



Developing secondary school 4th learners' communicative competence via the past progressive grammatical structures

¹Maguy Nzay Ngoshwa

¹Institut Supérieur Pédagogique de Bandundu (RDC) E-mail : richardkumu048@gmail.com

Résumé

L'auteur partant de sa propre expérience pendant la période de stage et pré stage comme encadreur des stages à l'ISP/ Bandundu, avait constaté que les élèves de deux écoles dans la commune de Mayoyo n'étaient pas communicativement compétents dans l'emploi de passé continu dans leur conversation. C'est pourquoi elle propose l'utilisation de dialogues dans l'enseignement de structure grammaticale telle que le passé continu.

Mots clés : structure grammaticale, temps, compétence, aspects, dialogue, enseignement.

Abstract

Starting from her own experience during the training and the pretraining of his students through different Bandundu's secondary schools, has noticed that those pupils were not communicatively competent when using past continuous form in their everyday conversations; that is why she proposed the introduction of dialogues when teaching past continuous form.

Key words : grammatical structure, tense, aspect, dialogue, teaching

Digital Object Identifier (DOI): <https://doi.org/10.5281/zenodo.14167528>

1. Introduction

Effective teaching implies an effective communicative competence attitude. That is why; it is important to consider how learners develop communicative competence while using past progressive, and what should be taken into account from the trainers' perspective in order to help them develop their communicative competence through past progressive. As far as , the program of secondary schools foreseen the teaching of tenses and aspects in 4th forms. That pushes us to make our investigation by testing our pupils and make questionnaires to teachers of English at school 1 and School 2 of Mayoyo municipality, to verify how they are teaching past progressive and why do pupils have those different problems to not use past progressive communicatively.

The straight coming answers are that the fourth form pupils of school 1 and school 2 at Mayoyo municipality in Bandundu Town do not develop their communicative competence through the teaching of past continuous form. The cause of those lack of communicative competence can be

lack of effective method and technique.

The quasi – experimental method helped us to select 40 pupils from schools 1 and school 2 by using pre and post tests to the pupils and a questionnaire to the teachers. The analysis of data and its synthesis will help us find answers to the above questions. In fact her own experience to notice those pupils’ incapacities to use past progressive communicatively leads to the formulation of a number of hypothesis.

This work is very useful for everybody: educational administrators, teachers, pupils, parents for multiple gains as it provides the educational system with effective teaching strategies to overcome learning shortcomings. The research also provides teachers of English with teaching techniques and comforts both teachers and learners to play their respective roles for the success of the past progressive teaching in a given context.

This work also aims to determining techniques and method that should be applied for the teaching of past progressive communicatively; finding the problem that School 1 and 2 pupils’ face in using the past progressive form; and defining teachers’ and pupils’ roles in the teaching of past progressive forms. In other words, we want this work to be a useful documentation on the teaching of past progressive.

The present study concerns Developing Secondary School 4th form learners’ Communicative Competence Via the past progressive grammatical structures. Through this work, the researcher has defined different key words, explained the method used, she has presented the data and how she collected them and gives the suggestions about how to teach Past progressive form through past progressive, and also adds some pedagogical implications for the teaching of past progressive forms. As the findings of her research has shown that lack of qualified teachers of English, pupils’ lack of motivation for learning English in general and for the past progressive form in particular, as well as teachers’ lack of adequate teaching methods and techniques to teach the past progressive form. This implies that some remedies should be given to those pupils to improve their learning, that is why we propose the introduction of dialogues through the teaching of that tense.

2. Some generalities

2.1. Tenses and Aspects in English

According to Jufrizal et al. (2010, p. 2) the English tenses are actually the combination of using tense(s) and aspect(s) in sentential constructions. Linguistically, tense and aspect are not really the same; the terms past, present, and future are the tenses, while simple, continuous (progressive) and perfect are aspects. For academic and practical purposes, however, they are all frequently called tense. The use of tenses for all grammatical features is not theoretically correct for advanced learners, in nature.

Both tense and aspect are very important in English, tense allows a speaker to locate a situation relative to some reference point in time, and aspect systems allow speakers to review an event in various ways; as complete, or incomplete, or something repeated over a period.

Generally speaking, there are 12 tenses in English related to time and aspect as seen in the board below :

Table1:Tenses in English

Time Aspect	Simple	Progressive	Perfect	Perfect progressive
Present	Present simple	Present progressive	Present perfect	Present perfect progressive
Past	Past simple	Past progressive	Past perfect	Past perfect progressive
Future	Future simple	Future progressive	Future perfect	Future Perfect progressive

Taking into account this board Time is represented by: present, past and future.

Aspect deals with simple, progressive, perfect and perfect progressive.

