines it as "The work which you have to do with the pupils to 'repair' their language" . Davies and Parse (2000-209) agree with Sesnan in defining remedial work

as "work designed to help learners overcome gaps and errors in their English , especially fossilized errors " . Nevertheless , we must remember the warning about working on the roof before the walls are ready . So , if we find that some parts of the language are not well learned , we will have to spend time on those parts . In other words , the test may show that it is all right to continue with the syllabus planned , or it may show you that you need to repeat some parts of the teaching that is , to do remedial teaching.

CHAPTER TWO

Theoretical Background

And Previous Studies

2.0 Introduction

This chapter concentrates on surveying perfectness and exploring its scope in English. It also touches upon the form, uses, and comparisons between perfect forms from the stand points of different linguistic schools. Beforehand, we need to know what is meant by the word 'Tense'. The English word 'Tense' is derived from the Latin word 'tempus', which means the time in English (Lyons, 1979:304). It is a form of a verb that shows whether something happens in the past, present, or future. Tense is a grammatical characteristic of most languages. According to Jespersen (1931:1) tense is "the linguistic expression of time – reference".

Declerck (1991:397), in the same vein, points out that "tense is the grammaticalization of the part played by the verb in the way situations are located in time." Strang (1967:126) offers somewhat similar definition when she defines tense as "any of the forms in the conjugation of a verb which serve to indicate the different times at which the action is viewed as happening or existing".

Crystal (1988:76) has also contributed to the definition of tense as "the way the verb changes its ending to express its

meaning" AL- Hamash (1976:213) states that "English has four main tenses, namely present ,past, future and conditional . Each of these tenses can be divided into four sub-tenses: simple , continuous ,perfect,and perfect continuous".

Undoubtedly ,we need also to know what is meant by perfectness. Perfectness is a verb change in form to show the time of an action or idea expressed .It is formed with has / have / had and the past participle to describe the tense of the verb. The time expressed by a verb (past ,present, future) is its tense . There are six forms of perfectness: present perfect , present perfect continuous, past perfect, past perfect continuous, future perfect, and future perfect continuous.

2.1 Perfectness (Perfect Tense)

2.1.1 Present Perfect Tense

(A) Statement

We form the present perfect with have / has+the past Participle. The past participle often ends in –ed like (**opened, decided walked**, etc.) but many important verbs are irregular like (**lost ,written , done** ,etc.),for example :

(2.1) I've lost my passport (=I can't find my passport now).

(B) Negative.

The negative is formed by adding not to the auxiliary,for example:

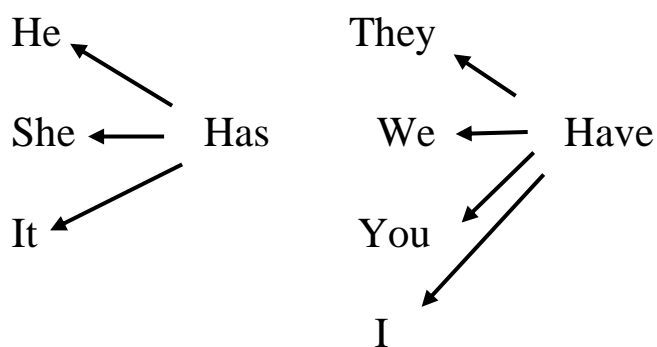
(2.2) I have not lost my passport (=still with me).

(C) Question/Interrogative

The Interrogative is formed by inverting the auxiliary and subject ,for example:

(2.3) Have you lost my passport ?

(D) Singular and Plural



For example:

(2.4) She has cleaned the window .(Singular)

(2.5) We have cleaned the window .(Plural).

Uses

(A) The simple present perfect connects the past and the present. We use it especially for finished actions that are important now ; they have results now ,e.g:

(2.6)I can't walk –I've hurt my leg.(results now)

(2.7) Look-he hasn't drunk his tea .(results now)

Hewings (1998:8) states that in news and reports, we often read or hear events introduced with the present perfect, and then the past simple is used to give the details, e.g:

(2.8) The film star Jim Cooper has died of cancer. He was 68 and lived in Texas.

(B) We use 'just' with present perfect to say that something has happened very recently, e.g:

(2.9) Andy has just found a flat!

'Just' must be placed between the auxiliary and the main verb.

(C) We can use the present perfect to talk about finished actions.

It often depends on the kind of time expression that is used. Swan and Walter (1997:154) state that "we normally use the present perfect with expressions which refer to 'any time up to now', like: **ever, never, before, recently, often, already, yet, etc.**" for example:

(2.10) Have you seen Rob recently?

(2.11) You've been here before, haven't you?

(D) Use present perfect with 'gone to' and 'been to' for example:

(2.12) Ann is on holiday. She has gone to Italy. (=She is there now or she is on her way there).

(2.13) Tom is back in England now. He has been to Italy (=He was there but now he has come back).

The present perfect gains its importance because it is the only form that relates past to present . Unlike the past perfect which relates a past state to a situation prior to it, the future perfect also relates a future state to a situation prior to it e.g.:

(2.14) The nurse has worked at the Welsh Mountain Clinic for two years .(=The working began in the past and continues to the present. (Kirszner and Mandell , 2003:399)

(E)The present perfect tense is used for an action just concluded when the resulting state is still present,e.g:

(2.15) He has unlocked the door ; There is nothing to prevent you from going out.

We can use both the present perfect and the past simple to talk about states. We use the present perfect to talk about a state that existed in the past and still exists now, and we use the past simple if the state no longer exists , Compare:

(2.16) I **have known** him most of my working life. (=I am still working), and

(2.17) I **knew** him when we were both working in Rome .(=The state no longer exists) (Hewings,1998:8).

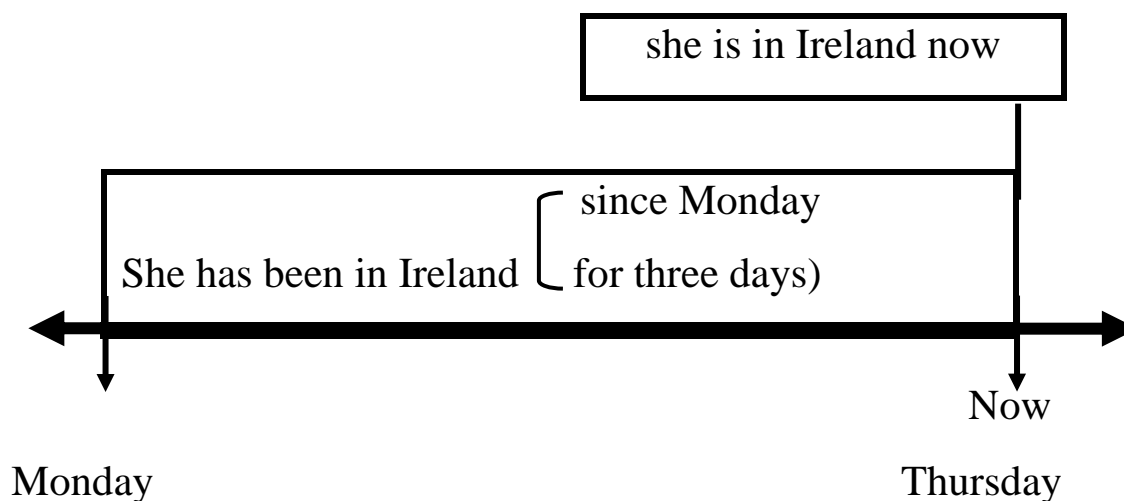


Figure (1)

Since and For In The Present Perfect Tense

We use (since) and (for) to talk about a period that started at some point in the past and continues until the present time and also to say how long.

(Swan and Walter,1997:162;Murphy,2002:44)



Figure(2)

An event continues

from the past to the present .

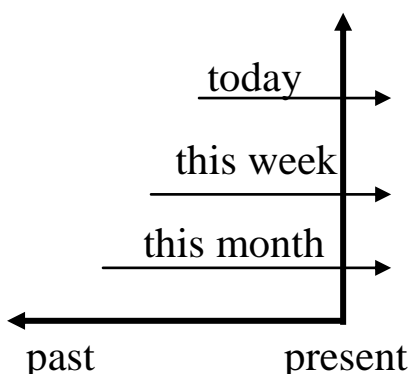
(2.18) I have never smoked

We use the present perfect to say that you have never done something during a period of time which continues up to the present time.

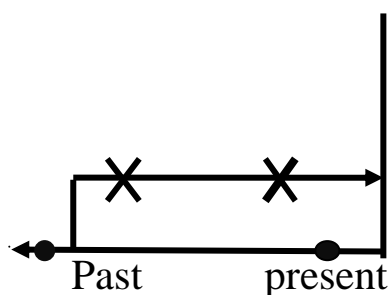
(2.19) I've smoked ten cigarettes

today (Perhaps I'll smoke more
before today finished)

We use the present perfect with this morning/ this evening/ today/this week /this term/etc. when these periods are not Finished at the time of speaking.

**Figure(3)****Periods With The Present**

Perfect tense.

**Figure(4)**

**The Reprtiton of an
Activity in the
Present Perfect.**

(2.20) We have met many people
since we came here in January

The present perfect also expresses the repetition of an activity before now. The exact time of each repetition is not important.

2.1.2 The Past Perfect Tense.**Form**

(A) Statement / Affirmative .

We form the past perfect with had + the past participle,e.g:

(2.21) When I arrived at the party, Tom had already gone home.

(B) Negative.

The negative is formed by adding not to the auxiliary :e.g:

(2.22) When I arrived at the party ,Tom hadn't already gone home.

(C) Interrogative

Had + (I,he,she,it,we,you,they)+past participle.

(D) Singular and Plural

We use had for both singular and plural,e.g:

(2.23) When I arrived at the party ,Tom had already gone.(Singular)

(2.24) When I arrived at the party ,they had already gone.
(Plural)

Uses

(A) We use the past perfect to talk about past situation or activity that took place before another past situation or activity ,or before a particular time in the past ,e.g:

(2.25) As Mary shook Mr. Morgan's hand she realized she had seen him before .

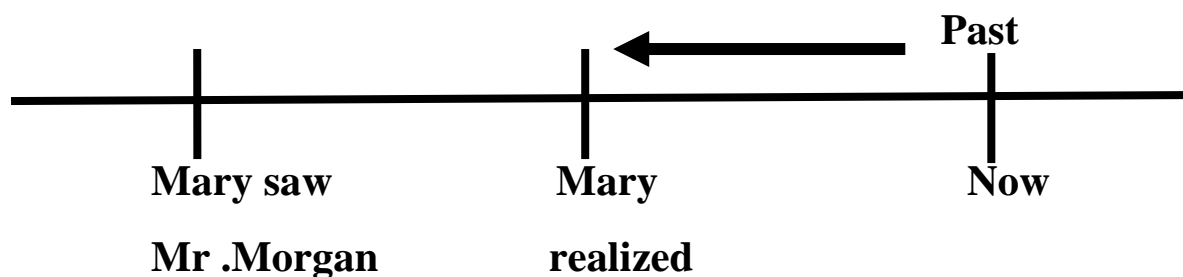


Figure (5)

Consequences Of Events in the Past Perfect

In other words ,we use the past perfect tense to show that an action occurred before another past action ,e.g:

(2.26) Chief Sitting Bull had fought many battles before he defeated General Custer.

This sentence identifies two actions that happens in the past-the fighting done by Sitting Bull, and his defeat of Custer. The verb in the first part of the sentence (had fought)in the past perfect tenes. The verb in the second part of the sentence (defeated) is in the past tense. The use of the past perfect tense indicates that Sitting Bull's battles took place before he defeated Custer. (Kirszner and Mandell;2003:401)

(B) We use the past simple rather than the past perfect, when we simply talk about a single activity or event in the past, e.g:

(2.27) I handed the letter to him.

Notice the difference in meaning of these sentences with the past perfect and past simple ,e.g:

(2.28) When he stopped laughing ,everyone left. (=they left after he stopped laughing).

(2.29) When he stopped laughing, everyone had left. (= They left before he stopped laughing).

(C) We use the past perfect when we say what we wanted or hoped (etc.) to do, but didn't ,e.g:

(2.30) I had wanted to visit the gallery before I left Florence, but its closed on Sundays. (Hewings;1998:18)

(D) We can use the past perfect tense to show more than one event in the past – that is,when two or more things happened in the past but at different times .For that, It is difficult for most students, especially for non – native speakers ,e.g:

(2.31) Ann had waited for an hour when she gave up on him. (waiting came first ,giving up came second. both actions are in the past).

The past perfect tense is useful because we write most of our essays in the past tense ,and we often need to get further back into the past (Biays and Wershoven;2004:498).

