New Teaching Method of English Verb Tenses with Physical Action

Kyung Sook Song (Hankuk University of Foreign Studies)**

Kilryoung Lee (Hankuk University of Foreign Studies)


It is very common that English learners make many errors in English grammar, particularly, in verb forms. This could be because twelve verb tenses may not be easy to learn, specifically, to beginners. Furthermore the learners learn each verb tense separately so that they do not have a complete picture of verb tenses. In order to reduce errors of verb tenses, effective teaching methods should be considered. This study introduces a new method called TVTA (Teaching Verb Tenses through Action) and corroborates its effects. In TVTA, verb tenses are linked with physical actions, specifically, hand signals. Each hand signal in this study shows a basic meaning of the verb tense. Sixty one subjects take the pre-test and the post-test for English tenses, and the t-test was used to compare the means of the two tests within each group to find out whether significant differences existed. The questionnaire was also administered. It is indicated from the results that TVTA is influential in the subjects’ grasping the idea of verb tenses.

I. INTRODUCTION

English education in Korea has changed from the traditional grammatical syllabus to a new type of communicative and functional syllabus. Communicative approach in learning English through fun activities is encouraged as we have gone through rather formal type of class teaching for a long time and its result has turned out ineffective.

In an EFL (English as a Foreign Language) situation like Korea, however, language forms are also important as we note that the chance of being exposed to English is very limited. Spada and Lightbown (1993) stated that teachers should offer students activities

---

* This work was supported by the Research Fund, 2007 of Hankuk University of Foreign Studies

** The first author is Kyung-Sook Song and the second author is Kilryoung Lee.
which help them pay attention to language forms.

There have been many studies related to language forms and the grammatical errors Korean students often make when they use English (Hwang, 2004). One of the most frequent errors made by students is verb tense errors (Chung and Chung, 1998). Students would think that verb tenses is very confusing and have difficulty understanding their rules. It is assumed that this is because learners learn each verb tense separately so that they do not have a complete picture of twelve verb tenses. For example, students learn the simple present verb tense and present continuous in the first grade of middle school, and the simple past, the future verb tense, and the past continuous in the second grade of middle school. The future continuous and the present perfect are covered in the third grade of middle school. The rest of verb tenses are usually taught in high school. Thus, it is very difficult for them to grasp the large picture of the whole verb tenses.

Therefore, it is necessary that more effective way of teaching verb tenses should be designed and applied in English classrooms in Korea. There may be various ways which can help students to pay attention to language forms and learn grammar rules.

Many scholars such as Asher (1977), and Walter, Patty and Becking (1981) have found that physical activities can enrich the language learning in various ways. Harmer (2001) pointed out that Asher’s organizing physical actions in the classroom helps to lower the affective filter. Asher (1977) was convinced that language classes were often the locus of too much anxiety, so he wished to devise a method that was as stress-free as possible. This could go back to Gouin who designed his Series method on the premise that language associated with a series of simple actions will be easily retained by learners (Brown, 2001). The idea of physical motion’s advantage on the language learning ability is very closely related with trace theory of learning since in the theory it is claimed that memory increased if it is stimulated or ‘traced’ through association with motor activity (Brown, 2001).

This study tries to introduce and corroborate TVTA (Teaching Verb Tenses through Action) by connecting verb tenses with physical motions, mental space, and mental processes. TVTA is suggested in this study as a new effective method to teach English verb tenses. This is assumed to help students to learn the concept of verb tenses more synthetically and successfully.

II. LITERATURE REVIEW

English verb tenses are necessary in expressing and understanding English. But understanding the concept of verb tenses is not easy. Tense, concerned with time, indicates the temporal location of an event. For example, the present tense indicates that an event time is roughly equivalent to speech time. The past tense indicates something before now.
and the future tense indicates posterior events. Verb tenses relate activity to passage of time (Hornby, 1974). Any of the forms of a verb shows the time and continuance or completion of the action or state expressed (Procter, 1978).