The researcher lists twelve forms in English which: Simple present, Present perfect, Present continuous, Present perfect continuous, Simple past, Past continuous, Past perfect, Past perfect continuous, Simple Future, Future continuous, Future Perfect, Future perfect continuous.

2.2. Past Progressive

Butterfield (2015, p. 30) defines Past Progressive as a verb form used to refer to an action that was ongoing at a time in the past. It is formed with the auxiliary verb to be in simple past (was, were) along with the Present Participle (-ing) of the main verb.

Gorcikova (2012, p. 123) points out that although both the Past Progressive and the Past Simple forms refer to the past, however their use differs. The past progressive form is used to express actions which were in progress at special time in the past, or an action in the past which overlaps another action whereas the simple past indicates that the action is completed in a time before now. The Simple Past is used to show that the action has already happened.

As far as the pedagogy of the Past Progressive form is concerned, researchers believe that English language teachers should teach students to form the Past Progressive form accurately and consistently. That will help students use it frequently in spoken and written English to develop their communicative competence (www.theedadvocate.org. April 23, 2023,).

2.2.1. Past progressive formation

The Past progressive of verbs is formed with verb be in simple past and the present participle of the main verb.

The verb to be in simple past, has got two forms: was and were. As shown in the chart below:

Table 2: The Simple Past of the verb to be

Was used with	Were used with
He	You
She	We
It	They
I	

Was is used with:

He: for masculine (3rd person singular)

She: for feminine (3rd person singular)

It: for things (3rd person singular)

I: for first person singular

Were is used with:

- You: 2nd person singular or plural
- We: 1st person plural
- They: 3rd person plural

Students need to master the construction of past continuous or progressive form in English.

That brings us to say: Past Continuous or progressive form = Past Tense of the auxiliary verb to be (was/were) + the Present Participle (verb+'ing'). And, we may use it through three forms as follows:

- a. In Affirmative: a subject + was/were + verb + ing
- b. Negative: subject + was/were + not + verb + ing
- c. Question: was/were + subject + verb+ing

2.2.2. Spelling Rules of: -ing

According to Sennrich (2022, p. 4), in English, we add –ing at the end of verb to form present participle of the verbs. The suffix- ing in English can attach to almost any modal verbs. The combination of be and a present participle expresses the progressive aspect of an event that the present

participle denotes, where as a prototypical V- ing adjective denotes the property of the subject. And only dynamic verbs which accept –ing form, not static one.

Exceptions:

- Where the verb ends in an “e” we remove the “e” and replace it by “-ing”
Example:
To live: living
- Verbs ending with – ee; just add – ing
Agree: agreeing
- Verbs ending with – ie
Change the – ie to –y and add – ing
Die: dying
- If the one- syllable verb ends in a consonant + vowel + consonant, we double the final consonant and add “-ing”.
Example:
To stop: stopping
But, we do not double the final consonant:
- When the verb ends in w, x or y o when the final syllable is not emphasized.
Examples:
To fix: fixing
To enjoy: enjoying
To snow: snowing
- If a two- syllable verb ends in a consonant + vowel + consonant, we do not double the final consonant when the stress is on the first syllable.
Example:
To happen: happening
To enter: entering
- If the verb ends in consonant+ vowel + L, we normally double the final L and add “ing”.
Examples:
To travel: travelling

2.2.3. Teaching of Past Progressive

According to <http://www.shanlaxjournals> (June 15th, 2023), teaching is a scientific process; its strategies have a positive effect on student learning. It has three major components which are: content, communication, and feedback. And also four steps, namely planning of teaching, organization of teaching, identification of suitable teaching and managing teaching.

The organization of teaching implies the place where the teaching takes place and how the teacher works taking into account time and necessary teaching tools and resources. For Hong (2020, p. 46) teaching is the fact of building proper strategies for transmitting knowledge, creating fun, developing capacity and creativity of students. This way of understanding leads to two different teaching styles based on the principal actor which are: Teacher-Centered and Student-Centered

2.2.4. Teacher-Centered and Learner-Centered

<http://oaji.net/articles/2017/5501-151910256> (april2, 2017) notes that the key difference between teacher-centered and student-centered pedagogy is the focus. Teacher-centered activities rely upon teacher input or output (lecture) and students work alone. The teacher provides the required information and students passively receive that information.

According to Janor et al., (2013, p. 6), the teacher controls the learning experience, and students tend to have fewer opportunities to interact with other students or think out loud. Activities that are oriented toward the student (collaborating, communicating, and interacting) are considered student-centered. The teacher is involved in the learning process and directs their learning.