2.1.3 The Future Perfect Tense

Form

(A) Statement / Affirmative

It is formed by using the auxiliary **shall** or **will** and the auxiliary **have** followed by the past participle of the verb ,e.g:

(2.32) I shall have finished this sum before the teacher opens that door.

(B) Negative

I , we , you , she , it , they, he }+ shan't (shall not)
won't (will not) } have + past
participle (p.p),e.g:

(2.33) I shan't have finished this sum before the teacher opens that door .

(c) Question /Interrogative

The interrogative is formed by inverting the auxiliary and the subject ,e.g:

(2.34) Shall I have finished this sum before our teacher goes home?

(2.35) Will you have read that book before I leave you?

(D) Singular and Plural

We use 'will/ shall have' for both singular and plural,e.g:

(2.36) He will have finished this sum before the teacher opens that door.(singular).

(2.37) They will have finished this sum before the teacher opens that door.(plural).

Uses

(A) The future perfect is used to describe the completion of an action in the future ,e.g:

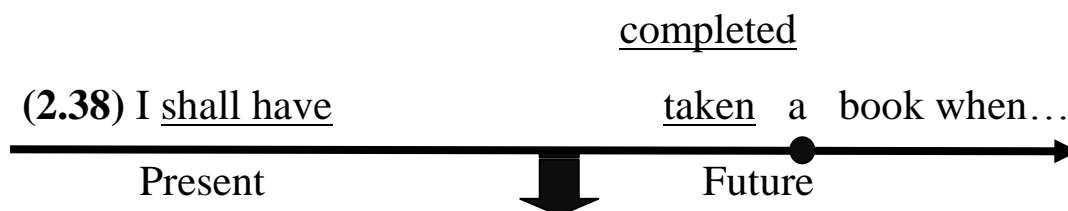


Figure (6)

Completion of an Activity in The Future Perfect

(Sandle and Stott;1981:123)

(B) The Future perfect tense never stands a lone . It is always used in one sentence of a pair .It is like the second use of the simple future .The other sentence in the pair has its verb in the simple present tense,e.g:

(2.39) I shall find the answer when I go home .

(2.40) I shall have found the answer when I go home.

(French,1949:196)

2.1.4 The Present Perfect Continuous Tense

Form

(A) Statement / Positive

This tense is formed by the present perfect of the verb 'be' and the present participle .

Subject + have+ been +(v.+ing).

(B) Negative

Subject + have not+ been+(v.+ing).

(C) Interrogative

Have + subject+been + (v.+ing)...?

(D) Singular and Plural

I/ We/ They/ You+have (=I've , etc)
 He / She / It + has (= He's , etc) } been doing

(Thomson and Martinet,1985:172)

Uses

(A) We use the present perfect continuous when we talk about an action which began in the past and has recently stopped or just stopped ,e.g:

(2.41) It has been raining .

(B) We also use the present perfect continuous to ask or say how long something has been happening. The time ,action or situation began in the past and is still happening or has just stopped, e.g:

(2.42) It has been raining for two hours .(= It is raining now.It began to rain two hours ago and it is still raining).

(C) We can also use the present perfect continuous with (how long ,for and since) for actions repeated over a period of time, e.g:

(2.43) She has been playing tennis since she was eight.

(2.44) How long have you been waiting for me ?

(D) The present perfect continuous refers to a recent situation or activity and focuses on its present results,e.g:

(2.45) Look ! It's been snowing.

(Murphy ,1985: 32;Roberts,1986:120; Hewings,1998:14)

2.1.4.1 Comparison of the Present Perfect Simple and Continuous

(A) We use both the present perfect simple and continuous to talk about something that started in the past and affects the situation that exists now .The difference is that the present perfect continuous focuses on the activity or event which may or may not be finished. The present perfect, however, focuses on the effect of the activity or event ,or the fact that something has been achieved, Compare:

(2.46) I've been following their discussions with great interest.

(=emphasises the activity, that is, he is following their discussions)

(2.47) I've followed their discussions with great interest.
 (=emphasises the result , I may now react to what was said or decided).

(B) We use the present perfect rather than the present perfect continuous when we talk about long lasting or permanent situations ,or when we want to emphasise that we are talking about the whole of a period of time until the present, e.g:

(2.48) I have always admired Chester's work.

(C) When we want to emphasize that a situation has changed over a period of time up to now and may continue to change, we prefer the present perfect continuous to the present perfect, e.g:

(2.49) Sales have been increasing for sometime.

However ,if we talk about a specific change over a period of time which ends now ,particularly to focus on the result of this change, we use the present perfect ,e.g:

(2.50) Prices have decreased by 7% .(in a period up to now)

(D) (2.51) Ann's clothes are covered in paint. She has been painting the ceiling .(=present perfect continuous).

In this example ,we are interested in the action .It does not matter whether something has been finished or not .In the example ,the action has not been finished.

(2.52) The ceiling was white .Now it's blue. She has painted the ceiling (present perfect simple).

In this example, the important thing is that something has been finished .We are interested in the result of the action , not in the action itself (Murphy, 1985: 34).

(E) We use the simple (I have done) for situations that exist for a long time (especially if we say always). Note that the situation still exists now ,e.g:

(2.53) My father has always worked hard (not, has always been working).

We use the continuous for situations over a short time , compare:

(2.54) John has been living in London since January.(=short time)

(2.55) John has always lived in London (=long time 'all his life')

(F) Some verbs (for example : be , have, know) are not normally used in the continuous.

(2.56) Tom and I have known each other since we were at school .

(2.57) Tom has had a cold for the past week. (not 'has been having').

(Thomson and Martinet ,1985:173-4; Hewings,1998:16)

2.1.5 The Past Perfect Continuous Tense

Form

(A) Statement/ Positive

This tense is formed with 'had been + the present participle of the verb.

subject+had been + present participle (v.+ing)

(B) Negative

Subject +had not been +(v.+ing)

(C) Question /Interrogative

Had + subject + been +(v.+ing)...?

(D) Singular and Plural

He,She,It	}	had been +(v.+ing)
I, They ,We, You		

(Shepherd et al. ,1984: 85-86)

Uses

(A) We use the past perfect cotinuous when we talk about a situation or activity that happened over a period up to a particular past time ,or until shortly before it.

(2.58) It has been raining.

It wasn't raining when I looked out of the window ; the sun was shining .But it had been raining .That's why the ground was wet (Murphy, 1985 :32).

(B) We can use the past perfect continuous to say how long something had been happening before something else happened, e.g:

(2.59) John had been smoking for 30 years when he finally gave it up.

Compare the past perfect continuous(I had been doing) and the past continuous(I was doing), e.g:

(2.60) When I looked out of the window, it had been raining (= It wasn't raining when I looked out ,it had stopped)

(2.61) When I looked out of the window ,it was raining (=Rain was falling at the time I looked out)(Praniskas,1975: 198-9)

2.1.5.1 Comparison of The Past Perfect Simple and Continuous

(A) We use the past perfect continuous when we talk about the continuity or duration of a situation or activity , and the past perfect to talk about the completion of a situation or activity or its effects. Sometimes the difference between them is simply on the emphasis, e.g;

(2.62) I'd been working hard ,so I felt that I deserved a holiday .

(emphasises the activity)

(2.63) I had worked hard, and the report was now finished.

(emphasises the result)

(B) If we talk a bout how long something went on up to a particular past time, we prefer the past perfect continuous.

But, if we talk about how many times something happened in a period up to a particular past time , we use the past perfect simple, e.g:

(2.64) They had been travelling for a bout 36 hours .(Rather than, They had travlled...)

(2.65) We had been looking at the painting for about ten minutes before we realised who the artist was .(Rather than, We had looked...)

(C) Some verbs that describe states are not often used with the continuous tense, and we use the past perfect with these verbs even when we are talking about how long something went on up to a particular past time, e.g:

(2.66) I had always believed that it would be easy to get a job.
(not 'I had always been believing...')

(2.67) We had owned the car for 6 months before we discovered it was stolen .(not ' we had been owning...')

(French,1949:192-3 Praninskas,1975:198-9)

2.1.6 The Future Perfect Continuous Tense

Form

(A) statement/ affirmative

This tense is formed by using the auxiliaries shall / will+have been which followed by the – ing form of the verb .

I,You,We,They }
He , She , It } + will have been playing

(B) Negative

Subject + $\left. \begin{array}{l} \text{won't +(will not)} \\ \text{shan't+(shall not)} \end{array} \right\} + \text{have been playing}$

(C) Interrogative

The interrogative is formed by placing the first auxiliary before the subject, e.g:

(2.68) Shall I have been playing ?

(D) Singular and Plural

We use will /shall have for both singular and plural ,e.g;

(2.69) He will have been running .(singular)

(2.70) They will have been running .(plural)

(AL-Hamash and Abdulla,1976;234)

Uses

(A) We use the future perfect continuous to say how long something will have continued by a certain time ,e.g;

(2.71) Next Christmas, I'll have been teaching for twenty years.

(B) With the future perfect continuous we usually mention both the particular point in the future ("On Saturday ... " "Next year ...")and the period of time until this point ("....for a year " "....for 20 years "), e.g:

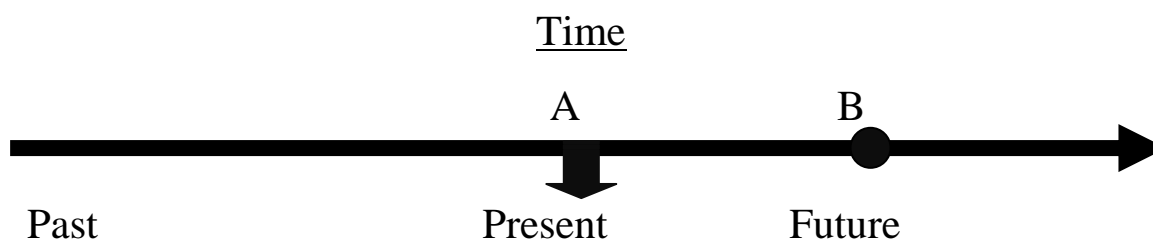
(2.72) On Saturday ,we will have been living in this house for a year .

(Swan and Walter ,1997:139;Hewings ,1998:30)

2.1.6.1 Comparison of The Future Perfect Simple and Continuous

(A) The future perfect simple is used to describe the completion of an action in the future ,e.g:

(2.73) Markham will have increased its market share to over 28% by the end of the year.



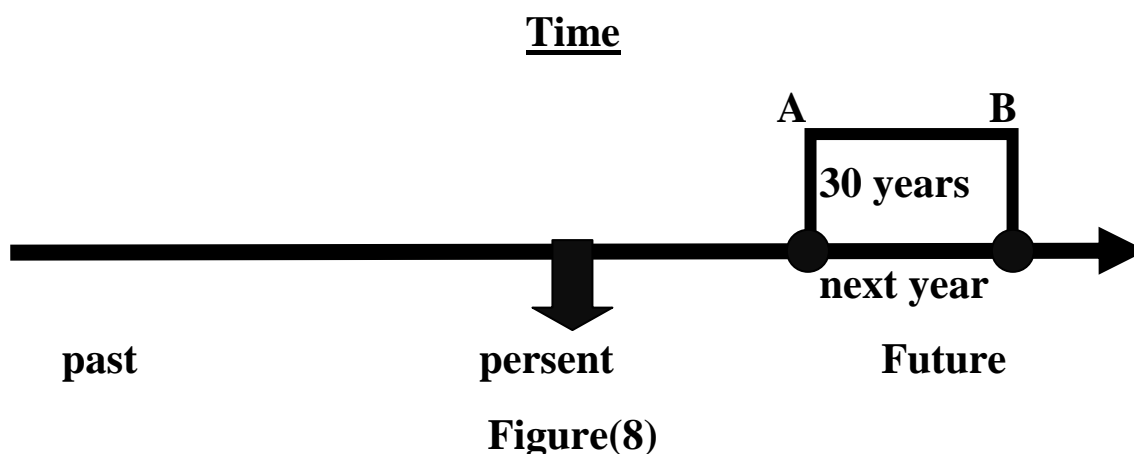
figure(7)

Consequences Of Events In The Future Perfect

In this figure, Markham's increase can be represented by the symbol A. Symbol B can be represented by expression 'by the end of the year'. (Sandler and Stott ,1981:123)

While we use the future perfect continuous to say "how long" something has been going on by a particular point in the future, e.g:

(2.74) Next year ,I will have been working in the company for 30 years.



Consequences of Events In The Future Perfect Continuous

In this figure, next year represented by the symbol B. Symbol B can stand for the expression "by the end of the 30 years" while symbol A can stand for "the time of speaking".

(B) We do not usually use the future perfect continuous with verbs describing states ,e.g:

(2.75) Next month ,I will have known Derek for 20 years (not "....will have been knowing ...")

