

THE 4th FROM LEARNERS' DIFFICULTIES IN THE USE OF PRESENT PERFECT WITH REGULAR VERBS IN WALIKALE CENTRE.

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RESUME

Cet article présente les résultats d'une analyse d'une investigation réalisée à Walikale centre avec un groupe de 55 élèves. L'objectif de cette investigation était d'identification de difficultés des élèves sur l'emploi du passé composé avec les verbes réguliers. Selon les résultats obtenus, les élèves de ces trois écoles en étude présentent encore des problèmes en utilisant le passé composé avec les verbes réguliers. Ils n'arrivent pas à différencier les différentes prononciation de suffixe « ed ». Leurs grandes difficultés sont dues aux méthodes utilisées par leurs enseignants d'Anglais vu que ces derniers n'appliquent pas effectivement la méthodologie requise pour une leçon de grammaire et ils ne mettent pas les élèves au centre de toute activité pédagogique.

Mots clés : Verbe régulier, Apprenants, Passé composé, Inaptitude.

ABSTRACT

This article presents the resultants of an investigation analysis carried out in Walikale center with a group of fifty-five pupils. The objectives of this investigation were the identification of learners' difficulties regarding the use of present perfect with regular verbs. According to the results obtained, learners of these three schools (Wema, EDAP ISP Walikale, Lowa) still show problems in the use of the tense and present perfect. Their great difficulties are due to the methods used by their teachers of English since these latter do not apply effectively the methodology required for a grammar lesson, especially the learner-centred Approach.

Keywords: Regular verbs learners, Learners, Present perfect, Inability

1. INTRODUCTION

It is known that the teacher and learning of a foreign language is a compilation of many activities. This is only possible through the intervention of many disciplines which together form a whole in the teaching – learning processes. In other words, when one is learning a foreign language, he / she cannot separate the different components of a discipline which intervene in the process of acquiring a language. These components are grammar, vocabulary, reading, composition etc. It is worth mentioning that during the lesson some of these components are combined, i.e. each one is directly connected to the others.

The English lesson in general and the grammar lesson in particular are taught in secondary schools in Walikale Centre. After learning tenses in general and present perfect in particular, it happens that, learners, being beneficiaries of the materials taught in the classrooms, are unable to use the perfect aspect and they don't know to distinguish the "ed" suffix in their conversation and in their daily life. This is why, I have to deal with this topic so as to point out the different difficulties encountered by these learners in the learning of the present perfect with regular verbs.

To carry out this research, the following questions will be asked:

- Why do pupils avoid the use of the present perfect in their spoken language?
- How is this grammar point commonly taught by local teachers?
- Do teachers show the meaning or difference between the present perfect and other tenses to learners?
- Do learners practice expressively this perfect aspect in their classroom?
- Do pupils know to distinguish the different "ed" pronunciation?

The following lines provide provisional answers to those questions above:

- Pupils probably avoid the use of the present perfect tense in their daily talk because some of the local teachers do not teach it, and / or if they do, they teach it wrongly and carelessly;
- This grammar point would be badly taught by some local teachers of English by the fact that the time and materials do not correspond to the level of learners;
- According to what has been found when collecting data, it may be true that none of the teachers has effectively taught the use and the difference between the present perfect aspect and other tenses to learners. This is clearly shown in the next pages;
- With regard to what the learners have answered in the questionnaire, we suppose that they do not practice the present perfect in their tasks;
- We suppose that the learners do not know the pronunciation of "ed" ending.

The achievement of this paper was possible thanks to some methods and techniques. The first method used was the documentary method. Through this method we read different printed sources related to the present perfect with regular verbs.

The second method used was the analytic method. This method helped us to analyze the different data provided by our informants. We had to analyse their answers in order to be informed about the situation of the teaching of grammar in general and the one of the present perfect with regular verbs in particular.

