

UOT:80.

EFFECTIVE APPROACHES TO TEACHING PAST SIMPLE AND PRESENT PERFECT TENSES TO AZERBAIJANI LEARNERS*Ismayilova Gunay Sabir**Ganja State University*ismayilovagunay2018@gmail.com

Abstract: *This article explores effective approaches to teaching past simple and present perfect tenses to Azerbaijani learners of English. Understanding the linguistic background of Azerbaijani speakers, whose native language employs different grammatical structures, is crucial for designing appropriate teaching strategies. Drawing upon principles of contextualized learning, visual aids, contrastive analysis, interactive activities, form-focused instruction, and error correction, this paper provides practical insights for educators. By tailoring instruction to resonate with Azerbaijani learners' cultural context and linguistic preferences, instructors can foster meaningful language acquisition and empower learners to communicate confidently in English.*

Keywords: tenses, teaching, past simple, present perfect, Azerbaijani learners, linguistic challenges, contextualized learning, visual aids, interactive activities, form-focused instruction, error correction, language acquisition

Açar sözlər: zamanlar, tədris, keçmiş sadə, indiki bitmiş, azərbaycanlı öyrənənlər, linqvistik problemlər, kontekstual öyrənmə, əyani vəsaitlər, interaktiv fəaliyyətlər, forma yönümlü təlimat, səhvlərin düzəldilməsi, dil mənimsənilməsi

Ключевые слова: времена, обучение, прошедшее простое, настоящее совершенное, изучающие азербайджанский язык, лингвистические проблемы, контекстуальное обучение, наглядные пособия, интерактивные действия, обучение, ориентированное на форму, исправление ошибок, овладение языком.

Introduction

Teaching English as a second language presents unique challenges, especially when learners come from linguistic backgrounds distinct from English. Azerbaijani learners, with their Turkic linguistic heritage, encounter specific difficulties in grasping English tenses, notably the past simple and present perfect. This article aims to elucidate effective pedagogical strategies to facilitate the mastery of these essential tenses among Azerbaijani learners. As Lado (1957) aptly noted, "The teacher who has made a comparison of the foreign language with the native language of the students will know better what the real problems are and can provide for teaching them." This approach underscores the importance of considering learners' linguistic backgrounds and employing comparative analysis to inform targeted instructional practices, thereby fostering more effective language acquisition.

Understanding Linguistic Challenges: In the pursuit of effective language instruction, it is imperative to recognize the unique linguistic challenges that Azerbaijani learners face when acquiring English proficiency. As elucidated in the article "Effective Approaches to Teaching Past Simple and Present Perfect Tenses to Azerbaijani Learners" (Ismayilova, 2024), the linguistic disparities between Azerbaijani, a Turkic language, and English necessitate a thorough understanding of these challenges. Azerbaijani learners, accustomed to a grammatical system characterized by suffixes attached to verb stems for tense marking, encounter a significant departure from this structure when confronted with English, which heavily relies on auxiliary verbs for tense formation (Larsen-Freeman & Anderson, 2011).

The contrast between these two linguistic systems poses a myriad of comprehension hurdles for Azerbaijani learners, particularly in the realm of English tenses. Without a solid grasp of auxiliary verbs and their role in tense formation, learners may struggle to discern the nuanced distinctions between past simple and present perfect tenses. As Larsen-Freeman and Anderson (2011) highlighted, this cognitive shift from a suffix-based tense system to one reliant on auxiliary verbs requires targeted instructional approaches to facilitate understanding and mastery.

Furthermore, the absence of auxiliary verbs in Azerbaijani may lead to confusion when learners encounter English constructions that rely heavily on auxiliary verbs for tense, such as the present perfect or continuous tenses. The intricate interplay between linguistic structures underscores the complexity of language acquisition and the need for educators to tailor instructional strategies to address these specific challenges.