2.2 Have

Since perfect verbs are those made with have / had +p.p or have/had been +ing ,etc. and since 'have 'is the basis of perfectness ,we need to give it a special attention .In order to give this special insight, we will study it from the semantic view.

2.2.1 The Semantics of 'Have'

The verb 'have' extends over a wide semantic domain. So wide is its range that in comparison with other verbs conveying the same meaning 'have' in most cases, appears more generalised, broader and less specific .Compare the meaning of own ,possess and have ,for instance. So flexible is in meaning that the same sentence containing the word 'have' can mean two different things in two different contexts, e.g:

(2.76) I have a car.

Does this mean: (1) 'I own a car',or (2)' my car is right outside '? It is clear that the verb 'own' should not be substituted here as the following would not be appropriate:

(2.77) Do you need a ride ?

- No thank you I own a car .

This is because 'own' has a built in non – progressive AUX which can not take the fact of the car actually waiting outside. In

'have' on the other hand, AUX element can be either progressive or non- progressive .This has to be determined according to the context, for it is not formally distinguished . Also, the use of the verb 'have' can leave the situation delightfully vague, that it can be variously interpreted.

However, we need to categorise the most important meanings associated with 'have' which can be summarized into:

2.2.1.1 Possession

Here the object is physically separable from the subject, e.g:

(2.78) I have a car .

In contrast the verb own implies legal owner-ship of the object ,and the owner has to be human 'possess' implies that the possessed object is psychologically nearer than in 'own' the adjective possessive helps to confirm this feeling. As Lukmani (1963: 255) states that "Have does not necessarily imply ownership : it could assert temporary or borrowed possession ".

2.2.1.2 A Part-Whole Relationship

Here the object is a part of the subject,e.g:

(2.79) This paper has a number of appendices .

A part –whole relationship is asserted by the use of 'have' here, in which the items are physically attached to each other. However, they may be different in nature.

'Have' in this sense can take the cases of time , location and perfect aspect ,but can not take the progressive, passive and imperative.

2.2.1.3 Intellectual grasp

The object here is abstract (intellectual only) and is an ability possessed by the subject. In that sense it is inseparable from the subject ,e.g:

(2.80) He has neither philosophy nor physics .

The use of "have" seems rather archaic, and seems to be used at present . Note ,for example that "He has no philosophy" could mean that 'he has no philosophy of existence' which is different from having no intellectual grasp over the field . Also, it can not take the perfect ,the progressive or the passive.

2.2.1.4 Marked or Distinguished By

Here, the object is inseparable from the subject as it is one of its characteristics. It is true that characteristics can gradually diminish or wear out,(e.g:The silky texture of the cloth may become rough), for example:

(2.81) The colth has a silky texture .

It can occasionally take the perfect aspect as in :

(2.82) It is obvious that cloth has had a silky texture in the past.

2.2.1.5 Be Victim to a Disease ,Injury and Pain

(2.83) He has a cold .

'Have' meaning 'to suffer from a disease' refers to a condition existing for a certain period of time and not to a sudden action . Attacks of a disease, e.g," He had an attack of asthma/ heart attack" are considered as different from the disease itself namely, asthma/heart trouble. This requires a patient and result (e.g,a cold)and can take the cases of location, time and source. No progressive, passive or reflexive is possible, but the perfect can occur ."To suffer from" in the context of "I'm suffering from a cold" ,means the same as have ,except that it is more formal in style.

2.2.1.6 Relation Between Individuals, Between Individuals and Groups

(2.84) I have two brothers .

(2.85) Marie has a kind boss .

Relations of kinships, of equality or hierarchy in social relationships are generally expressed in this particular use of have.

Two associates (non-agentive) are necessary ,while time, location and source cases are possible. It can not take the passive, reflexive , progressive or imperative ,but the perfect can occur.

2.2.1.7 Be Attended By or Associated With

(2.86) She has many admirers because she's so lovely.

Relations of a tangential nature ,or at any rate of lesser importance than those in (2.2.1.6) above, are established. Two associates which may not be agentive are necessary ,while cause, time ,and location are optional cases .It can take the perfect ,but not the progressive, passive, reflexive or imperative.

2.2.1.8 Allow or Not Allow to Do or Be

(2.87) He will not have her in the house .

It is traced from being permitted to do something that is not necessarily one's right.In normal usage ,the word "allow" implies a decision which gives or denies permission for doing something .While ,the 'have' of permission normally implies a more general condition than a specific act of decision.

2.2.1.9 To Mean 'Eat, Drink and Smoke'

Here, "have" is used in the sense of eat ,drink ,and smoke with the agent as consumer and patient as consumable item. The cases of location ,time and manner are optional.It can take the progressive, perfect and imperative,but can not take the passive or reflexive ,e.g:

(2.88) He is having his soup (this unambiguously refers to eating).

(2.89) He has some soup (could mean possession as well as the act of eating – some more context is necessary in order to classify it properly).

2.2.1.10 To Mean Receive

Non-animate (non-human) concrete and abstract objects are possible, e.g:

(2.90) He had a message from her.

(2.91) She had many presents from him.

This use of have requires a source. Without this, it becomes purely a possession of information, news, etc., as in:

(2.92) She had many presents to dispose of (= she possessed many items to be used as present ...)

No passivization is possible; also no imperative and no progressive, but the perfect form can occur.

2.2.1.11 To Mean ' Produce, Bear and Beget'

The subject initiates the action to create an object which is a separable being artifact or result, e.g:

(2.93) She will have a child soon.

Experiencer / Agent and result are necessary cases ; time, location , manner and sometimes source , are optional. No passivization, but the progressive and perfect are possible. The addition of got would change the meaning, hence it is not possible.

2.2.1.12 To Mean 'Execute, Take and Engage'

The subject is involved in the action or experience which is not clearly separable from itself, like 'a punch ', 'a look' 'a think' e.g:

(2.94) He had a punch at the assailant before he escaped.

(2.95) He had a look at the place.

(2.96) He had a think.

It can take the perfect and reflexive but not the progressive or passive. It can take the imperative form, and 'do' and the modals, but not ' get'.

2.2.1.13 Occur In The Body

The subject is animate (human), but the action that is set off (i.e, the object) is not necessarily initiated by it. The action takes place with the subject, e.g:

(2.97) He had a sudden heart attack.

(2.98) We got the news that he had had a stroke that very night.

The passive and the progressive are not possible, though the perfect can occur. The reflexive can occur but not 'got'

2.2.1.14 Occupy A Position

The subject is animate (human) and active. The object is a concrete activity which may be positive or neutral, e.g:

(2.99) At least she had a part in a play.

(2.100) He had a job cleaning windows.

No progressive, passive or reflexive is possible, but the perfect aspect and imperative form can be used.

2.2.1.15 Feel Compelled To Do Something Oneself

(2.101) I have to finish this paper by noon tomorrow.

(2.102) He just had to leave early.

The subject as agent is an agent- patient, so-called because he is moved not solely by his own will. The cases of agent-patient and goal are necessary, while time, location, instrument, purpose, manner, cause are optional. The perfect is possible, also the reflexive, passive and got, but not the progressive or the imperative. Further, have is normally followed by a non-finite construction.

2.3 Previous Studies

Many studies have been carried out within the area of ETs. Tense, in particular, has received the focus and interest of many grammarians and linguists. The majority of these studies touch up the difficulty in acquisition of tenses, which perfectness is one of them.

The purpose behind that is to offer a broad overview which allows a comparison between the findings of this study and those of similar ones.

2.3.1 Al-Attabi (2006)

This study aimed at investigating the hierarchy of the difficulties faced by students in the acquisition of English tenses.

To achieve the purpose of the study, Al-Attabi presented a detailed analysis and description of English tenses and providing it with a contrastive analysis for each tense. His study dealt with the hierarchy of difficulty in general and that of Prator's in particular.

Also, he has made a contrastive analysis to the ETs and the Arabic Tenses (ATs) for building up his hierarchy of difficulty. Al-Attabi then rearranges these tenses given in the textbook by making use of the six levels of hierarchy of Prator. These six levels will be adopted in teaching ETs to the experimental group (EG) than the control group (CG).

Al-Attabi hypothesised that there is no significant difference in the achievement of the EG (Experimental Group), who have been taught ETs according to the hierarchy of difficulty stated by Prator and that of CG (Control Group), who have been taught according to the method in the syllabus taught to first year college students.

To test this hypothesis, the researcher selected a sample which is limited to first year students of the college of

Education, Wassit University, Department of English. The following main findings and conclusions were formulated:

- 1- The rate of difficulty seems to be highest with the perfect form, less with progressive forms and least with simple form.
- 2- The teaching process needs to be continuous and the syllabus well organized so as to ensure continuous exposure of the different linguistic aspects being taught.
- 3- Language learners are selective in their learning of the structures of English.
- 4- The hierarchy of difficulty is more effective than the instruction of English tenses and than the textbook hierarchy, since it presents those tenses in a way that is easy to understand and gradual in its difficulty.

2.3.2 Al-Dehaima (2003)

This study aimed at identifying the hierarchy of acquisition of Iraqi learners of English as a foreign language, if any, in relation to tense and aspect. And investigating whether the hierarchy identified is a universal one or not.

Al- Dehaima hypothesized that Iraqi learner's hierarchy of acquisition does not depend on the target language data. He also hypothesized that, Iraqi learners of English as a foreign language hierarchy is similar to that identified in English

language learners of different linguistic backgrounds, i.e., universal.

The sample of this study was selected from Iraqi learners of English as a foreign language, fourth preparatory up to the fourth year of college. The total number was (677) college students and (1160) pupils at the preparatory stage, during the academic year 2001-2002.

To test the hypotheses, the researcher designed a diagnostic test, comprising of 28 items. The technique used to measure the intuitional or implicit knowledge was the True-False and correct false item. The textual or explicit knowledge is tested through using 'Do as required' technique.

The results indicated a highly significant difference. Also, they showed that "Iraqi learners of English as a foreign language" hierarchy is similar to that identified in English language learners of different linguistic background i.e., Universal.

2.3.3 Al-Dulaimy (1989)

This study aimed at identifying Iraqi secondary school pupils' errors in the verb tense in English and comparing errors of boys to those of girls, both quantatively and qualitatively.

To achieve the above aim, Al-Dulaimy designed a test of four questions, this test administered to a sample of 300 students chosen randomly from six schools.

The findings of this study showed that the future perfect and future continuous occupied the highest rank of difficulty. The least in difficulty is the simple past and the second is the simple present. However, on the basis of difficulty the eleven tenses take this order:

- 1- Future perfect and future continuous
- 2- Past perfect continuous
- 3- Present perfect continuous
- 4- Present perfect
- 5- Past continuous
- 6- Past perfect
- 7- Present continuous
- 8- Simple future
- 9- Simple present
- 10- Simple past

2.3.4 Al-Heeti (1997)

The purpose of this study was an attempt to investigate Iraqi students' avoidance of the perfect aspect and their ability to recognize and produce the forms and functions of the present perfect, present perfect progressive, past perfect and past perfect progressive in different contexts. The study also attempted to determine whether the hierarchy of difficulty for the perfect aspect in his study would correspond to those identified in previous studies and whether there would be statistically

significant differences in the students' achievement in relation to the following variable: the distinction between the present perfect and simple past and that between the present perfect and present perfect progressive.

Two major tests were constructed. The first was a composition test and the second consisted of a recognition and a production test. The tests were administered to 120 students at the College of Education, College of Languages and College of Arts, University of Baghdad.

The findings of this study showed that the recognition and production level of the hierarchies of difficulty for the perfect aspect in this study did not correspond to those identified in previous studies whose subject are Iraqi Arabic-speaking learners in different stages of development. And Iraqi learners of English as a foreign language did not avoid the present perfect and the past perfect, since no apparent strategy of avoidance was manifested in their use of these structures.

2.3.5 Al-Khafaji (1972)

The aim of this study was defining the sources of potential difficulty for Arab learners of English.

To achieve the purpose of the study, Al-Khafaji presented a detailed analysis and a description of temporal adverbials in

the tense systems of English and Arabic both in deep and surface structures.

Three tests were conducted and given to English native speakers from among students of **Glassgow University**, and two tests to Arabic native speakers from **Basrah University** and **Beirut College for women in Lebanon**.

According to the responses of his students, Al-Khafaji formulated an inventory of functions (systematic and non-systematic) of verbal forms for each language.

Al-Khafaji concluded that, there is a detailed inventory and a general one of learning problems; the first comprises eighty-nine learning problems, and the second twenty.

Those problems are interference ones, both positive and negative. He points out that "no systematic attempt is made to grade the hierarchy of difficulty of those problems" and "no teaching materials have been suggested in the present study to remedy the errors" (p.896)

However, Al-Khafaji also stated that his contrastive analysis has revealed specific differences in the tenses system of English and Arabic against a broad background of similarity.