The third and the last one was the arithmetic method. This method describes how it uses numbers in separating such things as the big and small. Since when the things in question are separated from each other, it first occurs to ask what the big is and what the small is. This method has been used in order to calculate the learners' global results and their comparison through the selected schools. We also used the following techniques:

Questionnaire and interview: we prepared a questionnaire for teachers and an other for learners; the questionnaire was submitted to the teachers and to 4th forms pupils in the target schools, i.e EDAP ISP Walikale, Lowa and Wema Institutes. The interview helped us to cover the shortcomings of the questionnaire. We had a talk with teachers of English and 4th forms pupils after the English classes.

2. DEFINITION OF KEY TERMS AND THEORETICAL PREMISES

In our country, the Democratic Republic of Congo, English is taken as a second language. The teaching of every foreign language requires, much care and abilities for the teacher. Therefore, the point that we are dealing with is "the 4th form Pupils' difficulties in the Use of the Present Perfect with Regular Verbs in Walikale center.

Thus, although the subject may sound ambiguous, to swill its ambiguity, the sub points below nonetheless, clarify it through definition, consideration, and importance of the topic.

Lyons (1971:304) asserts that: "a tense comes from the Latin word "**tempus**" which means, "**time**", the tense of a verb shows the time of an action or event".

The present perfect is the form of a verb that expresses an action in a time period up to the present, formed in English with the present tense of "have" and the past participle verbs (Hornby A.S 2010:1197). According to T.J Fikitide (2000:27), the only correct tense to use is the present perfect if the action began in the past and is still continuing in the present.

As for Wren PC et al (2007:69) the actions whose time is not given and defined is used with "just" to indicate complete activities in the immediate past.

Throughout all the definitions we would not have left this point unaccounted for. For this reason, therefore, the present perfect is the form of "have" and "has" plus the past participle

of verb, which emphasizes the verb's present result rather than its action and with no specific time. The following point explains how the present perfect is used with regular verbs.

2.1. The present perfect with regular verbs.

There are two main groups of verbs in English, regular and irregular verbs. It is always difficult to distinguish regular verbs from irregular when they are in their base forms, infinitive and present tense. In order to be confident that such verbs are either regular or irregular, we need to change first the form of the verbs into their past tenses.

According to Hornby A.S (20010:283) regular verbs that change their form in the same way as their verbs. As for Thomson A.J. and Martinet A.V (1969:172,264) the simple past tense and past participle of regular verbs are formed by adding "ed" or "d" to the infinitive.

Commenting on this point, we may say that regular verbs change their past tenses and past participles in the same way by adding "ed" or "d" at the end of the verbs in question.

To illustrate this fact, hereafter are some examples:

Examples:

Base form	Simple Past	Past Participles
Work	worked	worked
Check	checked	checked
Change	changed	changed

For a monosyllabic verb ending in a consonant preceded by a single vowel, the last consonant is doubled.

Drop	dropped	dropped
Rob	robbed	robbed
Stop	stopped	stopped

Except verbs ending in W/C and polysyllabic verbs. Actually, for verbs ending in "c" which is pronounced /K/, the "C" is completed by "K" before the "ed" ending.

Borrow	borrowed	borrowed
Panic	panicked	panicked
Happen	happened	happened

As for polysyllabic verbs with a CVC structure, their ending and whose last syllable is stressed the last consonant must be doubled is past perfect:

Repel	repelled	repelled
Refer	referred	referred
Commit	committed	committed

The verbs ending in "y" after a consonant, "y" changes into "I" before adding the suffix "ed"

Carry	carried	carried
Try	tried	tried
But: +		
Play	played	played
Stay	stayed	stayed

In written expressions regular verbs have one group. All the verbs form their past tenses and past participles with the ending "ed" but though they have one group, there are some particular patterns to follow in their spoken expressions.

2.2. Importance of the present perfect.

Every tense in verbs is as important as any other word in the meaning of sentences. For this reason, therefore, the present perfect is useful in spoken English as well as in the written one. It should be noticed however, that most results of our actions are not usually finished in the past when they happened. Moreover the passages of T.JFikitides (2000 op cit) clarify it.