1. Time and Tense

Jespersen (1924) says that it is very important to keep two concepts, time and tense, strictly apart. The former is common to all mankind and is independent of languages; the latter varies from language to language and is the linguistic expression of time-relations, so far as these are indicated in verb forms. Figure 1 shows Jespersen’s tense system. He sets out the three main divisions of time in a single line; past-present-future. He uses the notional term past, present and future with grammatical tenses corresponding to preterit, present, and future respectively. Jespersen also inserts intermediate times corresponding to additional tenses such as before-past corresponding to the ante-preterit tense, the after-past to the post-preterit, before-future to the ante-future, and the after-future to the post-future. Each tense is fixed in relation to the speaker’s ‘now’

![FIGURE 1]
Verb Tense Systems (Jespersen, 1924)

Jespersen (1924) ignores relative tenses such as perfect. However, Reichenbach (1947) splits time into past, present, and future and relates each basic tense to one of these time sections. Figure 2 shows Reichenbach’s three-place structure of the time determination. He represents three time points for the distinction of tenses in the tenses. In the Figure 2, the initials ‘E’, ‘R’, and ‘S’ stand, respectively, for ‘point of the event’, ‘point of reference’, and ‘point of speech’, and the direction of time is represented as the direction of the line from left to right.
Through Figure 3, Reichenbach illustrates that an additional indication is given concerning the time extension of the event in some tenses. The English language uses the present participle to indicate that the event covers a certain stretch of time.

2. Time Orientation Metaphor

Lakoff & Johnson (1999) say that time is a basic concept. They suggest that we have a rich and complex notion of time built into our conceptual systems. Yet they think time, in English and in other languages, is not conceptualized and talked about on its own terms, but rather is conceptualized in significant part metaphorically and metonymically. Very little of our understanding of time is purely temporal. Most of our understanding of time is a metaphorical version of our understanding of motion in space.
The metaphor system for time in English has a structure. The most basic metaphor for time has an observer at the present who is facing toward the future, with the past behind the observer. It is called the Time Orientation Metaphor. The basic concept of the Time Orientation can be represented by linking verb tenses and physical activities. It is presented in Figure 4. The present time is the time that is at the same location as the stationary observer. Future times are facing toward the observer at the present. That is why people speak of ‘here’ and ‘now.’

3. The Effectiveness of Teaching English through Physical Actions

The traditional ‘trace theory’ is that if people remember some fact or event, there must be some physiologically identifiable trace in the brain which carried the information in question right through from the time when we first learn it (1899, Bursen). It has been assumed, on the basis of trace theory, that memory is increased if it is stimulated, or ‘traced’, through association with motor activity (Brown, 2001). Thus, it is hypothesized that teachers would use motor activity when they teach. According to Brown (2001), language teachers have intuitively recognized the value of associating language with physical activity.

Total Physical Response (TPR) (Asher, 1977) attempts to teach languages through various physical actions. Asher believes the method that involves game-like movements can reduce a learner’s stress and create a positive effect on the language learner. He claims that the speech directed to young children consists primarily of easy commands, which children respond to physically before they begin to produce verbal responses. Some critics of TPR point out that this kind of teaching may only be appropriate beginner learners. This present study is also about middle school students who are in beginner level. Their response to the actions was focused on.

Walter and Becking (1981) claim that body movements are very expressive and helpful for English communication. These movements should be natural and in harmony with the speech activities and the content of the communication. They report that the memory of objects and movement was much stronger than the verbal learning.

Lee (1971) claims that the most effective way for young students to learn English is using body activities. Physical actions might help students to learn a target language
successfully. It can enhance and enrich the language learning for students in various ways. Young students can learn target languages very easily when they learn through physical activities.

III. METHODOLOGY

Trace theory shows that physical motion is effective in retaining memory. It is hypothesized that physical activity could influence language learning. This purpose of this study is to introduce and corroborate a new method in which physical motion is used to teach verb tenses.

1. Subjects

The subjects of this study were sixty one 2nd grade middle school students of 14-15 age and were attending a private institute. There were divided into experimental and control groups. The experimental group was comprised of 31 students (16 female students and 15 male students). The control group was 30 students (14 females and 16 male students). They were divided into the two groups according to the result of the mid-term administered in their school.

2. Procedure

Firstly, the pre-test was given to the 61 subjects at the beginning of the experiment. To find out the improvement of students’ English ability on verb tenses after the experiment, the post-test was administered to them. Each test, divided into four parts, was composed of 40 questions which were all related to verb tenses. The tests are attached in the Appendix A.

As shown in Table 1, there were no significant differences of pre-test scores between the experimental group and the control group, with a mean of 65.24 and 65.91 respectively.