2.3.6 Fayadh (1978)

This study aimed at suggesting teaching techniques which enable pupils to produce the correct present tense. The researcher hypothesised that Iraqi secondary school pupils commit different types of errors in the formation and use of the following four present tenses: present simple, present progressive, present perfect and present perfect progressive.

The findings indicated a verification of the researcher's hypothesis since only 14% of the pupils succeeded in passing the test, which means that Iraqi secondary schools pupils were unable to recognize or produce the correct present tenses. The researcher also identified a descending hierarchy of difficulty for the four present tenses arranged according to their percentage of incorrect answers, as follows:

- | | |
|---------------------------|---------------------------------------|
| A. present simple | B. present progressive |
| C. present perfect | D. present perfect progressive |

He deduced, on the basis of the above hierarchy, that Iraqi secondary school students were more familiar with the present simple and present progressive than with the present perfect and present perfect progressive.

2. 3.7 Kharma (1983)

The core of this study was a theoretical contrastive analysis of the English and Arabic verb-systems, and prediction

of the errors the students liable to commit by virtue of the outcome of the theoretical analysis. This assumption resulted, according to the author, in some very valuable contrastive analyses such as the University of Chicago's "Contrastive Structure Series" (edited by Charles Ferguson) which set up a hierarchy of difficulty as the basis for predicting errors due to differences between each pair of languages.

In order to obtain the empirical evidence required, a special test was constructed, which tried to test those forms and uses that the students in the secondary schools of Kuwait are acquainted with. The test was originally made up of one class from each of twelve secondary schools, total (1084) student (488) boys and (596) girls. The sample was randomly chosen and constituted almost equal numbers of Arts and science students.

The results of this study showed that the overall average achievement is (45.15%) on the whole test. It also gives the following average achievement on each of the six sections, arranged in descending order:

Section I (The simple present) = 58.2%

Section VI (The progressive) = 51.2%

Section III (The present perfect) = 49.0%

Section IV (The past perfect) = 46.0%

Section V (The future perfect) = 38.8%

Section II (The simple past) = 33.0%

When these were grouped under the three major verb-tense forms, we got the following picture:

Section I and II (The simple forms) = 40.4%

Section III, IV, and V (The perfect forms) = 46.8%

Section VI (The progressive forms) = 51.2%

However, the following main findings and conclusions were formulated:

- 1- The rate of difficulty seems to be highest with the simple forms, less with the perfect forms and least with the progressive.
- 2- In the field of the have- en forms, the least common form, i.e. the future, seems to have caused the greatest difficulty (average to score: 38,8%) whereas the other two seemed to present almost the same rate of difficulty (average scores: 49% and 46%).
- 3- Finally, although the be- ing form should theoretically create several problems to Arabic- Speaking students, in fact the existence of the "Arabic: اسم الفاعل" (which can be employed to cover much of the area of this form) alleviates the difficulty considerably.

2.3.8 Kharma and Hajjaj (1989)

The study aimed at providing some insights into the types of problems Arab learners usually face and continue to face in studying English as a foreign language. It addressed itself mainly to those who will be or who are already engaged in teaching English to Arab students. But it is also useful to various people involved in English language teaching (ELT): syllabus designers, curriculum planners, teacher trainers, materials developers and teachers of linguistics, English or translation. In this sense, this study does not occur within the field of methodology, but it is important for those interested in methodology, such as teacher trainees and TEFL/ TESL postgraduate students.

The scope of this study was guided by the authors' experience in teaching English to Arab students, from absolute beginners to University students of Kuwait, and in supervising teachers of English and teachers training over a long period of time. Guided also by the authors' knowledge of the state of the art and by the available literature (books, articles, dissertations, theses of Arab and non- Arab researchers, etc.).

Kharma and Hajjaj (Teachers of the University of Kuwait) made a contrastive analysis of the use of verb forms in English and Arabic, of which perfectness is one of them. However the following main findings and conclusions were formulated:

- 1- It seems quite clear that English syntax constitutes a major area of difficulty for Arab learners. In particular, the most troublesome aspects of English Syntax seem to be the prepositions, the articles/ determiners, the verb- systems, and the relative clauses. These areas deserve more extensive treatment and attention from the teacher.
- 2- Of the two simple forms in English, the simple present form seems to create far less difficulty than the simple past.
- 3- A vast amount of literature has been written on how to teach the various aspects of English syntax. This was also applied to the overall approach advocated for teaching a foreign language skills.

2.3.9 Majeed (2003)

This study aimed at a formal description of Tense, Aspect and Modality in Science Fiction Novels.

It showed in a systematic way, the frequency of occurrence of the various forms of these three syntactic and semantic categories and points out the predominant ones.

To achieve the purpose of the study, Majeed presented a detailed analysis and description of two hundred sentences, which represent the two novels under study; the first hundred sentences were taken from 'The Time Machine' while the second hundred sentences were taken from 'Brave New world'. She

presented her study to the College of Education, Department of English, University of Diyala.

However, the following main findings and conclusions were formulated:

- 1- The frequency of occurrence of the past tense scores the highest degree among all other tense categories, because the events narrated in SF novels are regarded as past events from the view point of the narrator though they are future events from the audience's point of view.
- 2- The perfective aspect is found to be the most predominant one which serves as a background to the events. It has (59) points in frequency.
- 3- The modal auxiliary 'could' is the most frequently used auxiliary; it gives the meaning of ability. 'Would' comes next in frequency and it denotes probability.

2.4 Discussion of previous studies

No doubt that the analysis of previous studies or extracting the main ideas and experience of the authors of the studies would inevitably enrich the present study to a great extent, and can be considered as a starting point for it, especially in the procedures followed. Some of these studies are closely similar in their aims to the present study, since they dealt with the acquisition of perfectness. AL-Heeti (1997) compared the

hierarchy of difficulty for the perfect aspect identified in previous studies. It examines Iraqi students' avoidance of perfect aspect and their ability to recognize and produce its forms and functions in different context.

Fayadh (1978), Kharma (1983) , AL-Dulaimy (1989) , AL-Dehaima (2003) and AL-Attabi (2006) studies tried to examine ,identify and analyze the errors made by the Iraqi learners in the area of ETs .AL-Khafaji's study (1972) dealt with the hierarchy of difficulty based on a contrastive analysis of tense system of English and Arabic. They tried to define the source of potential difficulty for Arab learners of English ,those studies correspond with the present study in this respect.

However, most of the previous studies used achievement tests like Fayadh (1978) , Kharma (1983) AL-Dehaima (2003), and AL-Attabi (2006) studies. AL-Heeti's study (1997) is different from the present one, since it used a recognition and production test. AL-Dulaimy (1989)used a test of forms in separate sentences and prose passage. The students were asked to identify and produce correct tense.

The sample of the previous studies were varied. The majority of the samples are students drawn from different populations. They are college students in AL-Khafaji (1972) , AL-Heeti (1997), AL-Dehaima (2003) and AL-Attabi (2006)

studies. The samples of Fayadh (1978), Kharma(1983) and AL-Dulaimy (1989) studies are secondary students.

Moreover, the number of the previous studies' populations ranges from (22-1837) whereas, the number of the population of the present study is (100) college students from the Department of English in the College of Education / AL-Asma'ee, University of Diyala.

This shows that so many works have been done in this field, which indicates the importance of English tenses, especially the perfect tense from the researchers' point of view in learning English as a foreign language

Chapter Three

Procedures

3.0 Introductory Note

This chapter presents a description of the practical steps followed to achieve the aim of the present study . These steps are related to the selection of the sample and the way of controlling the learning variables . The description is expanded to refer to the development , demonstration and validation of the test with the use of some statistical means for the analysis of the results .

3.1 Elicitation Procedure

Corder (1973:61) defines procedures as "any procedure which causes a learner to make a judgement about the grammatical acceptability of a form or provokes him into generating a linguistic response based upon the grammar of his interlanguage" .

Whereas, Richards and Rodgers (1986: 26) define procedures as "The actual moment-to-moment technique , practices and behaviors that operate in teaching a language according to a particular method" . White (1988:3) defines it as "The description of techniques and practices in the instructional system" .

For the present study , the recognition and production techniques are used . This is faced by Iraqi EFL college students to identify and produce perfectness by form and function and finding out areas of difficulty in this respect .

Nevertheless , any test needs to specify the population from which the sample of the study is to be selected. Validity and reliability of the test are essential steps before its administration. The following sections explain the procedures followed in the collection of the data.

3. 2 Population of The Present Study

Population is a group of people or documents of special features used for collecting data or represented by a sample from this group (AL-Samawi , 2000 :111).

The purpose of defining the research population is to indicate the limits of the research and the extent to which the results will be generalized . Results generalization refers to the applicability of the research findings to that population .

The population of the present study is the first year students of the Department of English at the College of Education , AL-Asma'ee, University of Diyala for the academic year 2007-2008.

The total number of the population is (170) , one hundred students represent the sample of the present study. Forty students were allowed for the pilot study from the College of Education , Ibn Rushd , University of Baghdad .

3 . 3 Sample

AL-Samawi (2000:113) points out that " population may vary in their structures , which requires samples to represent these structures ". The sample of the present study which consists (100) students (both males and females) are randomly chosen from the study population .Thus , the selected sample represents (59%) of the whole population.

Besides another (40) students sat for the pilot test , this choice is made on the promise that these students have studied perfectness from which the data of the test are selected .

Table (1)

Description of the sample and population of the present study

University	College of Education AL-Asma'ee	Number		Percentage	
		Population	Sample		
Diyala	College of Education AL-Asma'ee	Section (A)	170	100	59%
		Section (B)			
		Section (C)			

3 . 4 Construction of the Test

Bachman (1990:20) defines test as "a measurement instrument designed to elicit a specific sample of an individual's behaviour". Sesnan (1997:187)points out that " Tests are assessments conducted in the class by the teacher on a regular or casual basis "

However , tests are normally designed to measure what the learners know of the target language , or , at least , that part they have been studied . This what Davies and Pearse (2000:210) want to say in defining the test as " Exercise or activity used to measure the learners' progress in a course , or their more general command of English ". AL-Samawi (2000:123) defines tests as "Instruments used mainly for measuring performance before and after certain treatments . They can also be used to evaluate the progress of participants in certain programs after certain period of time " .

A test , then , is a measurement instrument designed to elicit a specific sample of an individual's behaviour as it is one type of measurement, a test should quantify characteristics of individuals according to explicit procedures . What distinguishes a test from other types of measurement is that it is designed to obtain a specific sample of behaviour that the test user can interpret as evidence of the abilities which are of interest .

The test of the present study consists of four sections , each section consists of (15) items . The targeted knowledge differs according to each section ; section (1) and (2) are geared to elicit receptive knowledge , whereas , section (3) and (4) are meant to elicit productive knowledge .

As we construct the test item , we must make a point of circling the time allowed for the test . Consider the steps involved in completing the test , and decide how long the

students take for each item . The majority of the test time will go for writing the response , but they will also need to read and undertake the question , plan their response , and revise their finished test . Allocate enough time for each of these steps , and avoid giving anyone of them more time than they afford (Dornan and Dawe, 2004:341).

3 . 4 . 1 The Recognition Tasks

Recognition tasks are used to show the students real thinking ability as well as their real understanding of the concepts under investigation . It is one which is asked in such a way that there is only one predetermined correct answer . This definition rules out any question which requires an answer to be supplied , however short , since judgement is needed in the marking of such answers .It is necessary to emphasize that the only thing that is objective about recognition task or test is its marking , everything else about it involves the taking of subjective judgement , for example , what to include and what to exclude in the option or test (AL-Juboury ; 2000:27).

In the present study , recognition tasks are divided into two sections : task one and task two .

3.4.1.1. Task One :Circling Task

In this task , students asked to circle the appropriate verb tense from the choices in parentheses . In this type of tests , a

number of questions or problematic statements are provided a long with multiple answers to these questions or problems ranging into three answers set as choices . Among choices there is either one correct answer or one best choice for each item and the other choices are either wrong or of secondary relation to the question or the problem .

Task one includes (15) items ; (3) items are present perfect simple , (3) items are present perfect continuous , (3) items are past perfect simple ,(2) items are past perfect continuous , (2) items are future perfect simple and (2) items are future perfect continuous (See Table (2)).

3.4.1.2 Task Two : Multiple – Choice Test

Multiple – choice tests are famous in language learning and language research . A multiple – choice test is one of the difficult tests to construct because of the time needed for constructing it and the difficulty associated with finding plausible alternatives to the correct answer . (AL-Juboury , 2000:29 ; and , 2004 :18-19)

In this task , students are asked to write the letter of the correct choice that carries the suitable tense of the sentence . Any way , a number of questions or problematic statements are provided a long with multiple options to these questions ranging into four answers set as choices .The options are ranging into (A,B , C and D) , and the correct answer appeared in a random order . The researcher bewares that all options should be related

to the same general area or activity ,and all distracters should be attractive to the students who are not sure of the correct answer .