Soatova (2019, p.) adds that Teaching is the transfer of knowledge from teacher to student or the creation of conditions for independent student learning. The teacher task here is to optimally organize the student activities, involving them in the learning process, shaping their willingness to

learn, correctly distributing tasks, beginning and ending each stage of work on time, taking into account the time budget and rationally organizing feedback. The teacher as an assessment expert is responsible for feedback, error correction, and student distribution. Students are supposed to know how and what is being tested at the moment in order to clearly understand what to focus on. And from time to time, students need the help of a teacher as a source of information. No teacher can know everything. So, we must be ready to tell students where and how they can find the appropriate information.

Chauhan (2012, p. 90) argues that teaching is the process of imparting knowledge, skills, and values to others. It involves the sharing of information and ideas to facilitate learning and understanding. It can take place in a variety of settings, including schools, universities, workplaces, and informal settings. And the use of appropriate methods and strategies to learners, facilitate their learning, and help them achieve their goals.

2.2.5. Traditional Teaching of past progressive

According to Light and McNaughton (2015, p. 25) the traditional way of teaching past progressive form was through the memorization-based techniques which consist of the memorization of the rule by the learners. And on sentences repetition which slowly gave way to more creative methods.

According to Jaeger (2011) teachers and students need to understand grammar and specially past progressive in particular in order to write effectively. He added that traditional instruction seems boring and unrelated to writing because it was taught in isolation, and students do not apply the rules and theory to their composition process. He also proposed to eliminate the teaching of grammar from English instructional courses.

In addition, other researchers made their investigations on the teaching of past tense in general and past progressive in particular. Teachers and students need to understand grammar in order to write effectively. Also, traditional grammar instruction involves memorization of grammatical rules and practice exercise drills.

The main disadvantage of grammar translation method is that it is not conducive for students to truly acquire the natural input of language. Students learn the rules of language rather than the actual application of the language.

2.2.6. New Ways in Teaching the Past Progressive

Nunan (2015, p. 156) is best known for his theoretical and empirical contribution to second language instruction, especially in the areas of learner centered education and task-based language teaching, which is characterized by:

- an emphasis on learning to communicate through interaction in the target language,
- introducing authentic texts into the learning situation,

Providing opportunities for learners to focus, not only on language, but also on the learning process itself.

2.3. Communicative Competence

Well taught grammar lessons in general and past progressive lessons in particular can help a learner develop his/her expressive abilities or communicative competence. According to <http://www.researchgatenet> (June 17, 2024), there are three types of competence in linguistics, which are: linguistic competence, communicative competence, and interactional competence. All of them have a profound impact on second language teaching, learning, and testing.

www.ncbi.nlm.nih.gov "articles" (March 15, 2021), notes that the communicative competence is the ability to achieve communicative goals in a socially appropriate manner. It is goal oriented; it includes the ability to select and apply skills that are appropriate and effective in the respective context. And communicative competence can be acquired. A learner with little experience must first get an overview and then build up a knowledge base by reading, discussions, and sharing

ideas with others according to context.

According to Awan (2021), communicative competence is acquired through four main aspects of learning or four types of speech activities: receptive (reproducing) in listening and reading, and productive (creative) in speaking and writing. It is the successful manner of being able to use the language for meaningful communication. And nowadays, the purpose of teaching a foreign language is the acquisition of communicative competence by creating classroom activities in which students must negotiate meaning, use communication strategies, correct misunderstandings and work to avoid communication breakdowns.

Awan (2019) states that English Teachers should focus on different aspects of communicative competence at different times, as student communication needs are unlikely to remain the same throughout a longer course. Those students should be able to express freely their ideas according to different life context. Some researchers understand communicative competence as the situation or the specific use of communicative skills; that is to say the ability to achieve communicative goals in a socially appropriate manner. It includes the ability to select and apply skills that are appropriate and effective in the respective context. Communicative competence can be acquired step by step through repeated, reflected practice and experience. (www.ncb,n/m.n,h.pov, April 20th, 2013). The step by step acquisition ends into learners' communicative competence.

Communicative competence is used to emphasize that effective communication is not based solely on people's linguistic knowledge; that is grammatical and syntactic rules, but also on their appropriate application of this knowledge in specific communicative events. He also describes language as the speaker's functioning in a communicative situation, in which his/her general competences are supposed to be always combined with communicative language competences and strategies in order to achieve the aims of communication (www.researchgate.net, February 24, 2021,).

Richard and Gibson (2012) explains the communicative competence through four purposes in saying that:

- Through communicative competence, a student expresses their wants and needs to communicate effectively and clearly his/her message, so that his/her partner hears it accurately and understands what he/ she means.
- Communicative competence develops social etiquette routines; learners should spent time together, have mutual benefits, and create social friendship among them to make interaction easily. As to exchange information, learners should have positive interdependence, individual accountability,
- Face – to – face interaction, social skills, and group processing.
- To fulfill social etiquette routines, learners should know that human being, should live in community, and there are different norms to follow for living in good relation with others.
- The first person who used communicative competence,
- Whyte (2019), defined it as a necessary grammatical competence along with the ability to use this competence in various communicative situations. He says that the child acquires competence as to when to speak, when not, and as to what to talk about with whom, when, where, in what manner ?