Present perfect is very important not only to pupils learning English at the secondary schools, but also to every language speaker, teacher, and writer; brief all user of the English language.

Another important point to mention is that the teachers should usually use the present perfect either in dialogues or dictations or compositions any other teaching point which may help pupils to be familiar with actions happened in the past whose results are still noticed in the speaking moment.

As far as the form is concerned, the present perfect, as shown previously, is used with the form of the verb in simple present and the past participle of the verb in action. This passage is synthesized in the form of:

S+ have /has+V(P.P)+%

e.g: The rebels have burned our village the year before.

Pamela has loved lim.

As for the use, the present perfect is used to state a present aspect of an action and being the result of the continuation of a past action. Indeed, it is used with many tenses in English grammar. However, as for Leech, G (1975; 31) he distinguishes four different senses of the present perfect:

- 1) State up to the present: the present involvement means that the state lasts over a period of time up to the present moment.

This sense of the present perfect is usually used with "the verbs of state."

e.g: 1. I have blackened since I got sick.
2. He has lived in Kindu for weeks.

The period of time mentioned in the above sentences extends up to the present moment i e in sentence (1) I started to be blackened when I got ill and have continued until now, and in sentence (2) the situation of living in Kindu started in the past and has continued until now.

In order to make suitable sentences in such ways, the sentence requires an adverbial duration such as, "since, during, for etc." which usually indicate the state.

- 2) Indefinite past: with “event verb” the present perfect may refer to some indefinite actions happened in the past.

e.g: 1. Have you ever lived in Kinshasa?
2. Mr. Joseph has never eaten cassava.

In sentence (1) and (2) the time and the number of events are not really specified. Thus, it should be borne in mind that often the indefinite meaning is reinforced adverbially by “ever, never or before”

- 3) Habit in a period leading up to the present: with event verbs. The present perfect indicates repeated events as in:

e.g: 1. I have always written with my right hand.

The event in the sentence above is repeated to mean that I have the habit of writing with my right hand, by the fact of, the adverbs of frequency such as: usually, often, always.

Regulative past; the result perfect is used to refer to past action or event viewed in its result now or leaving consequences now. In other words, the action happened in the past but its results are present.

e.g: 1. The boy has finished his studies. (i.e He is now free)
2. The Lamb has ascended. (i.e He is no longer on the Earth).

Comrie (1980: opcit 56) cited by Fwaling (2008:5) says that the present perfect generally has the following type:

- 1) The perfect of result
- 2) The experiential perfect
- 3) The perfect of recent past
- 4) The perfect of a persistent situation

1) Perfect of result:

A perfect of result is grammaticalization of the current relevance of a state or event, occurring before the moment of utterance, which is relevant because of resulting state of the moment of utterance. The perfect of result looks at present state which is referred to as being the result of some past situation. This can be illustrated in the following sentence:

The lady has cleaned the house in the morning.

This sentence implies the lady cleaned the house at some time in the past and the result is that the house does not need to be cleaned at the moment of speaking because it is still cleaned.

2) Experiential perfect

As far as type of perfect tense is concerned; Comrie states that “the experiential” perfect indicates that a given situation has been held at least once during some time in the past leading up to the present. As one may see, experiential perfect aspect is a grammaticalization of current relevance, at the moment of utterance, of an event or state that occurred prior to the moment of utterance. The event or state is expressed as an experience which happened at least once, without respect to a particular location in time, and which is repeatable.

e.g: I have already tasted a frog.

Ann has been to Europe.

The first sentence gives the implication that at least at one occasion (even though possibly one) at some time in the past I usually ate frog i.e I have some experience of its tastes. The second example contrasts with the first one, which is an example of perfect of result aspect.

The distinction between the perfect of result and the experiential perfect may, however, be shown through the following pair of sentences:

- 1) Mr. Witness has lived in Walikale. (experiential perfect)
- 2) Mr. Witness has moved to Walikale. (perfect of result)

There is a clear difference between sentence (1) and (2). The first sentence gives the implication that at least at one occasion Mr. Witness went to Walikale and he knows that place that is, he is experienced because he has spent days there. Besides, the second does not provide such an implication. It only means that Mr Witness is now in Walikale or is on his way to Walikale at the moment of the utterance.