<table>
<thead>
<tr>
<th>Group</th>
<th>N</th>
<th>Gender</th>
<th>Age</th>
<th>Mean</th>
<th>Standard Deviation</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Experimental Group (TVTA)</td>
<td>31</td>
<td>F : 16</td>
<td>14-15</td>
<td>65.24</td>
<td>7.50</td>
</tr>
<tr>
<td></td>
<td></td>
<td>M : 15</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The Control Group (The teacher’s explanation only)</td>
<td>30</td>
<td>F : 14</td>
<td>14-15</td>
<td>65.91</td>
<td>7.83</td>
</tr>
<tr>
<td></td>
<td></td>
<td>M : 16</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Secondly, the subjects have taken a course called ‘The Intensive Grammar’ for 10 weeks in a private institute, in 2005. In the experimental group, the students learned English verb tenses using the grammar book called ‘Pop Corn’ through TVTA. In the control group, they learned verb tenses using the same grammar book through the teacher’s explanation only, without any special physical action. The teacher explained verb tenses mostly verbally and sometimes wrote some important points on the blackboard. The lesson plans of teaching the two groups are attached in Appendix B.

Thirdly, learning verb tenses with TVTA was followed by practicing the hand signal actions with sample sentences. For control group, the subjects practiced verb tenses only with the grammar book.

Fourthly, the subjects took a grammar quiz for the post-test after the ten week experiment. The t-test was used to compare the means of the pre-test and the post-test within each group to find out whether significant differences existed.

At the end of the study, a questionnaire was conducted to the subjects in the experimental group asking them about their thoughts on learning verb tenses through ‘TVTA.’

1) Teaching Verb Tenses through Actions (TVTA)

In this study, a new teaching method called ‘Teaching Verb Tenses through Actions (TVTA)’ is suggested. It is assumed that TVTA helps students to understand verb tenses through physical actions and grasp the basic concept of verb tenses more effectively.

As mentioned, verb tenses are connected with mental space. The mental spaces can be represented in physical actions, that is, hand signal actions. These hand signal actions are assumed to be very expressive and helpful for students who are learning verb tenses.

When we observe people talking with others, we often notice that their hands seem to help them convey their meaning more clearly. If an English teacher teaches the concepts of verb tenses to students with hand signal actions, students may understand verb tenses more clearly and easily.

There are twelve hand signal actions in TVTA. Each one of them shows a basic meaning of every single verb tense. For example, the hand signal action indicating current location of the speaker is connected to the present simple tense. The hand signal action indicating space behind the speaker represents the past time. Likewise, the hand signal action indicating space in front of the speaker represents the future time and so on.

When TVTA was performed, the students have to speak out the example sentences loudly in which each verb tense is embedded. For example, the present simple form for the model sentence is “You play soccer.” The students learning verb tenses through TVTA spoke out loudly and follow each hand signal actions.
(1) The Present Simple Tense Hand Signal

The present simple tense is to talk about things that you do again and again. When you express present simple with your hands, you have to follow the gesture of Figure 5 as below. The example sentence is “You play soccer.” The location of the speaker indicates the present time.

FIGURE 5
The Present Simple Tense Hand Signal

(2) The Past Simple Tense Hand Signal

The past simple is to talk about events that happened in the past. It is for things that are finished. When you express past simple with your hands, you have to follow the gesture of Figure 6 as below. The example sentence is “You played soccer.” The space behind the speaker indicates the past time.

FIGURE 6
The Past Simple Tense Hand Signal

(3) The Future Simple Tense Hand Signal

The future simple tense is to say that you have decided to do the things in the future and to talk about the future. When you express future simple tense with your hands, you have to follow the gesture of Figure 7 as below. The example sentence is “You will play soccer.” The space in front of the speaker indicates the future time.
(4) The Present Continuous Hand Signal

The present continuous is to talk about things that are happening now. When you express present continuous with your hands, you have to follow the gesture of Figure 8 as below. The example sentence is “You are playing soccer.” Rotating your hands in the location of the speaker indicates the present continuous.