Communicative competence includes speakers' knowledge of linguistic and sociolinguistic rules as well as their ability to use this knowledge in interaction. It is from actual language use in interaction that depends the interlocutors and the unfolding events which come under the heading of performance.

Chomsky (1965), an American Linguist and cognitive scientist, was one of the first scholars who used the term competence in connection with learning languages. Again in his work, *Aspect of the Theory of Syntax*; he distinguishes between two concepts, competence and performance. In his view, competence is the speaker-hearer's knowledge of his language and performance is the actual use of language in concrete situations.

2.4. Motivation

According to www.westpoint.edu/cfe (July 13th 2012), in regards to learning, motivation

generally involves inner forces, enduring traits, behavioral responses to stimuli, and sets of beliefs and affects. She said that the study of motivation can be broken down into two main categories: behavioral and cognitive theories. Behavioral theories “view motivation as a change in the rate, frequency of occurrence, or form of behavior as a function of environmental events and stimuli”. Teachers can shape student responses by conditioning the external environment. In contrast, cognitive theories stress the internal structures and processing of information and beliefs. Cognitive theories stress the importance of perceptions of competence, values, affects, goals, and social comparisons when measuring motivation.

2.5. Dialogue

2.5.1. Definition

Dialogue is a conversation between two or more person. It is a verbal exchange of ideas between people, and as such it fits the standard vision of how dialogue would function in the classroom. Dialogues are a very useful technique once an initial set of vocabulary is understood.

The purpose of using dialogue is to present a situation of real language in which the students role plays in safe environment before being met by the real thing.

By using dialogue the students come to own the language to internalize the phrases used so they become a part of their repertoire of English. Dialog practice also provides a useful change of focus from teacher led classroom interaction.

3. Procedures in quasi- experimental method

With this method, you can use two-group tests, time-series analysis, and regression analysis to analyze data. Each option has specific assumptions, strengths, limitations, and data requirements. That is:

- Time series is more suitable for forecasting and detecting patterns in temporal data, while regression is more suitable for estimating and explaining the effect of variables on an outcome.
- Two-groups tests: two groups such as the control group versus the Experimental group. The experimental group is the group that receives the variable or treatment being tested in an experiment. The control group is the group in an experiment that does not receive the variable you are testing.

This chapter is about the research design methods and approach adopted to conduct the present study. From the selected research method, I adopted a Quasi-experimental design based on quantitative data. The chapter has also determined the population and the sampling techniques used. Finally, it has discussed instruments used to collect data, and the procedure, and techniques used for analysis.

4. Data presentation and analysis.

4.1. Presentation of Data

The study was conducted through 40 pupils as a sample. By sample, according to Bhandarker and Wilkinson (2013, p. 123) we mean a subset of the population the researcher actually examines to gather the data. It is also a subset of the population that represents the entire group. I have used Simple Random Sampling for the list of all elements of the population from which the sample was drawn and prepared. I used two tests for the pupils. Here below will be the results of those pupils according to the two tests:

Table 3: school 1 Testees scores on Pre-test

Score out of 30	4	7	10	11	12	15	Total
Number of students	6	2	2	3	3	4	40

The above table 3 indicates that the pre-test was presented by 20 students. The score obtained by students were as follows:

- 6 pupils got 4 out of 30, it represents 30%
- 2 pupils got 7 out of 30 or 10 %
- 2 pupils got 10 out of 30 or 10%
- 3 pupils with 11 out of 30 or 15%
- 3 pupils got 12 out of 30 or 15%
- 4 pupils got 15 out of 30 or 20%

The results have been shared between 6 classes. And 16 pupils representing (80%) failed, but only 4 or 20% of pupils succeeded. This situation can be statistically represented as below:

Table 4 : School 1 scores interpretations

School 1: Pre – Test				
Scores	Number of pupils	ni*xi	xi ²	ni*xi ²
4	6	24	16	96
7	2	14	49	98
10	2	20	100	200
11	3	33	121	363
12	3	36	144	432
15	4	60	225	900
Total	20	187		2089
	x=	9,4		
	variance=	17,03		
	Ecart-type=	4,13		

Table 5: School 2 Testees scores on Pre-test

Score out of 30	4	8	10	12	13	16	Total
Number of pupils	6	2	2	3	3	4	20

The above table 6 indicates that the pre-test was presented by 20 pupils. The score obtained by pupils were as follows:

- 6 pupils got 4 out of 30 or 30%
- 2 pupils got 8 out of 30 or 10%
- 2 pupil got 10 out of 30 or 10%
- 3 pupils got 12 out of 30 or 15%
- 3 pupils got 13 out of 30 or 15%
- 4 pupils got 16 out of 30 or 20%

The results have been shared between 6 classes (Groups).