3) Perfect of persistent situation.

Tembwe(2010:10) cites Comrie (op cit P.60) as saying that “one use of the English perfect indeed, is the use of the perfect to describe a situation that started in the past but continues into the present”. The following sentences give light to this statement:

e.g: Peter has driven a taxi since 2000.

Mwakambura has been a student since 2011.

In both (1) and (2) sentences we have an idea that the situations referred to are still continuing now that is, they are both past and present.

4) Perfect of recent past.

This perfect may be used when the present relevance of the past situation referred to is simply one of temporal closeness, i.e the past situation is very close to the present moment. In addition, a perfect of recent past is a grammaticalization of current relevance or event, occurring before the moment of utterance, which is relevant due to its proximity in time of utterance.

e.g: Barengeke has just gone to Goma. (he went to Goma a few time ago)

Kisekedi Bwira has just given my money. (he gave my money a short while ago)

The actions in these two sentences, i.e “going” and giving” are very recent.

3. DATA ANALYSIS AND INTERPRETATION

3.1. Introductory notes

This part discloses the ways the research was conducted, the analysis of the work, and some pupils' difficulties in the use of the “ed” suffix of regular verbs with the present perfect.

Moreover, while investigating at EDAP/ISP-Walikale, we gave questionnaire to thirty pupils but only sixteen handed in with answers.

At Loma secondary school, twenty – eight pupils received the questionnaire, but only seventeen answered to the questionnaire and the other learners didn't hand in. Nevertheless, the sample of the investigation at Wema secondary school was constituted by twenty- two pupils who willingly accepted to answer to all the questionnaire.

To sum up, fifty –six pupils were the sample of the 4th form pupils from the three secondary schools taken at random in Walikale Centre.

Pupils' questionnaire.

Questions (sequence A).

- 1) Have you ever heard of the present perfect?
 - a. Yes
 - b. No
 - c. Sometimes
 - d. Never heard
- 2) Does the teacher usually teach the present perfect in your class?
 - a. Always
 - b. sometimes
 - c. seldom
 - e. never
- 3) Do you know how to distinguish regular from irregular verbs ?
 - a. Yes
 - b. sometimes
 - c. never
 - d. no
- 4) In the use of present perfect with regular verbs has the teacher already taught you the different “ed” sounds ?
 - a. yes
 - b. no
 - c. being taught
 - d. never heard

Tableau.1 Pupil's answers to the questionnaire.

Question	Q1				Q2				Q3				Q4			
	a	b	c	d	a	b	c	d	a	b	c	d	a	b	c	d
Global number of the learners 55	34	10	8	3	10	21	11	13	37	8	9	1	21	15	9	10
Pourcentage	61,8	18,1	14,5	5,4	18,1	38,1	20	23,6	67,2	14,5	16,3	1,8	98,1	27,2	16,3	18,1

The information from the above table are the results of the pupils to the questionnaire, that is to say 61,8% of the pupils have agreed to have heard of the present perfect but do not know to use it, 18,1% have not yet heard of it, 14,5% sometimes have heard of it; but 5,4% never heard of it and do not know even about its existence.

As for the second question, therefore, 18,1% of the learners confirmed that their teachers have already taught this lesson in their classrooms whereas 38,1% say that their teachers sometimes use this lesson, 20% of the pupils were sure that their teachers teach it seldom. Nonetheless, 23,6% said that their teachers have never taught this lesson in their classroom, proceeding to the third question, we have noticed that 67,2% of learners know to distinguish them without knowing the pronunciation of the "ed" ending. 14,5% still doubt to know them at all and 16,3% have never heard speaking of that difference.