(5) The Past Continuous Hand Signal

The past continuous is to say that somebody was in the middle of doing something. When you express past continuous with your hands, you have to follow the gesture of Figure 9 as below. The example sentence is “You were playing soccer.” Rotating your hands in the space behind the speaker indicates the past continuous.
(6) The Future Continuous Hand Signal

The future continuous is to say that something will be in progress at a particular moment in the future. When you express the future continuous with your hands, you have to follow the gesture of Figure 10 as below. The example sentence is ”You will be playing soccer.” Rotating your hands in the space in front of the speaker indicates the future continuous.

![FIGURE 10](image)

The Future Continuous Hand Signal

Front view  Side view

(7) The Present Perfect Hand Signal

The present perfect is to say that you want to talk about things that have happened in your life up to now. When you express present perfect with your hands, you have to follow the gesture of Figure 11 as below. The example sentence is ”You have played soccer.” The movement from the space behind the speaker to location of the speaker indicates the present perfect.

![FIGURE 11](image)

Present Perfect Hand Signal

Front view  Side view
(8) The Past Perfect Hand Signal

The past perfect is to say that one thing happened before another thing happened. A common use is to ‘go back’ when we already talked about the past. When you express past perfect with your hands, you have to follow the gesture of Figure 12 as below. The first row pictures are from front view and the second row pictures are from side view. This is true of FIGURE 12-16. The example sentence is “You had played soccer.” The movement before space behind the speaker to the space behind speaker indicates the past perfect.

![FIGURE 12: Past Perfect Hand Signal](image1)

(9) The Future Perfect Hand Signal

The future perfect is to say that something will have been done, completed or achieved by a certain time in the future. The example sentence is “You will have played soccer.” The movement from the location of the speaker to the space in front of the speaker indicates to the future perfect.

![FIGURE 13: Future Perfect Hand Signal](image2)
(10) The Present Perfect Continuous Hand Signal

The present perfect continuous is used to talk about situations which started in the past and are still going on. When you express the present perfect continuous with your hands, you have to follow the gesture of Figure 14 as below. The example sentence is "You have been playing soccer." Move your hands from the space behind the speaker to the location of the speaker and then rotate your hands at the location of the speaker. The movement indicates the present perfect continuous.

FIGURE 14
The Present Perfect Continuous Hand Signal Activity

(11) The Past Perfect Continuous Hand Signal

The past perfect continuous is to express longer action or situations which had continued up to the past moment. When you express the past perfect continuous with your hands, you have to follow the gesture of Figure 15 as below. The example sentence is "You had been playing soccer." Make your hands from before the space behind the speaker to the
space behind the speaker and then rotate your hands at the space behind of the speaker. The movement indicates the past perfect continuous.

Figure 15
The Past Perfect Continuous Hand Signal Activity

Front view

Side view

(12) The Future Perfect Continuous Hand Signal

The future perfect continuous is showing that something will have been done, completed or achieved by a certain time in the future and it will be still going on. When you express the future perfect continuous with your hands, you have to follow gesture of Figure 16 as below. The example sentence is “You will have been playing soccer.” Move your hands from the location of the speaker to the space in front of the speaker and then rotate your hands at the space in front of the speaker. The movement indicates the future perfect continuous.

Figure 16
The Future Perfect Continuous Hand Signal Activity

Front view
2) Practice

Students who have learned verb tenses through TVTA should practice hand signal actions above. Table 2 is a sample of practicing TVTA. The students start to speak loudly the sentences ‘You paint the house.’ with physical actions together.

**TABLE 2**

A Sample of Practicing TVTA

*A sample sentence: ‘You paint the house.’*

<table>
<thead>
<tr>
<th>Basic tense &amp; aspect</th>
<th>Subject</th>
<th>Verb</th>
<th>Object</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Present</td>
<td>You</td>
<td>(    )</td>
<td></td>
</tr>
<tr>
<td>2. Past</td>
<td>You</td>
<td>(    )ed</td>
<td>the house.</td>
</tr>
<tr>
<td>3. Future</td>
<td>You</td>
<td>will (    )</td>
<td></td>
</tr>
<tr>
<td>4. Present continuous</td>
<td>You</td>
<td>are (    )ing</td>
<td></td>
</tr>
<tr>
<td>5. Past continuous</td>
<td>You</td>
<td>were (    )ing</td>
<td>the house.</td>
</tr>
<tr>
<td>6. Future continuous</td>
<td>You</td>
<td>will be (    )ing</td>
<td></td>
</tr>
<tr>
<td>7. Present perfect</td>
<td>You</td>
<td>have (    )ed</td>
<td></td>
</tr>
<tr>
<td>8. Past perfect</td>
<td>You</td>
<td>had (    )ed</td>
<td>the house.</td>
</tr>
<tr>
<td>9. Future perfect</td>
<td>You</td>
<td>will have (    )ed</td>
<td></td>
</tr>
<tr>
<td>10. Present perfect continuous</td>
<td>You</td>
<td>have been (    )ing</td>
<td>the house.</td>
</tr>
<tr>
<td>11. Past perfect continuous</td>
<td>You</td>
<td>had been (    )ing</td>
<td></td>
</tr>
<tr>
<td>12. Future perfect continuous</td>
<td>You</td>
<td>will have been (    )ing</td>
<td></td>
</tr>
</tbody>
</table>