That is to say 16 pupils representing (80 %) failed, but only 4 or 20% of pupil participants succeeded. This situation can be statistically represented as followed:

Table 4 : School 2 scores interpretations

School 2: Pre Test				
Score	Number of pupils	ni*xi	xi ²	ni*xi ²
4	6	24	16	96
8	2	16	64	128
10	2	20	100	200

12	3	36	144	432
13	3	39	169	507
16	4	64	256	1024
Total	20	199	-	2387
	x=	10,0		
	variance=	20,35		
	Ecart-type=	4,51		

This board below represents the results of school 2 tests.

As said above, when we compare the pre- and post - tests, we notice that the post- test was more successful than the pre- test, that is to say: the use of dialogue allows pupils to master and use perfectly the past progressive form in their speeches.

Table 7: Pre - and post- tests scores of the Experimental school

School 2: Pré Test					School 2: Post Test				
Score	Number of pupils	ni*xi	xi ²	ni*xi ²	scores	Number of pupils	ni*xi	xi ²	ni*xi ²
4	6	24	16	96	16	5	80	256	1280
8	2	16	64	128	18	6	108	324	1944
10	2	20	100	200	25	7	175	625	4375
12	3	36	144	432	28	2	56	784	1568
13	3	39	169	507	Total	20	419	-	9167
16	4	64	256	1024					
Total	20	199	-	2387					
	x=	10,0				x=	21,0		
	variance=	20,35				variance=	19,45		
	Ecart-type=	4,51				Ecart-type=	4,41		

As said above, when we compare the pre- and post - tests, we notice that the post- test was more successful than the pre- test, that is to say: the use of dialogue allows pupils to master and use perfectly the past progressive form in their speeches.

4.2. Presentation of Teachers' Data

The investigation has been done through three teachers of School 1 and 6 teachers of School 2 in Bandundu Secondary schools to verify their ways of teaching past progressive form to overcome the problem on teaching past progressive communicatively.

After talking with them, I have noticed that:

- The first teacher uses group work with filling in the blank space exercises during practice to allow his pupils use the past progressive.
- The second teacher also uses filling the blank space to help his pupils put to practice what they learnt.

- The third teacher combines games and filling the blank
- The fourth teacher always uses filling the blank during practice.
- The fifth teacher uses filling the blank
- The sixth teacher uses writing exercises to put into practice the materials learnt.
- The seventh teacher uses filling the blank during practice to verify if his pupils have mastered what they learnt.
- The eighth teacher uses a writing exercise to be ensured that his pupils have got something on the teaching of past progressive.

- The ninth teacher uses filling the blank during practice to allow his pupils master the use of past progressive
- The tenth teacher uses filling the blank as other teachers during practice to help the pupils master the lesson.
- The eleventh teacher also uses filling the blank during practice in a group work.
- The twelfth teacher again proceed with filling the blank.
- That brings me to think about other techniques as dialogue which may push our pupils to converse or to speak while using past progressive form through their daily speeches.

Taking into account the way different teachers used to teach past progressive in secondary schools, we conclude that 10 (83.33%) teachers use filling the blank techniques to teach past progressive. Two (6.67%) teachers use writing exercises to help his pupils improve their communicative competence.

5. Discuss outcomes

As Felder and Brent (2012, p. 3) stated in traditional classes teaching teachers were working much harder than pupils. At that time pupils did not develop their learning skills because of the lack of practice. That is why the researcher has inserted dialogue in the teaching of past progressive form for giving the pupils the chance to practice what they are learning to acquire their communicative competence. With the use of dialogue, the pupils will have time to think, solve and analyze what they are going to say in front of others. That will encourage them to find more words which will help them to expose or answer the questions they will ask one another during the dialogue. Again, the use of dialogue in the teaching of past progressive will encourage the pupils to share their knowledge with others and to ensure collaboration among them. In any case, successful communication requires that the participants converse over a discussion topic or subtopic, and also that they know how to apply their communicative competence to negotiate what they are discussing. Communicative competence does not mean an absence of grammar instruction or past progressive form, but rather grammar instruction or past progressive should lead to the ability to communicate effectively.

To summarize, the practice of the past progressive communicatively in a large class requires that the teacher should be resourceful in creating different contexts which will urge them to use the past progressive communicatively. Dialogue is among the very important techniques which help students to discuss or share ideas while using the past progressive form that will help them to get the habit of talking with others fluently.