Questions: (sequence B)

1, choose the verb in which "ed" is pronounced: /id/

- a. climbed
- b. pounded
- c. touched
- d. remembered

2. Choose the verb in which "ed" is pronounced /d/

- a. phoned
- b. Founded
- c. stopped
- d. congratulated

3. Choose the verb which "ed" is pronounced /t/

- a. arrived
- b. changed
- c. worked
- d. disappointed

3.2 Learners global resultants per school

With regard to our topic, we submitted to pupils a questionnaire which was composed of three types of questions. However, much of our attention was more focused on the "ed" pronunciation which consisted the knot of work. In fact, the three distinct questions were made with the three different pronunciations of the "ed" ending with the present perfect. Furthermore, the following point details the comparison of pupils' results of the three main questions throughout the three target schools :

EDAP/ISP-WALIKALE.

Chart N°1 « ED » =/Id/. Ann has **pounded** the yam.

Number	Assertion	Score/frequency	Percentage
01	/d/	3	18,75-19
02	/id/	4	25
03	/t/	3	19,75
04	/ɔd/	6	37,5
Total		16	100

It is clear that these learners have failed in great number to discover among the suggested verbs the one that is pronounced /id/.

Chart n°2 "ed"=/d/. Arnold has **phoned** our chief.

Number	Assertion	Score/frequency	Percentage
01	/d/	1	6,25
02	/id/	5	31,25
03	/t/	3	18,75
04	/ɔd/	7	43,75
Total		16	100

This chart shows that only one pupils succeeded in the list of regular verbs, the one for which the "ed" is pronounced /d/. That is to say the assertion n°1 fits better.

This clearly shows that the teacher did not emphasize his teaching on "ed" pronunciation.

Chart n°3 "ed"=/t/. Ralph and Paul have **worked** in the sewer for eleven years.

Number	Assertion	Score/frequency	Percentage
01	/-d/	2	12,5
02	/-id/	4	25
03	/-t/	3	18,75
04	/-ɔd/	7	43,75
Total		16	100

This chart shows that only few learners gave the right answers and others were unable to respond accurately.

Charts 1,2 and 3 describe clearly the score gained by 4th form learners at EDAP/ISP Walikale. They show that even though the contents were taught, maybe it was taught at random or in haste in such a way that the learners didn't master the pronunciation of the ending "ed" as required.

LOWA INSTITUTE.

Chart n°1 "-ed"=/id/. Ann has **pounded** the yam.

Number	Assertion	Score/frequency	Percentage
01	/d/	2	11,76
02	/id/	7	41,17
03	/t/	3	17,64
04	/ɔd/	5	29,41
Total		17	100

This question has been succeeded in 41%; it can tell us that probably the material was not perfectly understood in the classroom.

Chart n°2 "ed"=/d/. Arnold has **phoned** our chief.

Number	Assertion	Score/frequency	Percentage
01	/d/	0	00
02	/id/	3	17,64-18
03	/t/	10	58,8-59
04	/ɔd/	4	23,52-24
Total		17	99,96-100

Nobody among the pupils i.e 0% gave the right answer to this question. It shows clearly that the different pronunciation of the "ed" are still unnoticed by pupils. However, the statement n°1 is true.

Chart n°3 "ed"=/t/. Ralph and Paul have **worked** in the sewer for eleven years.

Number	Assertion	Score/frequency	Percentage
01	/d/	4	23,52-24
02	/id/	-	00
03	/t/	10	58,82-59
04	/ɔd/	3	17,64-18
Total		17	99,98-100

As it can be observed, the pupils have managed to get 59%. It implies that while the teacher was explaining he took much time to the case at which the "ed" is pronounced/t/.

WEMA Institute: Chart n°1 “ed”=/id/. Ann has **pounded** the yam.

Number	Assertion	Score/frequency	Percentage
01	/d/	-	00
02	/id/	14	63,63%
03	/t/	5	22,72
03	/ʌd/	3	13,63
Total		22	99,98-100

This chart implies that pupils have understood the lesson taught, especially the /id/ pronunciation during the teacher’s explanation, i.e many of them succeeded in.

chart n°2 “ed”=/d/. Arnold has **phoned** our chief.