In light of these linguistic disparities, effective language instruction for Azerbaijani learners necessitates a nuanced approach that acknowledges and accommodates their linguistic background. By recognizing the fundamental differences between Azerbaijani and English grammar, educators can design instructional materials and activities that scaffold learning and support learners in overcoming these comprehension hurdles. Through targeted instruction and ample practice, Azerbaijani learners can develop the linguistic proficiency needed to navigate the complexities of English tenses with confidence and competence.

Effective Teaching Approaches:

Contextualized Learning: Contextualized learning represents a departure from traditional rote memorization and grammar drills, offering a dynamic approach that brings language learning to life (Richards & Rodgers, 2014). By embedding language instruction within real-life scenarios and culturally relevant contexts, educators create immersive learning experiences that resonate with learners on a personal and cultural level (Nation & Macalister, 2010). This approach acknowledges that language is inherently linked to culture and social interaction, thus learning should reflect this interconnectedness (Scrivener, 2011). For example, educators can design activities that simulate real-world situations where past simple and present perfect tenses are commonly used, such as recounting personal experiences or narrating historical events (Hinkel, 2005).

By integrating real-life scenarios into language instruction, educators provide learners with authentic opportunities to engage with language in meaningful ways. Whether through role-plays, simulations, or interactive activities, learners are encouraged to apply language skills to solve problems, make decisions, and navigate social situations. This active participation enhances engagement and facilitates deeper comprehension as learners see the immediate relevance of language in their lives.

Contextualized learning represents a holistic approach to language instruction that recognizes the interconnectedness of language, culture, and social interaction. By integrating real-life scenarios and culturally relevant contexts into language learning, educators empower learners to become active participants in their learning journey, fostering engagement, comprehension, and cultural competence along the way.

Example: create a role-play activity where students act out a dialogue about their recent experiences using both past simple and present perfect tenses. For example, one student can play the role of a traveler describing their recent trip (present perfect), while another student acts as a friend asking about specific events during the trip (past simple).

Visual Aids and Diagrams: Visual aids and diagrams serve as indispensable assets in the language classroom, offering learners a tangible and accessible means of grappling with

abstract linguistic constructs (Nation & Macalister, 2010). Timelines and charts, among other visual representations, provide learners with a structured framework for navigating the temporal landscape of language, allowing them to visually map out the sequence of events and their corresponding temporal markers (Brown, 2007).

By presenting temporal relationships visually, educators provide Azerbaijani learners with a visual roadmap for understanding how events unfold over time. This visual support not only improves understanding but also aids in remembering and recalling information by providing learners with a visual reference point to consult when dealing with intricate tense structures.

In addition to enhancing comprehension and engagement, visual aids and diagrams promote inclusivity by catering to diverse learning styles and preferences. Regardless of language proficiency level or background, visual representations offer a universal means of communication that transcends linguistic barriers, making them invaluable tools in language instruction.

Example: use a timeline to visually represent the difference between the past simple and present perfect tenses. Label key events in the past using the past simple tense, and highlight ongoing or recent actions/events using the present perfect tense. This visual representation helps students understand the temporal relationship between the two tenses.

Contrastive Analysis: Expanding on the significance of Contrastive Analysis, which involves the examination of both similarities and differences between Azerbaijani and English grammar, serves as a pivotal strategy for enhancing comprehension and mastery of tense usage. By systematically comparing verb conjugations and sentence structures across both languages, learners are empowered to discern subtle variations and unique characteristics, enabling them to develop a more nuanced understanding of tense usage. This analytical approach not only facilitates a deeper grasp of linguistic patterns but also enables learners to target specific areas that demand further exploration and refinement (Ellis, 2008). Through Contrastive Analysis, learners can effectively navigate the complexities of tense usage, ultimately advancing their proficiency in English grammar (Larsen-Freeman & Anderson, 2011).

Example: provide side-by-side comparisons of sentences in Azerbaijani and English, highlighting the differences in tense usage. For example, compare how past events are expressed in Azerbaijani (with suffixes indicating past tense) versus English (using auxiliary verbs like "did" or "have").