6. How to Teach Past Progressive Through Dialogue

6.1. Some strategies

1. When teaching past progressive form, the teacher may use dialogue the new expressions easily. Knowing that the dialogue is composed of two persons, the teacher can ask the students to be in pairs so that they can express their own ideas with the past progressive form.

Before starting, the teacher will use question-answer techniques to review the use of simple past of the verb to be, and formation of the present participle of verbs in English.

The students are going to conjugate the verb to be in simple past with all personal subject pronouns which can also be replaced by names of people or things.

Examples:

Table 4.1 : The Simple past of the verb to Be

AFFIRMATIVE FORM	NEGATIVE FORM	INTERROGATIVE FORM
I was	I was not	Was I?
You were	You were not	Were you?
It was	It was not	Was it?
He was	He was not	Was he?
She was	She was not	Was she?
We were	We were not	Were we?
You were	You were not	Were you?
They were	They were not	Were they?

The table above deals with the conjugation of the verb to be in simple past all forms. That is to say:

- in affirmative form, the structure is: subject plus verb plus
- In negative form the structure is: subject plus verb plus not plus...
- In interrogative form, the structure is: verb plus subject plus ? (question marks).

That is to say:

Subject + verb to be in simple past+ verb+ ing form

Before giving the exercise, the teacher will explain to his pupils different possibilities to add – ing at the end of the verb.

After that the teacher gives an exercise:

Topics to develop may be given by the teacher himself or chosen by students. Then the teacher presents the model dialogue with one of them :

Topic: My Diploma (Teacher' model)

Teacher: Hello, my friend.

Student: Hello.

Teacher: What were you doing, when they proclaimed your state exams?

Student: I was cooking and suddenly, they told me about that.

Teacher: What was your family attitudes about that?

Student: They were happy, my father was dancing, my sister was crying, and other members of my family were asking money for buying beer.

Teacher: Congratulation.

Student: Thank you.

Teacher' instruction

Now, class in group of two persons, you are going to choose your own topic, and follow my model.

Group one:

Topic: The death of my father

Student one: What was your father' s name?

Student two: My father' name was Luc Mpeti.

Student one: What were you doing when he died?

Student two: I was sleeping and then my phone rang, the mother told me that information.

Student one: What was your attitude the day of his burial?

Student two: I was weeping, regretting, thinking about all he promised to realise again.

Student One; That' s all.

Student two: Thanks.

Group 2

Topic: My parents' wedding

Enock: Good morning, Rebecca.

Rebecca: Good morning.

Enock: What were you doing the day of your parents' wedding?

Rebecca: I was taking care of all they were cooking.

Enock: At the church, what did you do?

Rebecca: I was singing and dancing when the pastor made comment about marriage.

The same day, the teacher may take even four groups because of time as model. And gives an assignment in which other pupils in pairs are going to find their own topic and create their dialogues to bring next time.

Then to finish, the teacher has to explain again the use of past progressive by telling them that, the past progressive can also be used with simple past.

And also, these dialogues were in affirmative forms, but they can also use them in negative and interrogative forms

Examples:

Estha to Beni: were you dancing when you got marriage?

Beni; No, I was not dancing, the room was full of people.

Estha: Was your husband happy to see that people call him by his name?

Beni; No, he was not happy, people were not only shouting but they were also quarrelling over food.

Teaching the Past Progressive communicatively to 4th form pupils of School 1 and School 2 implies the teaching of English language which can allow our students to use language through the communicative competence. In our case, I inserted the dialogue to foster the students' ways of speaking the English language fluently in using past progressive communicatively.

Dewey (2018, p. 14) said that there are some steps that a student should follow before speaking, such as:

- listenership: that is to say, before speaking the student should listen to different instruction given by the teacher.
- Managing your turn; as the past progressive form will be used by students through context, the students will not speak at random. They will speak according to a given topic.
- The first person will ask the question which will help the second to use the past progressive form through context.

Considering all these techniques, it is not surprising that the dialogue will be between two persons, so students must know their level while sharing the role because the objective is to help them work in pairs. That is, the one who is strong will help the weaker one. To succeed in a dialogue, each partner should respect his turn. He should also pay attention to what the partner is saying to answer his partner question appropriately. As our main problem is about the teaching of past progressive form each partner should first master its use so that they can employ it correctly while speaking.

6.2. Procedures for Teaching Dialogues

There are a lot of researchers who commented for the teaching of dialogue: Bafadal (2019, p. 3) stated that a dialogue usually arises because people want to address an exigency in the situation. According to him, partners may have conflicting points of view, conflicting interests, may lack information, may need to make decisions, or may want to antagonize each other, these differences constitute the starting point of a dialogue. The main goal of the dialogue can be to solve the conflicts, to reach some sort of decision or even a provisional accommodation, to spread or expand one's knowledge, and to reach an agreement that would satisfy both parties.