Task two includes (15) items ; (3) items are present perfect simple , (3) items are present perfect continuous ,(3) items are past perfect simple , (2) items are past perfect continuous , (2) items are future perfect simple and (2) items are future perfect continuous (See also Table (2)).

3.4.2 The Production Task

AL-Samawi (2000:127) points out that the production tests are intended to measure the subject's ability to produce statements of certain linguistic features . In such a test , students are asked to complete sentences using a single word between brackets or using their own words . It can be developed for measuring vocabulary acquisition , grammatical items and reading comprehension .

In the present study , production task is divided into two sections : task three and task four .

3.4.2.1 Task Three : Between Brackets

In this task , students are asked to put the verb between brackets in the correct form that suits the tense in the sentences given . These kinds of test are famous in language learning and language research . It is used to make students use their own

linguistic system efficiently and clearly , with a minimum of efforts .

However , in the present study , the third task elicits knowledge on the production level . It is made up of (15) items ; (2) items are present perfect simple , (2) items are present perfect continuous , (2) items are past perfect simple , (3) items are past perfect continuous , (3) items are future perfect simple and (3) items are future perfect continuous .

3.4.2.2 Task Four : True – False

True – false test is intended to measure the ability of concerned subjects to distinguish true items form false items on the basis of previously gained knowledge that results form being involved in certain experience .It is constructed in the form of statement which subjects have to decide whether they are true ar false .

However , in the present study , task four includes (15) items ; (2) items are present perfect simple , (2) items are present perfect continuous, (2) items are past perfect simple, (3)items are past perfect continuous, (3) items are future perfect simple , and (3) items are future perfect continuous .

3.5 Test Validity

Validity refers to the correspondence between the test and what it intends or claims to measure. AL-Juboury (2004 :6)

defines validity as "The quality which a test should have if it is to achieve the outcome that is intended ". In other words , a test is said to be valid to the extent that it measures what it is supposed to measure or can be used for the purposes for which it is intended .

However , every test , whether it be a short informal classroom test or a public examination , should be as valid as the constructor can make it .(See also AL-Juboury , 2000:22; Harris, 2000 :18-19)

Any way , before applying the test , the researcher would like to present the procedures she followed in order to ensure both content and face validity .

3.5.1 Content Validity

The test has content validity if it is designed to measure the mastery of a particular course of study (Harris , 2000:19) . In other words , if a test is designed to measure the mastery of a specific skill or the content of a particular course of study , we should expect the test to be based upon a careful analysis of the skill or an outline of the course, and we should further expect the item to represent adequately each portion of the analysis or outline.

In language test, it is not enough to depend only on face validity to judge the suitability of a test. Content validity is also needed to (a) make sure that the test adequately samples the

material it is supposed to measure, and (B) Supply information about the nature of the test.

Hence, to achieve content validity, a table of specifications is developed in which behaviours and content area to be tested are clarified. With reference to behaviors, production and recognition tests are constructed (See Table (2)) .

3.5.2. Face Validity

AL-Juboury (2000 :23) defines face validity as " The way the test looks to the examinees, supervisors or in general to the people concerned with the education of the students. Harris (2000 :21) agrees with AL-Juboury in defining face validity as "The way the test looks-to the examinees, test administrators, educators, and the like". In other words, a test is said to have face validity if it measures what is supposed to measure.

Hence, a test which does not have face validity may not be accepted by candidates, teachers, education authorities, or employers. Therefore, the researcher exposed the test to a jury of experts in different positions. The four tasks of the test are examined by a number of specialists in English language teaching and linguistics. Each specialist is requested to point out his/her remarks and suggestion about the suitability of the test to the level of the students and to the aims of the study. The majority of specialists have verified the validity of test items. The jury consisted of the following members whose names are arranged in alphabetical order:

- 1- Asst. Prof. Abbas Lutfi (Ph.D), College of Languages, University of Baghdad.
- 2- Asst. Prof. Abdul Kareem Fadhil (Ph.D), College of Education / Ibn-Rushd, University of Baghdad.
- 3- Asst. Prof. Abdullah Salman Abbas (Ph.D), College of Education / AL-Asma'ee, University of Diyala.
- 4- Asst. Prof. Ali AL-Hassnawi (Ph.D), College of Education in Ibri State, Sultanate of Oman.
- 5- Mr. Amthal M. Abbas AL-Jumaily (Ph.D), College of Education / AL-Asma'ee, University of Diyala.
- 6- Asst. Prof. Ayad Hameed Mahmoud (Ph.D), College of Education / AL-Asma'ee, University of Diyala .
- 7- Asst. Prof. Baida'a F. Norri (Ph.D), College of Arts, University of Baghdad.
- 8- Prof. Bushra AL-Norri (Ph.D), College of Education /University of Sana'a.
- 9- Asst. Prof. Ina'am Yousif (Ph.D), College of Basic Education /University of Diyala.
- 10- Asst. Prof. Mahmood Zakarneh (Ph.D), College of Education /in Sur State, Sultanate of Oman.
- 11- Mr. Natiq Taha Abdul-Kareem, Directorate General of Education, University of Diyala.
- 12- Mrs. Sarab Majeed (Ph.D), College of Arts, University of Baghdad.

13- Mr. Ya'rub Mahmoud, College of Education / AL-Asma'ee, University of Diyala.

The statistical Methods have been suggested by the following two experts:

1-Asst. Prof. Fa'eq AL-Samera'ee (Ph.D), College of Basic Education, University of Diyala.

2-Asst. Prof. Yaseen Hameed Abbas (Ph.D), College of Education /Ibn Rushd, University of Baghdad.

Table (2)
Behavioural and Content Specification

Content Area	No. of test items	Behav- iour	Note
Task One		R.	
1. present perfect simple 2. present perfect continuous 3. past perfect simple 4. past perfect continuous 5. Future perfect simple 6. Future perfect continuous.	3 (3,6,12) 3 (1,11,14) 3 (4,13,15) 2 (7,10) 2 (2,9) 2 (5,8)		A- To be able to recognize (Circle) the right choice from other that appropriate verb tense from the choices in parentheses.
Task Two		R.	
1. present perfect simple 2. present perfect continuous 3. past perfect simple 4. past perfect continuous 5. Future perfect simple 6. Future perfect continuous	3 (3,13,14) 3 (2,12,15) 3 (7,8,11) 2 (6,9) 2 (4,10) 2 (1,5)		B- To enable student to reorganize the correct choice from others that carries the suitable tense of the sentence.
Task Three		P.	
1. present perfect simple 2. present perfect continuous 3. past perfect simple 4. past perfect continuous 5. Future perfect simple 6. Future perfect continuous	2 (2,6) 2 (1,7) 2 (3,8) 3 (9,13,14) 3 (10,1,12) 3 (4,5,15)		C- To enable students to decide whether the underlined verb tenses are right or wrong, and then correct the wrong ones.
Task Four		P.	
1. present perfect simple 2. present perfect continuous 3. past perfect simple 4. past perfect continuous 5. Future perfect simple 6. Future perfect continuous	2 (2,10) 2 (1,15) 2 (4,7) 3 (5,9,12) 3 (6,8,13) 3 (3,11,14)		D. To enable students to decide whether the underlined verb tenses are right or wrong, and then correct the wrong ones.
Total	60 items		

3.6. Pilot Study

AL-Samawi (2000: 123) defines pre-tests as " Tests given to the research subjects before the treatment to measure the homogeneity of the groups to guard against sampling treat to internal validity" . Homogeneity means to have equal groups in size and features. In other words, the selected groups should be very similar in the controlled and depended variables.

The purpose of the pilot study is to collect information about test usefulness in order to make revisions in the test itself and in the procedures for administering it rather than to make inferences about individuals. However, in order to estimate the time needed, and to evaluate the test in terms of reliability and item analysis, forty students are chosen randomly as the subject of the pilot study from first – year students at the Department of English, College of Education , Ibn Rushd, University of Baghdad. Each student is given a copy of the test after being informed of the purpose of the test and the way to answer the test items.

The pilot study has revealed that the time needed for the final administration of the test is fifty minutes.

3.7. Item Analysis

AL-Juboury (2004:70) states that item analysis is a statistical method of checking individual items for the purpose of ensuring a good test. This method tells us basically three

things: how difficult each item is, whether or not the item discriminates or tells the difference between high and low students, and which distractors are working as they should.

AL-Samawi (2000 :129) maintains that "item analysis is a statistical technique that is usually conducted to check the level of difficulty of a constructed test (how difficult each item is) and the discrimination tendency of each item in such a test (whether each item is in the favor of those who scored high or those who scored low". However, since item analysis is important, both difficulty level and discriminating power of each item have been calculated.

The first step is scoring the test and classifying it into high and low. Then the 27% highest and the 27% lowest subjects were taken a basis for testing the level of difficulty. Level of difficulty of the test items is represented by the percentage of pupils who answer the item correctly to the total number of pupils. To find out the level of difficulty for each item, the following statistical formula is used:

$$\text{Level of Difficulty} = \frac{\text{High correct} + \text{Low correct}}{\text{Total number of sample}}$$

(AL-Dulaimy and AL- Mahdawi ; 2000 : 54;

AL-Juboury, 2000 : 111 ; AL-Juboury, 2004 : 70-71)

According to Madsen (1983 : 181) the accepted range of the level of difficulty is from (0,30 to 0,70) , whereas other specialists like AL- Juboury (2004 :71) state that test items with

facility values falling between (0,40 to 0,60) are quite accepted . Bloom (1981: 95) on the other hand states that "a good spread of results can be obtained if the average difficulty of the item is a round (0,50 to 0,60)per cent and items vary in difficulty from (0,20 to 0, 80) per cent " . The results of the present study indicate that most of the items have an acceptable level of difficulty which ranges between (0,20 to 0,80) .

It is clear , however , that very easy items on which (90%) of students obtain the correct answer , will not distinguish between the high students and the low ones . On the other hand a very difficult item on which (15%) of the students obtain the correct answer , will fail to distinguish among students , though it will certainly distinguish the very good students from the good ones .

The second step then , is to determine how each item will discriminate between high and low level students . It involves to separate or compare between those students who performed well on the whole test .

AL-Juboury (2000:111) defines item discrimination as " an item indicates the extent to which the item discriminates between the testees , separating the more able testees from the less able". To obtain the index of discrimination, subtract the number of correct answer in the low group from that of the high group; divide the difference by the total number of the students in one group, the following formula is used:

$$\text{Item Discrimination} = \frac{\text{High correct} - \text{Low correct}}{\text{Half the number of students}}$$

(AL-Dulaimy and AL-Mahdawi, 2000 :54)

Any way, after the application of item discrimination formula, has been found that the discrimination power rangers between (0,22–0,80) per cent, (See Table (3)). According to Brown (1981: 104) who states that "The item is acceptable when its discriminating power is 20 per cent and above". Therefore, the discriminating power of the present study is satisfactory.

Table (3)
The Item Difficulty and Item Discriminating Power of the test

Question	Item	Item Difficulty	Item Discrimination
Q1	1	0.27	0.22
	2	0,62	0,44
	3	0,60	0,48
	4	0,63	0,29
	5	0,58	0,37
	6	0,62	0,25
	7	0,40	0,40
	8	0,49	0,40
	9	0,47	0,48
	10	0,67	0,44
	11	0,66	0,33
	12	0,65	0,51
	13	0,55	0,56
	14	0,80	0,51
	15	0,45	0,40
Q2	1	0.58	0.59
	2	0,57	0,55
	3	0,47	0,48
	4	0,46	0,62
	5	0,53	0,60
	6	0,78	0,80
	7	0,43	0,77
	8	0,80	0,50
	9	0,22	0,59
	10	0,56	0,20
	11	0,74	0,37
	12	0,79	0,22
	13	0,80	0,40
	14	0,31	0,44
	15	0,42	0,51

Question	Item	Item Difficulty	Item Discrimination
Q3	1	0,24	0,44
	2	0,56	0,37
	3	0,20	0,66
	4	0,46	0,51
	5	0,21	0,59
	6	0,25	0,48
	7	0,28	0,51
	8	0,35	0,74
	9	0,46	0,48
	10	0,39	0,49
	11	0,32	0,33
	12	0,25	0,44
	13	0,40	0,37
	14	0,53	0,59
	15	0,20	0,51
Q4	1	0,66	0,81
	2	0,55	0,70
	3	0,43	0,80
	4	0,65	0,33
	5	0,45	0,37
	6	0,56	0,60
	7	0,67	0,70
	8	0,45	0,50
	9	0,65	0,44
	10	0,21	0,77
	11	0,61	0,51
	12	0,56	0,48
	13	0,44	0,70
	14	0,33	0,55
	15	0,20	0,44

3.8 Test Reliability

AL-Juboury (2000 : 23) defines reliability as "The stability of test scores, if the same test is given twice to the same group of students, under the same conditions, it would give the same results". Harris (2000 : 14) in turn, defines reliability as "The stability of test scores. A test can not measure anything well unless it measures consistently. To have confidence in a measuring instrument".