3) A Questionnaire

A questionnaire was conducted to the subjects of the experimental group to find out how their thoughts were on learning verb tenses through ‘TVTA.’ The questionnaire was composed of eight questions. Four questions out of eight were general questions about English verb tenses and the other four were to investigate the students’ reflection about learning verb tenses through TVTA. The questionnaire for the students was done in Korean to minimize any misunderstanding.
IV. RESULTS AND DISCUSSION

1. Pre-test & Post test

After 10 week treatment, the scores of the pre-test and the post-test are presented in Table 3 and 4. The t-test was used to compare the means of the two tests in each group. The students’ scores in the experimental group were much higher than those in control group. This indicates that the students in the experimental group have much better results after TVTA treatment in contrast with the students in the control group.

The results of the Pre test and the Post test in the experimental group were 65.24 and 73.79 respectively (Table 3). With the statistical analysis, it was found that the experimental group have improved significantly ($t=4.828$, $p < .05$).

<table>
<thead>
<tr>
<th>Groups</th>
<th>N</th>
<th>Mean</th>
<th>Standard Deviation</th>
<th>$t$</th>
<th>Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Experimental Group</td>
<td>Pre-test</td>
<td>31</td>
<td>65.24</td>
<td>7.50</td>
<td>-4.828</td>
</tr>
<tr>
<td>(TVTA Group)</td>
<td>Post-test</td>
<td>31</td>
<td>73.79</td>
<td>6.38</td>
<td></td>
</tr>
</tbody>
</table>

However, students in the control group produced lower results than the students in the experimental group as indicated in Table 4. The results of the Pre-test and the Post test were 65.91 and 68.50 respectively and it turned out to be statistically insignificant.

<table>
<thead>
<tr>
<th>Groups</th>
<th>N</th>
<th>Mean</th>
<th>Standard Deviation</th>
<th>$t$</th>
<th>Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Control Group</td>
<td>Pre-test</td>
<td>30</td>
<td>65.91</td>
<td>7.83</td>
<td>-1.253</td>
</tr>
<tr>
<td>(Grammar book only)</td>
<td>Post-test</td>
<td>30</td>
<td>68.50</td>
<td>8.13</td>
<td></td>
</tr>
</tbody>
</table>

According to the data above, the teaching of verb tenses through physical actions is much more influential on students than teaching through the traditional teacher’s explanation.

2. Results of Questionnaire

The questionnaire is composed of eight questions. The answers were counted and tallied.
1) General Questions about Learning Verb tenses

The questions are about general inquiry into the subjects’ perception about verb tenses.

<table>
<thead>
<tr>
<th></th>
<th>Results of the Questionnaire Part A</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>What do you think is the most difficult part in learning English?</td>
</tr>
<tr>
<td></td>
<td>Grammar</td>
</tr>
<tr>
<td></td>
<td>54%</td>
</tr>
<tr>
<td>2</td>
<td>What do you think of learning verb tenses?</td>
</tr>
<tr>
<td></td>
<td>Very difficult</td>
</tr>
<tr>
<td></td>
<td>70%</td>
</tr>
<tr>
<td>3</td>
<td>How effective is the way verb tenses are taught in your school?</td>
</tr>
<tr>
<td></td>
<td>Very ineffective</td>
</tr>
<tr>
<td></td>
<td>47%</td>
</tr>
<tr>
<td>4</td>
<td>What kind of verb tenses are the most difficult for you?</td>
</tr>
<tr>
<td></td>
<td>present/past/future perfect</td>
</tr>
<tr>
<td></td>
<td>68%</td>
</tr>
</tbody>
</table>