Dialogue is a short conversation between, two speakers, representing some kind communicative event. In teaching English there were many techniques that can be used. One of them was dialogue. Teaching English speaking by dialogue was a good way to assess students' speaking skill, especially for beginners.

They also can learn to see that there are reasons why people think differently. The significant indicators of teaching dialogue are:

- Questions are structured so as to encourage thoughtful answers;
- Answers stimulate further questions and are seen as the building blocks of a longer dialogue, rather than end points;
- The teacher encourages listening, speaking and thinking;
- The teacher provides stimulus by asking genuine questions and encouraging students to do the same;
- Marks are taken to encourage them.

Saeed (2016, p. 3) states that teaching speaking means giving the opportunity of children to develop strong speaking skills. If a student tends to do something bad or has an aggressive behavior, such as bullying his or her friends, may be that because he or she cannot communicate well enough to tell what she or he feels or needs. That is why speaking activities are an important part of any young learners' classroom. When teaching speaking for young learners, teachers constantly have to keep in mind the fact that what teachers have in front of them is a mixed class with varied abilities, expectations, motivation levels, knowledge and last but not least, different learning styles. Thus, we need to vary our approaches and offer as much opportunity as possible to make the whole class find a little something to hold on, to expand and grow. It is especially important to select activities which match the objectives of learners' program.

Hanna (2017, p. 3) suggests different steps to teach dialogue :

- Choosing the appropriate dialogue with teaching situation such as age of the students, the proficiency of the students and the interest of the students. The teacher can also give the students change to get their ideas.
- Deciding how much time was allocated to dialogue that the teacher intends to use.
- Warning the students to make sure the topic after they enter in front of class.
- If the teacher intends to give guiding to the learners, they must provide an example of dialogue.
- The teacher can read examples of dialogue and ask students to listen carefully.
- Giving the learners opportunity to present their dialogue in front of class.
- Helping them if they find difficult words while speaking.
- While they present the dialogue, the teacher monitors and evaluates their works or their presentations.
- Giving feedback to the students according to the dialogue context by using past progressive in our context.

6.3. The Teacher Vs Learner Roles

According to Ami (2013, p. 12) there are different roles for the teachers:

- the teacher organized the classroom,
- the teacher is the guide by asking questions.
- the teacher encourages reflection.
- The teacher provides stimulus by asking genuine questions and encouraging students to do the same. Evaluate to encourage them.

During dialogue, the pupil the active participant as he should contribute to his own learning.

6.4. Importance of Dialogue in Teaching

Dialogues allow pupils to become critical, creative, caring, and collaborative thinkers, as well as good human beings.

Sawyer, K. (2011, p. 40) thinks that dialogue enables knowledge construction as students are actively processing the exchange and there are opportunities to connect ideas through dialogue).

Nachowitz et al Believe that (2014, p. 67) This kind of talk encourages students to socially construct understandings and in order to do this they must build on each idea shared rather than merely hearing them out or searching for criticisms to tear them down.

For Macnamara (2016, p. 24) Producing effective classroom discussion is not as simple as monitoring who talks and how much. Instead, the extent to which students are treated as epistemic

agents (co-constructors of knowledge) is a greater predictor for quality dialogic learning and improved student outcomes).

McKay (2018, p. 23) points that common features of Exploratory Dialogue include an open exchange of ideas, joint inquiry and construction of knowledge, multiple voices, and respectful classroom relations.

A key benefit of Dialogue is that students reformulate knowledge in various contexts due to the diversity and pluralism in the dialogue. Students test and apply their understanding of new concepts so that they become familiar with their use, development and a greater conceptual understanding of a topic.

Conclusion

The teaching of past progressive form still has problems to teachers of English as our students are unable to use it communicatively. Now, teachers wonder whether they should even teach past progressive form communicatively or not. To help our students use them communicatively, teachers should teach through context or dialogue to avoid boring.

Teaching the Past progressive form through dialogue was an interesting way to allow our students to enhance their communicative competence. After the researcher observation, she made a questionnaire to verify the real problem which blocked the students from using correctly the past progressive form in their daily speech.

The introduction of dialogue to 4th form Secondary pupils of School 1 and School 2 in Bandundu Town, helped them to use the language in context. Also, through dialogue, pupils become more confident, even those who were shy will speak. Teaching past progressive through dialogue encourages the students. They become more active when the researcher asks them to perform dialogues among themselves. They become more motivated to improve their language learning through a context which reflects their real life. This was also supported by the results obtained from the scores that students got during the second test with the introduction of dialogue to increase their level in the use of past progressive.

