

THE PRESENT PERFECT CONTINUOUS IN LEARNER ENGLISHES

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Abstract: *Among the time-reference forms of the English in particular, the acquisition of the present perfect continuous is regarded as the single most challenging task for non-native speakers, mainly due to the semantic peculiarities of this form in contrast to many other languages. Students can have real problems with the Present Perfect Continuous, partly due to the difficulty of forming a tense with two auxiliary verbs, but mainly because they have problems working out when to use this tense and when to use the Present Perfect simple. The second reason, suppose that your native language is Uzbek. The Present Perfect in your language functions are not like in English. Your present perfect continuous is used only in literature and writing, not in speech. The distinction between the two in English is a mystery for you. English speakers have a similar problem with your imperfect indicative. In this chapter, we focus on variation present perfect continuous in Uzbek-speaking learners to assess the influence of learner proficiency level on the use of the present perfect continuous. Our result this study aimed to teach easily and effectively especially how to use in our speaking and our writing tasks. The results also reflect their understanding of the meaning of the present perfect continuous since they are unfamiliar with the function of the present tense. Finally teachers are part of the problem because they follow the traditional grammar teaching method, which focuses on structure rather than function.*

Keywords: *English present perfect continuous, English grammar, verbs, categories.*

INTRODUCTION

Uzbek and English have significantly different since they are not related linguistically. There are grammatical aspects English language that do not exist in Uzbek. Grammar is essential to learning a foreign language, although it is one of the most complex parts of a foreign language to remember. The speakers of the same language spontaneously understand the grammar system and know its word sounds meaning and how can use in different situation also sentence structure. Every language have a their own grammatical categories, as well as its unique structure structure and meaning. They added that differences between the two languages are unquestionably the source of the issue that leads to Uzbek students missing or failing to understand the use of the present perfect continuous.

Tenses are one of the most essential aspects of English grammar EFL students to learn. When teaching English grammar to foreign language learners, teachers struggle and face to face with a lot of obstacles in teaching some concepts. Compared to studying English in an English speaking country, the

challenges of the learning English in a non-English -speaking country may be more substantial. Therefore, this study suggests some steps to solve this problem in order to assist students to overcoming their difficulties with using the Present Perfect continuous in English.

RELATED WORKS:

Sermsook, K. (2017). The effectiveness of using task-based activities in teaching the present perfect continuous tense. *English Language Teaching*, 10(2), 140-151.

This study examines the effectiveness of using task-based activities in teaching the present perfect continuous tense. The research findings suggest that task-based activities help students understand and use the tense more accurately and fluently.

Zhang, C., & Jiang, X. (2018). The effects of explicit teaching on the acquisition of present perfect continuous tense. *Theory and Practice in Language Studies*, 8(5), 547-555.

This study investigates the effects of explicit teaching on the acquisition of the present perfect continuous tense. The results indicate that explicit teaching approaches, such as providing clear explanations, examples, and practice opportunities, contribute to students' better understanding and use of the tense.

Tsay, M.-J., & Wu, J.-J. (2019). The effects of input modification on Taiwanese EFL learners' production of the present perfect continuous tense. *International Journal of Applied Linguistics & English Literature*, 8(3), 206-215.

This research focuses on the effects of input modification on Taiwanese EFL learners' production of the present perfect continuous tense. The study demonstrates that providing modified input, such as simplified sentences and visual aids, enhances students' comprehension and production of the tense.

Huang, H.-H., & Kao, S.-L. (2020). An investigation into the use of technology-based activities for teaching the present perfect continuous tense. *English Teaching & Learning*, 44(1), 137-162.

This study explores the use of technology-based activities, such as online exercises and interactive multimedia, for teaching the present perfect continuous tense. The findings highlight the effectiveness of integrating technology into language instruction to engage students and facilitate their learning of the tense.

Al-Reshoudi, A. (2021). Teaching the present perfect continuous tense through communicative language teaching: A case study in Yemen. *Journal of Education and Practice*, 12(6), 33-43.

This case study examines the effectiveness of teaching the present perfect continuous tense through communicative language teaching (CLT) in a Yemeni context. The research findings reveal that CLT approaches, focusing on meaningful communication and real-life contexts, enhance students' understanding and use of the tense.

Present perfect continuous (also known as the present perfect progressive)

is a verb tense used to talk about something that started in the past and is continuing at the present time. It is also referred to as the present perfect progressive tense as the action progressive from the past to the present. Using present perfect continuous focuses on the activity.

We do not give a specific time. Even though the activity is finished, we can see the result in the present.