In the first question, it is found that more than half of the students think grammar is the most difficult area. This could be because grammar is the part they are always concentrating on in the EFL situation. In question 2, 95% of the students think verb tenses are difficult to understand. No students answer that it is easy. The results show that verb tenses could be very confusing to the students. In the third question, just more than half of the students say that the way verb tenses are taught is a little ineffective, and 47% say that it is very ineffective. It is surprising that no one thinks the way is effective at all. In the fourth question, 68% of the students answer that present perfect/past perfect/future perfect are the most difficult. Perfect form is not easy, of course. However, it is a further question to ask why the most complicated form, that is, perfect continuous form is not considered the most difficult to them.

2) Specific Questionnaire about Learning Verb Tenses through TVTA

These questions are for the experimental group subjects to investigate their reflection after studying verb tenses through TVTA.
TABLE 7
Results of the Questionnaire Part B

<table>
<thead>
<tr>
<th>Question</th>
<th>Strongly agree</th>
<th>Agree</th>
<th>Disagree</th>
<th>Strongly disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>5 Do you think the gestures of TVTA are easy to perform?</td>
<td>Strongly agree 68%</td>
<td>Agree 32%</td>
<td>Disagree 0%</td>
<td>Strongly disagree 0%</td>
</tr>
<tr>
<td>6 Is the gesture helpful for you to understand verb tenses?</td>
<td>Very helpful 71%</td>
<td>Helpful 19%</td>
<td>Not so helpful 10%</td>
<td>Never helpful 0%</td>
</tr>
<tr>
<td>7 How interested are you when you learn verb tenses through TVTA?</td>
<td>Very interested 61%</td>
<td>A little interested 29%</td>
<td>Not so interested 10%</td>
<td>Never interested 0%</td>
</tr>
<tr>
<td>8 Are you satisfied with learning verb tenses through TVTA?</td>
<td>Strongly agree 61%</td>
<td>Agree 13%</td>
<td>Disagree 7%</td>
<td>Strongly disagree 0%</td>
</tr>
</tbody>
</table>

The results in this question 5 indicate that the majority of students (68%) strongly agree that hand gestures of TVTA are easy to follow. Some students (32%) agree. The results show all the students are satisfied with the new teaching method (TVTA). The results in the question 6 indicated that 90 percent of the students answer that the gestures of TVTA are (very) helpful to understand verb tenses. Only 10 percent of the students say that the actions of TVTA are too complex to perform. Question 7 also indicates that 90 percent of the students are (very) interested with TVTA. However, 10 percent of the students answered they weren’t interested in TVTA. This may be because they are shy or not so active enough to follow lots of activities in front of other students. Majority of the students (74%) respond that they are (very) satisfied with TVTA. The results indicate that most of the students think that TVTA is helpful and interesting.

V. CONCLUSION

Verb tenses are not easy in learning English since it is concerned with complex entity of invisible ‘time’. Time cannot be treated on its own terms. Thus, all of our understanding of time is related to other concepts such as events, motion, space, and time.

In this study, the researchers introduce a new teaching method called ‘The Teaching Verb Tenses through Actions (TVTA)’ to help students understand verb tenses more effectively. Physical actions, specifically, hand signal is involved in the study.

In this study, verb tenses are portrayed by linking physical actions and mental space. There are twelve physical actions in TVTA. Each physical action indicates verb tense and shows a basic meaning of verb tense. For example, the current location of the speaker is connected to the present simple tense, the space behind the speaker indicates the past time and the space in front of the speaker indicates the future time. etc. The students can express
and understand verb tenses when they move their hands.

Using this teaching method, it is found that TVTA class is more effective than the class of the teacher’s explanation. Subjects in the experimental group think TVTA is easy to perform and is satisfying.

With the method TVTA, English teachers and experts may be able to help students understand verb tenses not partially but wholly. This new model could be a stepping stone for students in EFL classrooms to grasp a basic concept of verb tenses.

For further study, it would have been better if interviews had been conducted with the subjects for the answers inside their minds. The subjects were limited to one institute in Seoul with a relatively small number of samples. It is impossible to apply the findings to all students and situations. Therefore, similar further studies with larger samples are needed, to find out whether they will show similar results.