Number	Assertion	Score/frequency	Percentage
01	/d/	6	27,27-27
02	/id/	7	31,81-32
03	/t/	7	31,81-32
04	/ʌd/	2	9,09-9
Total		22	100

The case of /d/ sound was not mastered as perfectly as that of the preceding sounds. This has pushed the pupils to fail in majority in this question. In fact, it was not easy for them to tick “phoned”/fʌnd/ being the right answer.

Chart n°3 “ed”=/t/. Ralph and Paul have **worked** in the sewer for eleven years.

Number	Assertion	Score/frequency	Percentage
01	/d/	1	4,5 -5
02	/id/	8	36,3 -36
03	/t/	5	22,7 23
04	/ʌd/	8	36,3 -36
Total		22	100

Learners did not give the satisfactory answer to statement in their majority; only 5pupils (23%) succeeded and the others ran out of the right answer.

3.3. COMPARISON OF THE LEARNERS GLOBAL RESULTS.

The table below demonstrates the learners different answers to the first question among the three main ones in which the “ed” must be pronounced /Id/.

Table n°1

SCHOOL	success	%	Failure	%	Total
WEMA	14	64	8	36	22
ED AP/ISP	4	25	12	75	16
LOWA	7	41	10	59	17

From the above table, it is shown that the score of Wema Institute is risen to (64%) which is higher than that of others, besides, comes Lowa with (41%) and EDAP-ISP with (15%) as the last.

Table n°2: In this table, the learners' answers come from the second question in which the "ed" must be pronounced /d/.

School	Success	%	Failure	%	Total
WEMA	6	27	16	73	22
EDAP/ISP	1	6	15	94	16
LOWA	0	00	17	100	17

As clearly noticed from the table above, the learners' success was Lower in the table n°1. As a proof, Lowa pupils' result show a hundred percent of failure to pronounce "ed" as /d/, Wema and EDAP/ISP Institutes respectively got 73% and 94% of failure.

Table n°3: The results presented in this table clarify the learners' score to the last main question in which "ed" must be pronounced /t/.

School	Success	%	Failure	%	Total
WEMA	5	23	17	77	22
EDAP/ISP	3	19	13	81	16
LOWA	10	59	7	41	17

The first school to have success in this last question is Lowa with (59%) afterwards come the two other schools i.e Wema (23%) and EDAP-ISP (19%)

Table n°4 Male learners' results per school.

School	Success	%	Failure	%	Total
WEMA	12	67	6	33	18
EDAP-ISP	5	38	8	62	13
LOWA	2	25	6	75	8

From the above table, it is shown that Wema institute has a great number of male learners; it triumphed with (67%) over EDAP-ISP with (38%) and Lowa (25%) as the result to the first main question.

Table n°5 Female learners' results per school.

School	Success	%	Failure	%	Total
WEMA	2	50	2	50	4
EDAP-ISP	0	00	3	100	3
LOWA	6	67	3	33	9

In this table, it is clearly shown that Lowa took the first place with 67% and Wema 50%. Nonetheless, all the girls of EDAP-ISP failed with a failure of 100% i.e the teacher in the

classroom didn't take much attention to girl pupils while teaching this point concerning the /d/ sound of the ending "ed" because these ones were not interested to English lesson.

Table n°6 Male learners' results per school.

School	Success	%	Failure	%	Total
WEMA	6	33	12	67	18
EDAP-ISP	1	8	12	92	13
LOWA	0	00	8	100	8

From this table all the success in the second main question has been lost by Wema Institute with a result of 33%, EDAP-ISP 8% and Lowa with 0%.

Table n°7: Female learners' results per school.

School	Success	%	Failure	%	Total
WEMA	00	00	4	100	4
EDAP-ISP	00	00	3	100	3
LOWA	00	00	9	100	9

The table above discloses a sorrowful result of female learners in the second main question. From this fact, the learners show a lack of experience in the /d/ sound of the "ed" ending, which brought Wema to 0%, EDAP-ISP 0% and Lowa 0%.