Bibliography

- Acharya, S., et al. (2013). Sampling: Why and how of it. *India Journal of Medical Specialties*,
- Ami, F. (2013). A study of teacher talk and student talk in verbal classroom interaction to develop speaking for young learners. *Study Program of Indonesia University*
- Awan, A. (2023). Teaching of communication skills through learners' centered approach. *Bahria University Press*
- Bhandar Kar, R., & Wilkinson, T. S. (2011). *Methodology and techniques of social research*. Himalaya Publishing House
- Butterfield, J. (2015). *Fowler's dictionary of modern English usage* (4th ed.). Oxford University Press
- Chauhan, K. K. (2012). Teaching meaning, definition, characteristics. *BMC*
- Chomsky, N. (1965). *Aspects of theory of syntax*. MIT Press
- Cristal, D. (2018). *A dictionary of linguistics and phonetics* (6th ed.). Blackwell Publishing
- Felder, R., & Brent, R. (2018). Navigating the bumpy road to student-centered learning. *North Carolina State University*
- Gowers, E. (2015). *Oxford Fowler's modern English usage*. Oxford University Press
- Hanna, J. (2017). *The practice of English language teaching* (4th ed.). Longman
- Janor, H., et al. (2013). Integrating student-centered learning in finance courses. *International Education Studies*

- Jasno, S. (2012). Communicative competence in teaching speaking. *Journal of English and Arabic Language Teaching*
- Jufrizal. (2013). Simple and complex tenses in English. *Muhammadiyah University of Purwokerto Press*
- Junaidi, R. (2022). An analysis of students' errors in translating past continuous tense at the second grade of SMPN I Karimun. *Islamic University Press*
- Larsen, D. (2015). *Teaching English to speakers of other languages*. Routledge Taylor & Francis Group
- Nunan, D. (2015). *Teaching English to speakers of other languages*. Routledge Taylor & Francis Group
- Sabra, A. (2020). Tense and aspect in the English language. *Upper Secondary Teacher Education Program*
- Sanchez, A., & Hosseini, M. (2023). Impact of digital technologies upon teaching and learning. *Education and Information Technology*
- Sawyer, K. (2011). *Creating conversations: Improvisation in every discourse*. Hampton Press
- Weiner, S., et al. (2014). *Dictionary of English grammar*. Oxford University Press
- Teaching challenges. (2023, October 20). Retrieved from <http://www.teachingchallenges.com/2023/10/challenges-of-teaching>
- Everyday Sociology Blog. (2023, September 15). Retrieved from <http://www.everydaysociologyblog.com>
- OAJI. (2017, April 2). Retrieved from <http://oaji.net/articles/2017/5501-1519102561>
- CS University. (2014, March 19). Learning approaches, principles, and theories. Retrieved from http://www.csu.edu.au/data/assets/pdf_file/0003/238611/Learning-approaches-principles-and-theories-2011-09-12.pdf
- BSNP.(2010).Retrievedfrom<http://www.bsnpindonesia.org/id/wpcontent/uploads/2012/04/LaporanBSNP-2010.pdf>
- Brookes University. (2014, June 20). Learning theories. Retrieved from <http://www.brookes.ac.uk/services/ocslid/resources/briefingpapers/learningtheories.pdf>
- UCY. (2014, June 1). Learning theories. Retrieved from <http://www.cs.ucy.ac.cy/-nicolast/courses/cs654/lectures/LearningTheories.pdf>
- DOI. (2010, December 13). Retrieved from <https://doi.org/10.3928/01484834-20090828-08>
- SSRN. (2015, October 15). Retrieved from <https://ssrn.com/abstract=2765322>
- Monmouth University. (2024, April 12). Retrieved from <https://www.monmouth.edu>
- Azar Grammar. (2023, July 23). Retrieved from <https://www.azargrammar.com/assets/authorsCorners/Transcript-July23-2023>
- IMF. (2015). Retrieved from <https://www.imf.org/external/pubs/ft/rea/2015/afr/eng/pdf/sreo0415.pdf>
- Kompasiana. (2017, October 10). Retrieved from https://www.kompasiana.com/errysunarli/sukses-20-skill-80-attitude_551b5e7e813311e5169de6f
- Lawless French. (2023, July 27). Retrieved from <https://www.lawlessfrench.com.grammar>
- Shanlax Journals. (2023, June 15). Retrieved from <https://www.shanlaxjournals>
- The Ed Advocate. (2023, April 23). Retrieved from <https://www.theedadvocate.org>
- West Point. (2012, July 13). Retrieved from <https://www.westpoint.edu/cfe>