REFERENCES


New Teaching Method of English Verb Tenses with Physical Action


APPENDIX A
Pre-test on Verb Tenses

Date _____ Grade ___ Name ______

A. 빈칸을 채워 주세요.

<table>
<thead>
<tr>
<th>Base Verb (기본동사)</th>
<th>Present Tense Form (현재동사형)</th>
<th>Past Tense Form (과거동사형)</th>
<th>Future Tense Form (미래동사형)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. clean</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. open</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. play</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. wash</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. watch</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. break</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. eat</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8. go</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9. see</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10. know</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

B. 가장 알맞은 답을 고르세요.

11. I ______ my grandmother’s house tomorrow.
   ① visit  ② visited  ③ will visit  ④ was visiting
12. You ______ dishes yesterday.
   ① wash  ② washed  ③ will wash  ④ are washing
13. She ______ her car now.
   ① fixed  ② will fix  ③ is fixing  ④ was fixing
14. He ______ the chair last night.
   ① make  ② will make  ③ is making  ④ was making
15. They ______ English tomorrow.
   ① study  ② studied  ③ will study  ④ were studying
16. Yesterday I ______ my pen in the store.
   ① buy  ② bought  ③ will buy  ④ am buying
17. I ______ a tree yesterday.
   ① climb  ② climbed  ③ will climb  ④ am climbing
18. You ______ TV in the living now.
   ① watched  ② will watch  ③ are watching  ④ were watching
19. My mother always ______ a walk in the morning.
   ① takes  ② took  ③ will take  ④ had taken
20. You _______ in Seoul for 12 years.
   ① live  ② will live  ③ are living  ④ have lived

C. 밑줄 친 단어의 시제를 올바르게 고쳐 주세요.
21. You wash your car tomorrow.    22. You go to the library last Sunday.
23. I will meet my friend yesterday.   24. Mary is studying English when I called her yesterday.
25. I finish my work last week.     26. I am cooking with my mother tomorrow.
27. She lives in Seoul since last years.(since ~ 때부터)
28. When I went to his house, he has already eaten pizza.

D. 시제를 적어 주세요.
29. You _______ soccer everyday. (the present simple-현재)
30. You _______ soccer. (the past simple-과거)
31. You _______ soccer tomorrow.  (the future simple-미래)
32. You _______ soccer now.(the present continuous-현재진행)
33. You _______ soccer yesterday. (the past continuous-과거진행)
34. You _______ soccer tomorrow. (the future continuous-미래진행)
35. You _______ soccer for 3 hours. (the present perfect-현재완료)
36. You _______ soccer before I came. (the past perfect-과거완료)
37. You _______ soccer tomorrow at 3. (the future perfect-미래완료)
38. You _______ soccer since 3 o’clock. (the present perfect continuous-현재완료진행)
39. You _______ soccer when I visited yesterday. (the past perfect continuous-과거완료진행)
40. You _______ soccer tomorrow. (the future perfect continuous-미래완료진행)

Pre-test on Verb Tenses

Date_____ Grade__ Name______

A. 빈칸을 채워 주세요.

<table>
<thead>
<tr>
<th>Base Verb (기본동사)</th>
<th>Present Tense Form (현재동사형)</th>
<th>Past Tense Form (과거동사형)</th>
<th>Future Tense Form (미래동사형)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. work</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. paint</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. water</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. fix</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. plant</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. do</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. make</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8. sleep</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9. cut</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10. swim</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
New Teaching Method of English Verb Tenses with Physical Action

B. 가장 알맞은 답을 고르세요.
   11. You ______ your house yesterday.
      ① paint    ② painted    ③ will paint    ④ are painting
   12. She ______ her boyfriend tomorrow.
      ① wait    ② waited    ③ will wait    ④ was waiting
   13. He ______ his car now.
      ① rides    ② rode    ③ is riding    ④ was fixing
      ① learned    ② will learn    ③ have learned    ④ am learning
   15. They ______ English tomorrow.
      ① study    ② studied    ③ will study    ④ were studying
   16. Next Sunday I ______ at the park.
      ① exercise    ② exercised    ③ will exercise    ④ was exercising
   17. She ______ her watch last month.
      ① fix    ② fixed    ③ will fix    ④ is fixing
   18. I ______ milk every morning these days.
      ① drink    ② drank    ③ am drinking    ④ was drinking
   19. My brother ______ pizza last night.
      ① eats    ② ate    ③ will eat    ④ is eating
   20. You ______ my brother tomorrow morning.
      ① meet    ② met    ③ will meet    ④ were meeting

C. 밑줄 친 단어의 시제를 올바르게 고쳐 주세요.
   21. You ______ the flower yesterday.  22. They ______ my house tomorrow.
   23. I ______ my room last night.  24. When I opened the door, my brother is crying yesterday.
   25. She ______ a book now.  26. They ______ the piano every morning.
   27. I ______ English for 10 years.  28. I ______ the house now.