Table n°8 Male learners' results per school.

School	Success	%	Failure	%	Total
WEMA	4	22	14	78	18
EDAP-ISP	2	15	11	85	13
LOWA	4	50	4	50	8

This table deals with the results of the boys in the use of /t/ sound of the "ed" ending. However, the score here is approximately satisfying with a result of 50% for Lowa. Nevertheless, Wema and EDAP/ISP male learners failed with a result of 22% for Wema and 15% respectively for EDAP ISP Walikale.

Table n°9 Female learners' results preschool.

School	Success	%	Failure	%	Total
WEMA	1	25	3	75	4
EDAP-ISP	1	33	2	67	3
LOWA	6	67	3	33	9

For this last table, the girls of Lowa succeed with a result of 67% whereas EDAP-ISP failed with 33% and Wema having the lowest result of 25%

As it can be observed, from the above total results, the teachers of English of these schools do not teach grammar lessons as effectively required, especially the learner-centred approach.

3.4. Pedagogical implication.

The teaching of the English language in a non-English speaking country has so many difficulties since the teachers are not very well equipped with different English documents. While conducting our investigations, we have discovered several problems constituting difficulties encountered either by learners or teachers.

3.4.1. Teachers' difficulties.

During the exploration of the data we discovered that all the teachers and pupils were aware of the present perfect with the "ed" pronunciation. But although it happened so all the teachers of English in the three selected schools stated the difficulties they came across while teaching English lesson types.

To illustrate this aspect, we have the followings as argued by the teachers:

- Lack of the learners' will of learning the English language because they find it difficult;
- The misplanning of hours of English in the timetable by school authorities i.e. just at the last hours of the day;
- The lack of English grammar books effectively to teach different grammar lessons, and so forth.

3.4.2. Pupils' difficulties.

Difficulties stated by the pupils while answering the questionnaire, were so many that the only ones that have been taken into consideration are the followings:

- The Majority of learners do not happen to understand the new language throughout the lesson ;
- The teachers have no other methods in teaching apart from making number of summaries;
- Teachers are not daily available in the classroom and happen to avoid the teaching of some English model lessons;
- Learners' inability to pay the school fees, they are most of the time dismissed from the school;
- Teachers are not aware of the pupils' inability so often that they teach the lesson quicker than it should be taught.

4. SUGGESTIONS

Teachers of English, being qualified in special didactics and having been trained at the teachers' training college, should neither fold nor cross arms when facing such problems. Nonetheless, being clothed with specific research techniques and teaching methods, they should locally respond to such difficulties as clearly as possible. In addition to this, the government should improve the teaching domain by providing specific documents both a teachers' and learners' efficient books.

With regard to the remaining difficulties, the school authorities should plan the teaching of the English hours according to the pupils' capacities to enable the teacher to adapt the English national curriculum to their time table. In addition, the government of the DRC should lead the school activities up to the first stage in the government budget. Furthermore, teachers' payment is required much hours of English lessons in the technical sections and teaching with learning books in total supply are recommended.

5. CONCLUSION

The present work entitled “ The 4th from Learners’ difficulties in the use of the Present Perfect with Regular Verbs in Walikale centre. We have chosen three schools i.e Wema, EDAP-ISP Walikale and Lowa secondary schools.

As one may see, we analyzed the scores of the collected data using different charts. The scores helped us to understand the pupils’ capacities on the three different “ed” pronunciations through a questionnaire. However, as far as learners are concerned, the pronunciation of “ed” ending caused them problems because it is pronounced in three different ways. Moreover, the teachers didn’t show the learners the different voiced and voiceless consonants while explaining his lesson. This aspect makes pupils be unable to use the present perfect and as well as its pronunciation.

It is worth mentioning that the teachers are teaching English lessons in general and grammar lessons in particular without being aware of the beneficiaries of the contents taught in classrooms. Teachers should know that in every lesson the teacher is only a guide, a facilitator who has to show the right way to his/her learners.

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