I	have	been	working
Subject	Auxiliary verb (present tense)	Auxiliary verb (past participle)	Base form of verb+ing

Verbs come in three main categories:

1. Affirmative
2. Negative
3. Interrogative

Formula and Structures of the present perfect continuous tense

The present perfect continuous tense can be formed by following the formula given below

- (+) S+have/has+been+V1(ing)
- (-) S+have/has+not+been+V1(ing)
- (?) Have/has+S+V1(ing)

For example:

I have just been cleaning my house. (The house is fresh and clean)

I have not been cleaning my house .

Have you been cleaning your house?

Points to be remembered when using the present perfect continuous tense

Similar to the present perfect tense, the present perfect continuous tense also consist of helping verbs and main verbs. The only difference is that instead of one helping verb and one main verb in the past participle form, the present perfect continuous tense uses two helping verbs and a main verb in the present participle form. The helping verbs used are “have” or “has” along with “been”. These verbs are by the present participle of the main verb, which is formed by adding an “ing” th the base form. To the other fact you should remember is that, like the present perfect tense, the helping verbs “have” and “has” are used in accordance with pronoun or noun used in the sentence.

ONE CONTINUING EVENT

We use the present perfect continuous for a single activity that began at a point in the past and is still continuing:

I have been reading your book- it is great (I am still reading it)

He has been living in the Uzbekistan since 1997. (he is still living in the Uzbekistan

REPEATED CONTINUING EVENT

We use the present perfect continuous to talk about repeated activities which

started at particular time in the past and are still continuing up until now.

I have been going to London on holiday every year since 1987.

Focusing result or event

The present perfect simple usually focuses on the result of the activity in some way, and the present perfect continuous usually focuses on the activity itself in some way.

Present perfect simple	Present perfect continuous
Focuses on the result	Focuses on the activity
You have cleaned the bathroom! It looks lovely!	I have been gardening. It is so nice out there.
Says “how many”	Says “ how long ”
She has read ten books this summer.	She has been reading that book all day.
Describes as completed action	Describes an activity which may continue
I have written you an email.	I have been writing an emails.

ONGOING STATES AND ACTIONS

We often use for, since and how long with the present perfect simple to talk about ongoing states.

How long have known each other?

We have known each other since we were at the school.

We often use for, since and how long with the present perfect continuous to talk about ongoing single or repeated actions.

How long have they been playing tennis?

They have been playing tennis for an hour.

They have been playing tennis every Sunday for years.

Note

As with continuous tenses, the present perfect continuous requires a dynamic verb- one that describes an action -and not a stative verb – one that describes a fixed state (e.g., “know”, “appear”). Use the present perfect instead with these verbs:

1. We have been working on this project for the past month.
2. The team has been collaborating on the new marketing strategy.
3. She has been attending several meetings to discuss the budget.
4. They have been developing a sales forecast for the upcoming quarter.
5. I have been communicating with clients to ensure customer satisfaction.
6. We have been analyzing market trends to identify new opportunities.

PROCESS OF TEACHING PPC TO UZBEK STUDENTS.

Firstly, we described and introduced about Present Perfect Continuous in English how to use it in our speech and what kind of situation we would utilise it. We did a different exercises with them and we gave a two days for preparing grammar test. After two days, we gathered and started to do grammar test. We waited higher score all of them however no one did a correctly and they did a mistake only from Present Perfect Continuous. Their result was almost 45%.

Then, we decided to teach and compare with Uzbek language grammar. We explored from a lot of grammar books and tried to teach various methods, for getting easily. After this we gave a time again for making provision, then we gave 30 minutes for doing tests and exercises. After this, they got higher score than previous one approximately 85%. However, all of them did a mistake from finding differences with grammar. Especially, Present Perfect Continuous which students did not understand when use this simple. Also, students exposed a lot of difficulties because there is no such rule and grammar structure in our mother tongue. Cause of this they got the lowest score. However, we are able to boost their grammar skill better than now with doing a lot of exercises which are related with Present Perfect Continuous.

CONCLUSION

It is common knowledge Uzbek and English grammar are not entirely interchangeable. Students learning English as a second will continue to make grammatical errors, particularly with tenses because this is part of the learning process. This study seeks to identify students' difficulties with using the present perfect continuous by analyzing their sentences. Students believe this tense is more challenging to grasp and employ in conversation than basic tenses. Since students rarely engage this tense in English writing, they struggle when called upon to do so and can not use it or recognize when it is appropriate.

So, students need to spend more time practicing the most challenging things because the inadequate opportunity for practicing the present perfect continuous determines low achievement in grasping this tense. Moreover, they must put more effort into practicing all tenses on oral and written forms and various contexts.

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