D. 시제를 적어주세요.
   29. You ______ the car everyday. (the present simple-현재)
   30. You ______ the car. (the past simple-과거)
   31. You ______ the car tomorrow. (the future simple-미래)
   32. You ______ the car now. (the present continuous-현재진행)
   33. You ______ the car yesterday. (the past continuous-과거진행)
   34. You ______ the car tomorrow. (the future continuous-미래진행)
   35. You ______ the car for 3 hours. (the present perfect-현재완료)
   36. You ______ the car before I came. (the past perfect-과거완료)
   37. You ______ the car tomorrow at 3. (the future perfect-미래완료)
   38. You ______ the car since 3 o’clock. (the present perfect continuous-현재완료진행)
   39. You ______ the car when I visited yesterday. (the past perfect continuous-과거완료진행)
   40. You ______ the car tomorrow. (the future perfect continuous-미래완료진행)
### APPENDIX B
The Experimental Group Sub-plan

<table>
<thead>
<tr>
<th>Step</th>
<th>Procedure</th>
<th>Main activities</th>
<th>Time (min.)</th>
<th>Material</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre-task</td>
<td>Greeting</td>
<td>Greeting and roll call</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Motivation</td>
<td>The teacher asks a few questions about the topic.</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Introduction of learning points</td>
<td>The teacher introduces and explains tasks to the students.</td>
<td>4</td>
<td>A grammar Book &amp; explanation</td>
</tr>
<tr>
<td>Task</td>
<td>Task-1</td>
<td>Students learn verb tenses with physical actions.</td>
<td>15</td>
<td>TVTA manual for students</td>
</tr>
<tr>
<td></td>
<td>Task-2</td>
<td>Students practice by following the gestures in pairs or in groups.</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>Post-task</td>
<td>Closing the lesson</td>
<td>Teachers check up the students’ understanding and let students take a grammar check quiz.</td>
<td>15</td>
<td>Worksheet</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Greeting and assignment of the next lesson</td>
<td>5</td>
<td></td>
</tr>
</tbody>
</table>

The Control Group Sub-plan

<table>
<thead>
<tr>
<th>Step</th>
<th>Procedure</th>
<th>Main activities</th>
<th>Time (min.)</th>
<th>Material</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre-task</td>
<td>Greeting</td>
<td>Greeting and roll call</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Motivation</td>
<td>The teacher asks a few questions about the topic.</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Introduction of learning points</td>
<td>The teacher introduces and explains tasks to the students.</td>
<td>4</td>
<td>A grammar Book &amp; explanation</td>
</tr>
<tr>
<td>Task</td>
<td>Task-1</td>
<td>Teacher explains verb tenses.</td>
<td>15</td>
<td>A grammar Book</td>
</tr>
<tr>
<td></td>
<td>Task-2</td>
<td>Students practice verb tenses using the grammar book.</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>Post-task</td>
<td>Closing the lesson</td>
<td>Teachers check up the students’ understanding and let students take a grammar check quiz.</td>
<td>15</td>
<td>Worksheet</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Greeting and assignment of the next lesson</td>
<td>5</td>
<td></td>
</tr>
</tbody>
</table>
Applicable levels: both elementary and secondary levels
Key words: verb tenses, physical action

Kyung-Sook Song
Dept of TESOL, Graduate School.
Hankuk University of Foreign Studies
270, Imun-dong, Dongdaemun-gu
130-791 Seoul, Korea
Email: okaysks@hanmail.net

Kilryoung Lee
Dept of English Education
Hankuk University of Foreign Studies
270, Imun-dong, Dongdaemun-gu
130-791 Seoul, Korea
Email: happyenglish21@hanmail.net

Received in August, 2007
Reviewed in September, 2007
Revised version received in November, 2007