Davies and Pearse (2000 : 172) state that "The reliability of a test depends on its length and on how it is administered. A long test is usually more reliable than a short one. Any test provides a sample of a learner's English, and a small sample of something is less reliable than a large one".

Reliability is a matter of how far we can believe or trust the results of a test. We may question the reliability of a test when two of our groups that we consider very similar in ability and achievement get very different results in the same test, one group doing well and the other badly. Anyway, the administration of a test may affect its reliability. For example, reliability is reduced if one group is given much more time than another, one group is helped by the teacher and another is not, investigation is strict in one group and not in another – so that, there is a lot of copying or other types of cheating in the second group, acquiring some knowledge by the passage of time and the problem of creating exactly identical examination situations

in both sittings. From this reality, the researcher has been used here the split – half method because this method is free from all these problems.

In split – half method the test is divided into two halves and assign every other item to one group. This is the basis for odd – even method, in which all odd numbers are grouped together into one half and all the even – numbered items into another. This type of reliability coefficient is sometimes called a coefficient of internal consistency, since only a single administration of a single form is required. The Person correlation coefficient formula has been used to compute the correlation coefficient of the two " half-length tests" (AL-Juboury; 2004 : 59). It is then corrected by Spearman Formula in order to get the reliability coefficient of the test items.

It has been found that the correlation coefficient of the reliability is (0,84) by applying Person Formula, and (0,91) by Spearman Brown which is considered a high stable correlation. Therefore, the reliability of the test is ensured.

3.9. Scoring Scheme

For the purpose of objectivity and reliability, a scoring scheme should be developed for the test, scoring refers to the process of correcting tests and assessing numerical scores (AL-Juboury ; 2004 :36) .

The test comprised (60) items. Every item was marked as correct or incorrect. An item correctly rendered scores one point, and incorrect rendering scores zero. Failure to tick any choice was considered a wrong answer. However, all the papers were scored by the researcher herself, and the full mark of the test was sixty.

3.10. Statistical Means

The following statistical method and tools have been used to achieve the aim of the present study:

3.10.1. Difficulty Level (DL)

Item difficulty or the facility value of an item simply used to show how easy or difficult the item is:

$$\text{Difficult Level} = \frac{\text{High correct} + \text{Low correct}}{\text{Total number of sample}}$$

(AL-Dulaimy and AL-Mahdawi, 2000: 54;
AL-Juboury, 2000: 111; AL-Juboury, 2004: 70-71).

3.10.2. Discrimination Power (DP)

The discrimination index of an item used to indicate the extent to which an item discriminates between the testees, separating the more able from the less able:

$$\text{Discrimination Power} = \frac{R_u - R_L}{1/2 T}$$

Where: R_u = The number of students in the upper group who have got the item right.

R_L = The number of students in the lower group who have got the item right.

T = Total number of students included in the item analysis.

3.10.3. Person Correlation Coefficient Formula (r)

This formula used to estimate the reliability coefficient of the test scores.

$$r = \frac{N \sum X Y - (\sum X) (\sum Y)}{[N \sum X^2 - (\sum X)^2] [N \sum Y^2 - (\sum Y)^2]}$$

Where : X = First Variable

Y = Second Variable

N = Size of the Sample

(Glass and Stanly, 1970 : 114)

3.10.4. Spearman Correction Formula (r_{xx})

Spearman Brown formula has been used to correct the reliability coefficient.

$$r_{XX} = \frac{2 r_{hh}}{1 + r_{hh}}$$

Where : r_{hh} = Pearson correlation coefficient

3.10.5. T – test

This formula used to estimate the calculated t-value of the test, and used also to find the level of the sample testees in recognition and production skills : The following formula is used:

$$T = \frac{\bar{X} - M}{S / \sqrt{N}}$$

Where : T = t-test

\bar{X} = mean

M = Theoretical Mean

S = Standard Deviation

N = Number of Subjects

3.10.6 Chi – Square (X^2)

This formula used to ensure that the hypothesis of the study is acceptable:

$$X^2 = \sum \frac{(O - E)^2}{E}$$

Where : X^2 = Value calculated from observed minus expected frequencies.

O = The observed frequencies.

E = The expected or theoretical frequencies.

Σ = The sum across boxes

(Allan, 1977 : 149; Best, 1981 : 289)

3.10.7. The Standard Deviation (SD)

It is the most frequently measure used in variability. It aims at finding the variability of all the scores a round the mean. In other words, it measures the deviation of any score from the mean. The following formula is used:

$$SD = \sqrt{\frac{N \sum X^2 - (\sum X)^2}{N^2}}$$

Where : SD = The Standard Deviation .

$\sum X^2$ = The sum total of X^2 values.

$(\sum X)^2$ = The squear of the sum total of X values.

N = The number of scores.

(AL-Samawi, 2000: 158 – 159)

Chapter Four

Results , Conclusions , Recommendations ,Suggestions for Further Studies and Remedial Work

4-0 Introductory Note

This chapter contrasts an account of the results that have been derived from the statistical treatment of the scores obtained by the testees on the study test . It summarizes a number of conclusions based on the experimental work of the study . The results and the discussion have been made with a set of recommendations and suggestions for pedagogical purposes . As far as remedial work is concerned, the researcher suggests one type of its strategies for alleviation of the problems investigated by the present study .

4-1 Presentation Of Results

With reference to the aims of the present study, namely(1) Investigating the difficulties faced by Iraqi EFL college student to identify and produce perfectness by form and function and finding out area of difficulty in this respect, and (2) suggesting remedial work for alleviation of these difficulties . The results of this test will shed light on the hypothesis of the research which reads as follows "It is hypothesized that Iraqi EFL college students fail to master the full use of perfectness by form and function". The performance of the subject in the test of the

present study is investigated by using t-test formula to specify the ability of the subjects in identifying and producing perfectness by form and function .

Table (4) shows that the mean score of the subjects' performance is (26,4) with a standard deviation of (10,34) . The mean score of the subjects is at both Recognition and Production tasks . Levels are compared with the theoretical mean(27,5), which is computed by using the following formula :

$$\text{Theoretical Mean (M)} = \frac{\text{Higher Score} + \text{Lower Score}}{2}$$

Then by using the t-test formula , it has been found that the computed t-value (1,064) matched with the tabulated t-value is (2,64) at level of significance (0,01) with a degree of freedom (99) , and (1,980) at level of significance (0,05) .

Since the computed t-value is lower than the tabulated one, this proves that our subjects (first stage students) have failed to identify and produce perfectness by form and function on the whole test . This proves that the hypothesis of the present study is accepted.

Table (4)

T-test value/subject' performance of the test

Sample	Mean	Theoretical Mean	S.D.	D.F.	T.Value		Level Of Significance
					Comp.	Tabu.	
100	26,4	27,5	10,34	99	1,064	2,64	0,01
						1,980	0,05

4-2 Discussion Of Results

The statistical analysis of the results obtained by the sample of the present study indicates that the mean of the sample is (26,4), grades lower than the theoretical mean (27,5) in the written test . This indicates that the testees have failed to identify and produce perfectness by form and function . Consequently , the hypothesis of the study is accepted.

It is now widely believed that language learning , like acquiring virtually any other human learning involves the making of errors . Thus , from the study of learner's errors (Error Analysis) we are able to get some information about the nature of his knowledge of the target language at a given point in his learning career and what he still has to learn . By describing and classifying his errors in linguistic terms , we build up a picture of the features of the language which are causing learning problems .

Seen from this perspective that (46%) of student pass , and (54%) of students fail to pass the present study test. For that, we need to focus on which kind of difficulties face college students and in which spots made them commit errors. However, the following errors can be classified into two types: syntactico-morphological errors with perfectness and morphological errors with 'have'.

4.2.1 Syntactico-Morphological Errors With 'Perfectness'.

1-The present perfect (has/have – ed) and present perfect continuous (has/have - ing)

The test show the highest frequency of errors with the perfect form , particularly the present perfect . This , too, is expected . This verb form is not only difficult in itself , students from other linguistic background find it difficult too, as Keshavarz (2004:81) who states that Iranian students also find it difficult . As well as , it has no counterpart with the same range of meanings ,e.g:

(4.1)* Look what you did !

Instead of

Look what you have done !

(4.2)* Oh ! I was burnt my leg

Instead of

- Oh ! I have burnt my leg

(4.3)* I watched television since 2 o'clock .

Instead of

- I have been watching television since 2 o'clock .

(4.4)* The competition ran every year since 1980 .

Instead of

- The competition has been running every year since 1980

2- The past perfect (had-ed) and past perfect continuous (had been-ing)

The students simply avoid the form altogether and opt the easier and more familiar simple past in both parts of the

sentence , especially when the time sequence is made clear by the use of "before" or "after" , e.g:

(4.5)* I followed his advice after I made sure that it was good .

Instead of

-I followed his advice after I had made sure that it was good .

(4.6)* I was very tired when I arrived home . I worked hard all day .

Instead of :

- I was very tired when I arrived home . I had been working hard all day .

3- The future perfect (will have – ed) and future perfect continuous (will have been-ing)

The students simply used simple future or even simple present instead of the two forms , e.g :

(4.7)* On Saturday , we will live in this house for a year .

Instead of :

- On Saturday, we will have been living in this house for a year .

(4.8)* Let's hope the volcanic eruption finishes before we arrive on the Island .

-Let's hope the volcanic eruption will have finished before we arrive on the Island .

Nevertheless , the low achievement indicates the difficulty of the two forms which are normally introduced quite late in any

English course and insufficiently drilled. In fact it is also one of the least common verb forms in everyday English speech .

4.2.2. Methodological Errors with 'Have'

Keshavarz (2004:124) states that "Students' errors have always been of interest and significance to teachers, syllabus designers and test developers. It is widely held that insights gained from the study of students' errors can provide invaluable information for devising appropriate materials and effective teaching techniques, and constructing tests suitable for different groups of learners at various stages of foreign language development". Accordingly, the problems with 'have' can be classified into:

4.2.2.1 Omission of 'Have'

(4.103)* I asked him, "where Ø you learned English so good?"

The reason for the omission of 'have' in this sentence may be due to the fact that it does not have its equivalent in Arabic. We do not need to change a statement into an interrogative sentence by using auxiliaries; this is carried out simply by changing the intonation pattern in Arabic sentences.

4.2.2.2 Avoidance of 'Have'

Avoidance refers to the communication strategy employed by the language learner in order to avoid more complex forms of 'have'. This is, when the learner is not sure of certain structures or lexical items of 'have', he avoids taking

risks and uses less difficult items instead in order not to commit errors ,e .g :

(4.104) He finished his homework; he went to bed.

Here the learner has used two simple sentences instead of the more complex sentence with 'have'. To illustrate, consider the following example:

(4.105) Having finished his homework, he went to bed.

4.2.2.3 Intralingual and Development of 'Have'

Consider the following example:

(4.106) * I no have a car.

Those errors reflect the learner's native language structure (Arabic), and at the same time they are of the type found in the speech of children acquiring first language. In other words they result from the learner's attempt to build up concepts and hypotheses about the target language from his limited experience with it.

Intralingual and developmental errors are divided into subcategories given below. These subcategories, however, are very similar and might be only suitable differences between them. Nevertheless, their use here is considered legitimate in order to provide a detailed picture of the sources of errors.

A-Overgeneralization

Created by the learner on the basis of his limited exposure to and knowledge of other structures in the target language. For instance, in the following two examples, the use of 'have' seems to have been caused by the overgeneralization of all other endless forms in English, e.g:

(4.107) She has been living in Newzealand for over a year now.

(4.108)* She has been living in Spain before her family moved to Brazil.

Instead of "She had been living..."

B-Ignorance of Rule Restriction of 'Have'

This type of error is due to the learner's ignorance of the restriction of and exception to general target language rules of 'have', e.g, the learner fails to observe restrictions of target language structures. The difference between 'overgeneralization' and 'ignorance of rule restriction' is that, in the latter the learner may not be using overgeneralization as such, he may simply be ignorant of the rule restriction, for example, wrong structure with present form of the verb, e.g:

(4.109)* It have been raining heavily all night.

Instead of "It has been raining heavily all night".