Interactive Activities: Incorporating interactive exercises, such as role-plays and group discussions, promotes active participation and language production. Engaging in meaningful communication tasks allows Azerbaijani learners to practice using past simple and present perfect tenses in authentic contexts, fostering fluency and confidence (Richards & Rodgers, 2014). For instance, educators can organize role-playing scenarios where learners must use past simple and present perfect tenses to describe past experiences or discuss recent events (Scrivener, 2011).

Example: conduct a group discussion where students share personal experiences using both past simple and present perfect tenses. Encourage students to ask follow-up questions and engage in dialogue with their peers to practice using the tenses in context.

Form-Focused Instruction: Providing explicit instruction on the form and usage of English tenses is essential for building grammatical accuracy (Celce-Murcia & Larsen-Freeman, 1999). Moreover, Form-Focused Instruction serves as a scaffold for learners, offering a systematic framework for mastering tense usage and refining language skills. Through targeted instruction and practice, learners not only enhance their grammatical accuracy but also

develop the confidence to express themselves effectively in English, thus facilitating their language acquisition journey.

Example: present a structured lesson focusing on the formation and usage of past simple and present perfect tenses. Break down the grammar rules, provide examples, and offer guided practice exercises to reinforce understanding.

Error Correction and Feedback: Offering constructive feedback on language production is instrumental in error correction and skill refinement (Scrivener, 2011). Through systematic error correction and targeted feedback, instructors play a vital role in refining tense usage and enhancing linguistic proficiency. By identifying common errors related to tense usage and offering tailored guidance, instructors empower learners to recognize and rectify their linguistic shortcomings, thus facilitating continuous improvement and language development (Thornbury, 2006). This ongoing feedback loop not only fosters a supportive learning environment but also cultivates a culture of reflection and self-correction among learners (Brown, 2007). As a result, Azerbaijani learners gain the confidence and skills needed to navigate the complexities of tense usage with precision and fluency, ultimately advancing their proficiency in English communication (Ellis, 2008).

Example: during speaking or writing activities, actively monitor students' use of past simple and present perfect tenses. Provide immediate feedback on any errors and guide students in correcting their mistakes. Encourage peer correction and self-correction to promote language accuracy.

In conclusion, the pursuit of effective language instruction for Azerbaijani learners entails a multifaceted approach that acknowledges and addresses the unique linguistic challenges they encounter. With a solid understanding of these challenges, educators can empower learners to overcome comprehension hurdles and master essential English tenses such as the past simple and present perfect.

The recognition of linguistic disparities between Azerbaijani and English grammar sets the stage for tailored instruction that bridges these gaps. By integrating contextualized learning, visual aids, contrastive analysis, interactive activities, form-focused instruction, and error correction techniques, educators create dynamic and inclusive learning environments that cater to diverse learning styles and preferences.

Contextualized learning immerses learners in authentic language use, fostering engagement, comprehension, and cultural awareness. Visual aids and diagrams provide tangible representations of abstract concepts, aiding understanding and retention. Contrastive analysis facilitates deeper insights into linguistic patterns and variations, enabling learners to navigate tense usage with precision. Interactive activities promote active participation and language production, while form-focused instruction and error correction refine grammatical accuracy and fluency.

Through these combined efforts, Azerbaijani learners are equipped with the linguistic tools and confidence needed to communicate effectively in English. As they navigate the complexities of language acquisition, they are supported by a nurturing environment that values continuous improvement and self-reflection.

Effective language instruction for Azerbaijani learners is a collaborative endeavor involving educators, learners, and the broader learning community. By leveraging innovative pedagogical approaches and fostering a culture of support and feedback, educators pave the way for linguistic growth and intercultural communication competence among Azerbaijani learners, ultimately enriching their educational journey and expanding their opportunities for success in an increasingly interconnected world.

References

1. Larsen-Freeman, D., & Anderson, M. (2011). Techniques and Principles in Language Teaching (3rd ed.). Oxford University Press.
2. Lado, R. 1957. Linguistics Across Cultures: Applied Linguistics for Language Teachers, Ann Arbor, Michigan: University of Michigan. (p.51)
3. Ellis, R.(2008).The Study of Second Language Acquisition (2nd ed.).Oxford University Press.
4. Celce-Murcia, M., & Larsen-Freeman, D. (1999). The Grammar Book: An ESL/EFL Teacher's Course (2nd ed.). Heinle & Heinle.
5. Lightbown, P. M., & Spada, N. (2013). How Languages are Learned (4th ed.). Oxford University Press.
6. Hinkel, E. (2005). Handbook of Research in Second Language Teaching and Learning (Volume 1). Routledge.
7. Scrivener, J. (2011). Learning Teaching: The Essential Guide to English Language Teaching (3rd ed.). Macmillan Education.
8. Brown, H. D. (2007). Principles of Language Learning and Teaching (5th ed.). Pearson Education.
9. Thornbury, S. (2006). An A-Z of ELT. Oxford University Press.
10. Nation, I. S. P., & Macalister, J. (2010). Language Curriculum Design. Routledge.
11. Richards, J. C., & Rodgers, T. S. (2014). Approaches and Methods in Language Teaching (3rd ed.). Cambridge University Press.

AZƏRBAYCANLI TƏLƏBƏLƏRƏ KEÇMİŞ SADƏ VƏ İNDİKİ BİTMİŞ ZAMANLARIN ÖYRƏDİLMƏSİ ÜÇÜN EFFEKTİV YANAŞMALAR

İsmayilpva Günay Sabir qızı
Xülasə

Bu məqalə, azərbaycanlı ingilis dili tələbələrinə keçmiş sadə və indiki bitmiş zamanları öyrətmək üçün effektiv yanaşmaları araşdırır. Ana dilində müxtəlif qrammatik strukturlardan istifadə edən azərbaycan dilində danışanların lingvistik mənşəyini başa düşmək müvafiq tədris strategiyalarının hazırlanması üçün çox vacibdir. Kontekstləşdirilmiş öyrənmə, əyani vəsaitlər, təzadlı təhlil, interaktiv fəaliyyətlər, forma yönümlü təlimat və səhvlərin korreksiyası prinsiplərinə əsaslanaraq, bu araşdırma müəllimlər üçün praktiki anlayışlar təqdim edir. Azərbaycanlı öyrənənlərinin mədəni konteksti ilə rezonans yaratmaq üçün təlimatları uyğunlaşdırmaqla, müəllimlər dillərin mənalı mənimsənilməsini təşviq edə və öyrənənlərə ingilis dilində inamla ünsiyyət qurmağa imkan verə bilirlər.

ЭФФЕКТИВНЫЕ ПОДХОДЫ К ПРЕПОДАВАНИЮ ПРОШЕДШЕГО ПРОСТОГО И НАСТОЯЩЕГО СОВЕРШЕННОГО ВРЕМЕНИ АЗЕРБАЙДЖАНСКИМ УЧЕНИКАМ

Исмайлова Гунай Сабировна
Резюме

В данной статье рассматриваются эффективные подходы к преподаванию прошедшего простого и настоящего совершенного времени азербайджанским изучающим английский язык. Понимание лингвистического происхождения говорящих на азербайджанском языке, которые используют различные грамматические конструкции на своем родном языке, имеет решающее значение для разработки соответствующих стратегий обучения. Этот документ, основанный на принципах

контекстуального обучения, наглядных пособий, контрастного анализа, интерактивных действий, форм ориентированного обучения и исправления ошибок, предоставляет учителям практические советы. Адаптируя обучение так, чтобы оно соответствовало культурному контексту азербайджанских учащихся, учителя могут способствовать осмысленному овладению языком и дать учащимся возможность уверенно общаться на английском языке.

Rəyçi: baş müəllim, fil.f.d. Kəmalə Rafiq qızı Əliyeva
Daxil olma tarixi 23 may 2024-cü il