4.2.2.4 Addition of 'Have'

This type of error is classified according to the learner processes, i.e., ways in which errors are made or committed by foreign language learners. It happens when the learner adds 'have' to the context of the sentence when it is not needed, e.g:

(4.110)* They have grown such a lot since we have last saw them..

Instead of "They have grown such a lot since we last saw them."

4.2.2.5 Substitution of 'Have'

In this type of error, the learners substituted a correct element of 'have' for an incorrect one. In other words, the

learners substituted 'have' by auxiliary without being sure whether it is right or wrong or whether it is needed or not, e.g.:

(4.111)* Ren wondered where he was left his keys .
Instead of "Ren wondered where he had left his keys".

4.2.2.6 Permutation (Wrong Ordering)

In this type of error, 'have' is not used in its correct order (i.e, after the subject). It is not so common in teaching and learning English as a foreign language, but most scholars due it to the learners limited exposure to the rule and grammatical construction of 'have', as in:

(4.112)* She just had stepped into her office when the telephone rang.

Instead of "She had just stepped into"."

4.2.2.7 Wrong Use of Negative Construction

This type of error is also due to the learners limited exposure to the rule and grammatical construction of 'have', In which learners used double negative in dealing with it, as in:

(4.113)* I haven't no work.

(4.114)* I didn't have nothing to do.

4.2.2.8 Other Problems With 'Have'

Crystal (1988:63) presents some other problems with 'have' faced learners of foreign language such as:

(A) When 'have' is used as a main verb meaning 'possess', there are two question forms:

(4.115) Have you a car/ Do you have a car?

The former is formal, and uncommon today, especially in the past, e.g.:

(4.116) Had you a car?

(B) There are two answers to the 'do' question, e.g.:

(4.117) I have / haven't. I do/ don't.

The latter is normal in American English, and is increasingly common in British English.

(C) The situation is complicated by the existence of an alternative usage with got. This is preferred in informal spoken British English, but it attracts criticism if used in writing, e.g:

(4.118) Have you got a car? I've got six.

(D) When 'have' as a main verb means 'take', etc. 'do' is the normal usage, e.g:

(4.119) Do you have sugar with your tea? (not 'Have you sugar with your tea?')

(E) Note the difference between these uses:

(4.120) Do you have headaches? (i.e. as a rule)

(4.121) Have you got a headaches? (i.e. now)

(F) With the negative, there is some confusion between the auxiliary 'have' and the full verb 'have', the first often treated like the last one, e.g:

(4.122)* I don't have got money now.

(4.123)* I don't have any money now.

4-3 Conclusions

In the light of the results and foregoing discussion , it can be concluded that :

1- Although we are aware of the fact that avoidance of the more difficult and unmastered forms of perfectness is a strategy employed by all types of students when they are engaged in

spontaneous writing , our investigation into the use of perfectness by first year college students has shown that simple present and simple past are very extensively used by those students with the natural consequence of the high frequency of errors related to them . The reason is most probably due to the fact that the students at the University level can not confine themselves to simple or continuous forms of perfectness ; their thoughts and ideas are too sophisticated to be expressed by those forms.

- 2- It has been found that the first year college students commit a great deal of errors in future perfect simple and continuous than the other forms of perfectness . In other words , the students seem more familiar with present perfect simple , present perfect continuous , past perfect simple , and past perfect continuous , than the future perfect simple and continuous .
- 3- The first year college students are not able to produce perfectness and commit a great number of errors in this respect . Generally speaking testing structures of English as a foreign language on production level is more difficult and complicated to the students than that of recognition level.
- 4- Most students committed the same error when they treated the past perfect tense as two separated sentences not as two actions that occurred in one single sentence.

- 5- The students are not aware of the fact that the preposition clauses such as "On Saturday..., Next year..., By the end of the year , etc." and the period of time until this point "...for a year ,...for 30 years ,etc." are used only with the future perfect continuous tense to say how long something will have continued by a certain time . In fact , most errors are committed in this respect.
- 6- It has been found that students are not aware of the rule that the past perfect simple is used to talk about the completion of situation or activity or even its effects and the past perfect continuous is used to talk about the continuity or duration of a situation . In other words , they did not understand the uses of perfectness . However , this perspective also applied on the other forms of perfectness .
- 7- The students used overgeneralization in their answers to the items of the test . They applied what we accepted in the previous test item on the next , without worrying about the difference between the two items. However, this type of errors created by the students on the basis of their limited exposure to the structure of perfectness.
- 8- The students also used substitutions of the forms of perfectness in their answers . In this type of errors , the students substituted the present perfect simple instead of past perfect simple or future perfect simple instead of future perfect continuous or even the present perfect simple instead

of the future perfect continuous tense , etc. However , this type of errors is due to the fact that the students do not master the full use of perfectness .

4-4 Recommendations

- 1- Teachers and textbook writers should take into consideration the importance of presentation the meaning of perfectness. They should beware to the fact that each language has its own generic nature, peculiar to it , which necessitates the existence of certain areas of difficulty , especially in the most complicated area of 'meaning' , where misunderstanding may cause wars to be declared and millions of people to be killed . For that , college students must learn not only what forms are possible in perfectness , but what particular forms will express their particular meanings .
- 2- Teachers of grammar should beware to the fact that linguistic element is not the only case in language learning, culture is as important as a pedagogy factor. So, they should teach their students by using cultural materials in class room sitting, i.e., names, events, situations, etc. Generally speaking , the students' mastery and the feasibility of actually using of foreign language in every day situations is a very helpful factor .

- 3- The researcher recommends that the old textbooks in grammar should be substituted by the modern ones as curriculum of the first year college students. The old textbooks have no reference to the future perfect simple and continuous – and if they refer to these two forms of perfectness they refer to them as modal + have or modal + have been – ing , not as other forms of perfectness . In fact, the students need to learn that perfectness has six forms: present perfect simple , present perfect continuous , past perfect simple , past perfect continuous , future perfect simple and future perfect continuous .
- 4- Special attention should be paid to the fact that a certain structure in one language is equated to another in another language , not on the basis of literal translation of constituent element within the structure, but by comparison of the context in which the structures occur in the course of teaching of the two languages . Therefore teachers, under such circumstances, have to re-present and re-drill such problematic areas.
- 5- The researcher hoped that teachers of grammar motivate their students to use the target language rather than the first language in learning grammar inside the classroom . Because such information about grammar rules in English language will be stored in the students' brains unconsciously

and recalled whenever needed , which makes what we call "Universal Grammar" .

- 6- Teachers and textbook writers should take into consideration the importance of comparison between perfect forms. There is nothing better for driving home the differences between functions than say , the contrasting use of the simple past and the present perfect in different contexts , one versus the other . However , we still believe in focusing on the grammatical component of the language syllabus and introducing or at least emphasising contrasting forms each time . Perfectness is too complicated to immerse the student in it all at once , so teachers of grammar should overcome this by continuous drill of the accurate patterns.
- 7- It is also recommended that a very useful technique for teaching perfectness and its relationship with time, is the continuous association of the various verb-forms with time expressions such as: since , for , before , after, tomorrow , yesterday, etc .
- 8- A teacher should give his students at the beginning of each term or year a diagnostic test which covers the language points they have already studied . This will elicit the major points of grammar that the students still find great difficulty with , and that the teacher should first review , and keep in mind while he introduces new material as part of the syllabus prescribed for each particular term or year . Then ,

suggesting a remedial work to simplify the process of learning .

9- It is useful for teachers to pay attention to the use of remedial work on systematic basis, i.e., they plan to give it weekly or at least twice a month for each form of perfectness, They can devise means to save them undertake the tremendous work of scoring many papers. This will be very helpful for building up confidence in the students' ability to express themselves . In the mean time the more serious common errors in perfectness should be recorded and dealt with separately .

Nevertheless , the case of writing more errors may be corrected and the students may understand and rectify them . But even here , not all errors in perfectness should be corrected . This , however , depends on the level of the students .

4-5 Suggestions For Further Studies

In the light of the results of the present study , the following topics are suggested to be studied :

- 1- A similar study is required to deal with perfectness in science fiction and present remedial work to alleviate the difficulties in this respect.
- 2- A similar study is required in descriptive and contrastive analysis of perfectness in English and Arabic.

- 3- Investigating the effect of Prator's hierarchy of difficulty on the acquisition of perfectness.
- 4- The effects of misunderstanding of preposition clauses by College students in dealing with perfectness.

4-6 Remedial Work

The remedial work is designed to help the students to overcome gaps and errors in learning English , especially those errors that the student think they are correct . It should be based on our evaluations of the students' problems and identification of specific errors and mistakes . This evaluation is best done by constantly monitoring the learners' performance and noting recurrent errors and mistakes , especially those that occur in fluency work .

It is worth mentioning here that a distinction is generally made between errors , mistakes , and slips . Errors are incorrect forms or uses that occur because the learner simply does not know what the appropriate form or use is . The students need to become aware or be informed of what is right and wrong . Mistakes are incorrect forms or uses that occur in spite of the student knowing of the appropriate forms or use . The students need to notice mistakes more , and convert conscious knowledge into automatic or unconsciously produced performance . Slips are just like slips of the tongue of native speakers . They are

caused by factors such as tiredness or nervousness, such errors are of little or no significance .

However , after introducing what remedial work is , it is worth here to mention three strategies of remedial work . The first strategy is based on selecting some of the most common and significant errors that the students made , and then writing these errors on board – in order to decide what exactly is wrong , and correct them . Similar noticing and correcting can be done with specially prepared texts in which we introduce some typical errors or mistakes .

The second strategy is to establish "the error or mistakes of the week " , on Monday for example . we should correct a significant error or mistake that most students sometimes make and that many students make frequently . However , the repetition of the same structures is not to be mechanical and boring , and it can be a useful remedial technique . It is useful because some errors seem to be the result of strong habits , and to break a bad habit we need to replace it with a good one .

The third strategy is the most important type chosen by the researcher .Its based on errors committed by the students in the study test or any other test . However , the strategy is based on writing the remedial work on pieces of papers and then giving each student a copy of these papers or ask them to make a copy .

The aim of this strategy is to alleviate all difficulties or errors committed by the students in their answers on the test , as

well as simplify learning progress . Nevertheless the following is the type of remedial work submitted to the first year college students :

4-6-1 Remedial Work "Survey Of Perfectness"

The following are some general ideas which may be of some significance to the students to understand the difference between perfect forms and alleviate all their difficulties in using this tense .

1- Present Perfect Tense (have + p.p)

It connects the past and the present . We use it for finished actions that are important now(result now), e.g:

(4.9) I have seen lions in that zoo (= They are still there) .

But if the lions have been dead we would say :

(4.10) I saw lions in that zoo once .

2- Past Perfect Tense (had + p.p)

Expresses an action completed in the past before another past action or event (expresses two actions in one single sentence) . The first action always come in the past perfect tense and the second action in the simple past , e.g :

(4.11) He ² returned home after he ¹ had left the office .

3- Future Perfect Tense (will have + p.p)

Expresses an action that will be completed in the future before another future action or event (also expresses two actions

in one single sentence) . The first action always come in the future perfect tense while the second in the simple present tense, e.g :

(4.12) Let's hope the volcanic eruption ¹ will have finished before
² we arrive on the island .

Note:- Each form of perfectness has a progressive form that indicates a continuing action – an action occurring , but not completed , at the time referred to .

4- Present Perfect Continuous (have been + v.ing)

Its used to talk about an action which began in the past and is still happening or has just stopped , e.g:

(4.13) I have been working on that essay all week end .

5- Past perfect continuous (had been + v.ing)

Expresses the continuing or duration of a situation or activity in the past that happened before a particular past time , or shortly before it , e.g :

(4.14) She ¹ had been working hard, so that she felt that she ² deserved a holiday .

6- Future Perfect Continuous (will have been +v.ing)

We used it to say 'how long' something has been going on by a particular point in the future . Its worth to say that we used a preposition clauses such as : On Saturday..., Next year...,etc. at

the beginning of the sentence in this form and end it with reference to the period of time until this point such as : ...for a year ,...for 30 year , etc .e.g:

(4.15) On Saturday , we will have been living in this house for a year.

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Bibliographies

Appendices

Appendix(1)

The First Test Version Submitted To The Jury

University Of Diyala.

College Of Education

Educational And Psychological Scinces Department

Higher Studies

A letter To Jury Member

Dear Sir/Madam.

The study aims at finding the difficulties faced by students in learning perfect tense. It is intended to test the first year students, Department of English, College of Education, University Of Diyala in Perfectness. Each from of Perfectness is tested ten times through the use of the following techniques.

1-Circle the oppropriate verb tense from the choices in parentheses.

2- Write the letter of the correct choice that carries the suitable tense of the sentence.

3- Put the verb between brackts in the correct form that suits the tense in the sentences given.

4- Decide whether the underlined verb tenses are right or wrong, then correct the wrong ones.

The researcher uses (60) items in four sections, each section contains (15) items to test (6) forms of perfectness (Perfect Tense) in the following way.

Tenses	Q1	Q2	Q3	Q4	Items
1-Present Perfect Simple	3	3	2	2	10 Items
2-Present Perfect Continuous	3	3	2	2	10 Items
3- Past Perfect Simple	3	3	2	2	10 Items
4- Past Perfect Continuous	2	2	3	3	10 Items
5-Future Perfect Simple	2	2	3	3	10 Items
6- Future Perfect Continuous	2	2	3	3	10 Items
Total	15 Items	15 Items	15 Items	15 Items	60 Items

You are kindly requested to indicate;

- 1-If each item is suitable or not .
- 2- If you disapprove of any sentence or one of the technique used.

Your comments, suggestions, modifications and recommendations will be highly considered and appreciated by the researcher.

Thank you in advance
M.A Candidate
Shurooq Talab Ja'far

List of The Tense abbreviations

-

1- Present Perfect = P r p

2- Present Perfect Continuous = P r p c

3- Past Perfect = P a p

4- Past Perfect Continuous = P a p c

5- Future Perfect = F p

6- Future Perfect Continuous = F p c

Recognition Tasks

Q1/Circle the appropriate verb tense from the choices in parentheses: (15m)

Ex: Although the children (have eaten/had eaten/will have eaten) dinner, they still had room for ice cream.

- 1- Fpc-By the end of this year, professor Dawood(have been/will have been/had been) teaching English for five successive years.
- 2- Prpc-It (have been raining /has been raining /had been raining) heavily all night.
- 3-Prp. I asked him, "where (had you learned/have you learned /you learned) English so good?"
- 4-Fp-By the time you get home I (had cleaned/have cleaned/ will have Cleaned)the house from top to bottom.
- 5-Fpc-Next month, Richard (will have been/had been /has been)living in English for seven years.
- 6- Papc-I (had finished/ will have finished /had been finishing) some work in the garden and hadn't seen Sue come home.
- 7- Pap-When I got home, I found that someone (has stolen/had stolen /will have been stolen)my fur coat.
- 8-Pap-John was arrested, even though he (hadn't been/hasn't been/isn't)doing anything illegal.
- 9-Papc-Bill(will have /had been /has been)saving since Christmas to buy a new car .
- 10-Fp-Call me after 9 o'clock, we (will finish /will have finished /have finished)dinner by then.

11-Pap-She (had /has /have)suffered from asthma when she was very young.

12-Prpc-I (have watched/have been watching/will watch) television since 2 o'clock.

13-Prp-Oh! I(had burnt/ will have burnt/have burnt)my leg.

14-Prp-Is this the first time you (have been/had been/will have been)in hospital?

15-Prpc-You(had smoked/have smoked /have been smoking) too much recently. You should smoke less.

Q2/Write the letter of the correct choice that carries the suitable tense of the sentence(15m)

1-Prpc-The competition ----- every year since 1980.

(a.has been running, b.had been running, c.was run, d.ran)

2-Prp-I ----- the instructions but I don't understand them.

(a.have read, b.had read, c.were reading, d.will have been read)

3- Pap-I ----- to bed when the phone rang.

(a.going, b.had gone, c.have gone , d.went)

4- Fpc-On Monday,I ----- on my project for three months. (a. have worked, b. worked, c. will work, d. will have been working).

5-Fpc –By the end of the month, he ----- horses for twenty years .

(a.had trained, b.is training, c.trained, d.will have been training)

6- Prp- I----- my hands so that I can help you with the cooking.

(a.had washed, b.have been washing , c.have washed, d.washed)

7-Prpc-She ----- in New Zealand for over a year now.

(a. has been living, b.had been living , c. was living , d. live.)

8- Papc/she ----- in Spain before her family moved to Brazil.

(a.had been living, b.has been living, c.was living , d.live)

9- Pap- I ----- to visit the gallery before I left Flornce, but it's closed on Sundays .

(a. wanted , b. have wanted , c. wanting , d. had wanted)

10- Fp-Next year is Ted and Amy's 25th wedding anniversary. they ----- for 25 years.

(a.were married. b. have been married, c. are married, d. will have been married)

11-Fp-We're late .I expect the film ----- by the time we get to the cinema .

(a.will have started, b. have started, c. started, d. had started)

12- Fp-Next month I ----- Derek for a long time .

(a.will have been knowing, b. had known, c. know, d. will have known)

13- Papc-When I got home, water ----- through the roof.

(a.was leaked ,b. had been leaking, c. has leaked, d. have been leaking)

14- Papc-We ----- at the painting for about ten minutes before we realized who the artist was .

(a. were looking , b. are looking , c. have been looking , d.had been looking)

15-Fpc-Next Year,I ----- English for 20 years .

(a. will have been teaching, b. taught , c.have taught , d. teaching)

Production Tasks

Q3/Put the verb between brackets in the correct form that suits the tense in the sentence given: (15 M)

- 1- Prpc-I ----- (wait)for you for hours.
- 2- Fp-Let's hope the volcanic eruption -----
(finish)before we arrive on the island.
- 3- Prp-Look what you ----- (do)
- 4- Pap- Ren wondered where he ----- (leave)his keys.
- 5- Fpc-On Saturday, we ----- (live)in this house for a year.
- 6-Prp-Some People ----- (doubt) the safety of biologically engineered food products since they were first developed.
- 7-Papc-I was very tired when I arrived home ,I -----
(work) hard all day.
- 8-Fpc-Next Month,I ----- (work) in the hospital for 15 years .
- 9- Fp-Although People are now angry about what he did, I'm sure that his behavior------(forget)
- 10-Papc-Ken ----- (smoke) for 30 years when he finally gave it up.
- 11- Prpc-Tom ----- (drive) for ten years.
- 12-Prp-Engineered food products ----- (raise) important questions that scientists are still trying to answer.
- 13-Pap-My best friend ,John ,was no longer there. He -----
(go) a way.
- 14-Prpc-It -----(rain) since I got up this morning.
- 15-Pap-I followed his advice ofter I ----- (make) sure that it was good.

Q4/Decide whether the underlined verb tenses are right or wrong ,then correct the wrong ones:(15m)

- 1- Prpc-Look! it has been snowing. -----.
- 2- Prp-My ceiling has fallen in and the kitchen is flooded. come quickly!-----
- 3- Fpc-On July,I will have been working on my thesis for a year .-----.
- 4-Pap –She has just stepped into her office when the telephone rang.-----.
- 5- Papc-I had been working for several hours before you called.-----
- 6-Fp-Before the end of his holiday,he spent all his money.-----.
- 7-Pap-I was heard the symphony many times before.-----.
- 8- Fp-Next Monday, he will be here exactly three years.-----
- 9- Papc-Joe had studied for two years when he went a broad.-----
- 10-Prp-They have grown such a lot since we last saw them.-----.
- 11-Fpc-By the end of the year ,Jack had made his film for 7 months.-----
- 12 –Papc-George was living with an American family for six years when John arrived.-----
- 13- Fp-When Tom arrives ,Jim will have gone to bed at 11 o'clock .-----
- 14-Fpc-Next month ,I will have been studying medicine for a year.-----
- 15-Prpc –Your eyes are red-had you cried?-----

Appendix(2)

Test Final Version

Q1/Circle the appropriate verb tense from the choices in paren theses:(15m)

Ex: Although the children (have eaten/hade eaten/will have eaten) dinner,they still had room for ice cream.

- 1- By the end of this year, professor Dawood(have been/will have been/had been) teaching English for five successive years.
- 2- It (have been raining /has been raining /had been raining) heavily all night.
- 3- I asked him, "where (had you learned / have you learned / you learned) English so good?".
(a.going, b.had gone, c.have gone , d.went)
- 4- By the time you get home I (had cleaned/have cleaned/ will have cleaned)the house from top to bottom.
- 5- Next month, Richard (will have been/had been /has been)living in English for seven years.
- 6- I (had finished/will have finished /had been finishing) some work in the garden and hadn't seen Sue come home.
- 7- When I got home, I found that someone (has stolen/had stolen /will have been stolen)my fur coat.
- 8- John was arrested, even though he (hadn't been/hasn't been/isn't)doing anything illegal.
- 9- Bill(will have /had been /has been)saving since Christmas to buy a new car .
- 10- Call me after 9 o'clock, we (will finish /will have finished /have finished)dinner by then.

- 11- She (had /has /have)suffered from asthma when she was very young.
- 12- I(have watched/have been watching/will watch) television since 2 o'clock.
- 13- Oh! I(had burnt/will have burnt/have burnt)my leg.
- 14- Is this the first time you (have been/had been/will have been) in hospital?
- 15-You(had smoked/have smoked /have been smoking) too much recently .you should smoke less.

Q2/Write the letter of the correct choice that carries the suitable tense of the sentence(15m)

- 1- The competition ----- every year since 1980.
(a.has been running, b.had been running, c.was run, d.ran)
- 2- I ----- the instructions but I don't understand them.
(a.have read, b.had read, c.were reading, d.will have been read)
- 3- I ----- to bed when the phone rang.
(a.going, b.had gone, c.have gone , d.went)
- 4- On Monday,I ----- on my project for three months.
(a, have worked, b. worked, c. will work, d. will have been working).
- 5- By the end of the month, he -----horses for twenty years.
(a.had trained, b.is training, c.trained, d.will have been training)
- 6- I----- my hands so that I can help you with the cooking.
(a.had washed, b.have been washing , c.have washed, d.washed)
- 7- She ----- in New Zealand for over a year now.
(a. has been living, b.had been living , c. was living , d. live.)

- 8- She ----- in Spain before her family moved to Brazil.
(a.had been living, b.has been living, c.was living , d.live)
- 9- I ----- to visit the gallery before I left Flornce, but
it's closed on Sundays .
(a. wanted , b. have wanted , c. wanting , d. had wanted)
- 10- Next year is Ted and Amy's 25th wedding anniversary. they
----- for 25 years.
(a.were married. b. have been married, c. are married, d. will
have been married)
- 11- We're late .I expect the film ----- by the time we
get to the cinema .
(a.will have started, b. have started, c. started, d. had started)
- 12- Next month I ----- Derek for a long time .
(a.will have been knowing, b. had known, c. know, d. will have
known)
- 13- When I got home, water ----- through the roof.
(a.was leaked ,b. had been leaking, c. has leaked, d. have been
leaking)
- 14- We ----- at the painting for about ten minutes
before we realized who the artist was .
(a. were looking , b. are looking , c. have been looking , d.had
been looking)
- 15- Next Year,I ----- English for 20 years .
(a. will have been teaching, b. taught , c.have taught , d.
teaching)

Q3/Put the verb between brackets in the correct form that suits the tense in the sentence given: (15 M)

- 1- I ----- (wait)for you for hours.
- 2- Let's hope the volcanic eruption -----(finish)before we arrive on the island.
- 3- Look what you ----- (do)
- 4- Ren wondered where he ----- (leave)his keys.
- 5- -On Saturday, we ----- (live)in this house for a year.
- 6- Some People ----- (doubt) the safety of biologically engineered food products since they were first developed.
- 7- I was very tired when I arrived home ,I ----- (work) hard all day.
- 8- Next Month,I ----- (work) in the hospital for 15 years .
- 9- Although People are now angry about what he did, I'm sure that his behavior----- (forget)
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Q4/Decide whether the underlined verb tenses are right or wrong ,then correct the wrong ones:(15m)

- 1- Look! it has been snowing. -----.
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- 4- She has just stepped into her office when the telephone rang.-
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- 5- I had been working for several hours before you called.

- 6- Before the end of his holiday,he spent all his money.-----.
- 7- I was heard the symphony many times before.-----.
- 8- Next Monday, he will be here exactly three years.-----
- 9- Joe had studied for two years when he went a broad.-----
- 10- They have grown such a lot since we last saw them.-----.
- 11- -By the end of the year ,Jack had made his film for 7 months.-----
- 12 -George was living with an American family for six years when John arrived.-----
- 13- When Tom arrives ,Jim will have gone to bed at 11 o'clock .-----
- 14- Next month ,I will have been studying medicine for a year.--

- 15- Your eyes are red-had you cried?-----

Appendices

University of Diyala
College of Education / AL-Asma'ee

**Iraqi EFL College Students' Performance in
the Area of Perfectness: Problems and
Remedial Work**

*A Thesis Submitted to
the Council of the College of Education/AL-Asma'ee, University of Diyala in partial
fulfillment of the Requirements For The Degree of
Master of Education in Methods of Teaching English as a foreign Language.*

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2008 A. D.

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