

*Using Signs and Symbols in Teaching English Language in Global Perspective*

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### ***Using Signs and Symbols in Teaching English Language in Global Perspective***

*Teaching English globally often requires the teachers to use of a common language of communication. Using signs and symbols defuses the need of using any other language or medium in teaching English among the learners. With the help of popular signs and symbols of a region, the method attempts to denote the functioning mechanics of English language and create many simple and multi-dimensional visual mediums to incorporate the most common words, ideas, patterns and expressions into them and thus facilitates learning among the learners of mixed abilities.*

#### ***A New Approach!***

In symbolic method- rephrasing the synopsis in short- at first the words, ideas, thoughts, expressions and mechanics are shortlisted. Then, by using the learning pads, or mediums created with the help of signs and symbols, students are engaged in plenty of drills where they actually apply those words, ideas, and expressions. It fits in the purpose of maximizing the benefits of learning to an acceptable scale as the learners are, at the end, able to communicate in English effectively.

The strategy can be used as a buffer in communicative or in other methods of teaching English when a teacher is in need of explaining something to the students who are very weak in understanding lectures in English.

Symbols can be multi-dimensional from simple one dimensional figure or sign to three dimensional matters, depending on the choices and needs of the learners and teachers. In fact changing the dimensions of signs to three dimensions facilitates the learners to transform learning from textbook to activities of motions. The signs and symbols diminish the complexities of the mechanics of the language and present them in a different style.

As no method is complete and perfect, using signs and symbols by the teachers in place of the mother tongue of the learners brings the process of learning the second language more close to acquisition. The illustrative and task based elements that are part of the common features of the method, when applied to a dynamically interactive setting, can capacitate the learners to understand and create similar expressions in which everyone is aware of what, why and how the matrixes are working within each phrase, expression or sentence.

#### ***Existing Research in this Area***

The existing number of researches and studies on learning English effectively as the second language focuses on different methods, steps and procedures and approaches and techniques, on the learning habits or constructivism of the individual, on the socio-cultural background of the learners, on psycho-lingual factors and also on the limitations of different learning methods. The primary objective of a many of these studies is mainly to ease the business of learning and to enable them to be communicative effectively, if not correctly all the time.

#### ***Background :***

The weak level of communicative competence of the students in English, the burden of memorizing theories, the need of audio visual equipment and the

incomprehensibility of the different methods of teaching English etc. all necessitate us to look forward to exploring other possible techniques and strategies that would support, equip and help the learners to actively involve themselves in the process of learning without much worries.

One crucial problem is that the non-communication of ideas between the learner and the teacher rules out the ease and comfort of learning a second language. It sometimes, forces, though there are exceptions, the teachers to start parting lessons in the first language of the learners and as soon as the teachers do it than they frustrate the spirit of learning English without being aware of it. Though outwardly, they may conclude with a satisfaction for being able to communicate lessons. But in reality, when the teachers fail to communicate their lessons in English, it induces a pseudo fear in the learners about the language. In a situation like that to establish a communication among the learners and teachers becomes an essentially important task.

In the Middle East countries and also in the countries where English is not taught in the primary grades, the teachers, sometimes, are necessitated to use Arabic language or the first language of the students in the classroom as a common medium of teaching English. This tendency of teaching English in the first language has appeared to be significantly defective over the years. Considering the use of signs and symbols especially as an alternative to it may work as an effective and appropriate buffer, as it enables both the teacher and learner to understand each other without going beyond the perimeter of the target language.

#### ***Why We Need Signs and Symbols:***

Relying on symbols to create a common medium of communication of ideas and expressions eliminates the risk of following the less effective approach of using the first language in delivering class lectures. If these symbolic mediums are sequentially framed in the way the mechanics of English language work, they work as learning pads for the learners in which their mind will blend systematically and after the completions of a few exercises, these learners, without being aware of learning something such as rules, patterns, or structures of sentences or expressions, will be capable of doing things with them all by themselves. By using these mediums as tools of expressing facts, information, imagination, realities and experiences, they consciously and subconsciously learn the language along with the inner mechanics of the language. In other words, the symbolic mediums of the mechanics of English language transfer learning from learning to acquisition to a certain extent.

#### ***How to Pick up Signs and Symbols:***

Symbols may not be required to be alike everywhere. They can be chosen studying the popular cultures, trends, habits and traditions of a particular region. Thus the symbols chosen for teaching the Chinese or the Japanese students may not necessarily be the same as the symbols chosen for the students in the Middle East countries.

#### ***Features and the Significance***

Learning a language cannot be ideally complete without basically being able to recognize the essence of that language. Formulating methods based on learning the rules first to grasp the essentialities, as it is done in grammar translation method, appears to be frustrating in terms of assessing the communicative ability of the learners.

Again communicative method doesn't always capacitate the learners to get a farsighted insight through the language though it is widely successful in enabling the students to communicate.

By using signs and symbols in demonstrating the mechanics of the language, we can eliminate the difficulties the learners face in dealing with grammars and can help them acquire the rules, instead of asking them to memorize. We can, in fact, help them to see through the mazes of rules of grammar the very essence of the language. The illustrative presentation of the method when applied in a dynamically interactive setting capacitates the learners to understand and create similar expressions in the language.

The method, being very interactive, eliminates the excessive dependence on the need from the learners' part to have certain knowledge about the language.

In short, the strength of the method lies in focusing on making the learners capable of using their knowledge of English in different perspectives. And owing to its simplicity, flexibility and ability to transform the abstract into something easily perceivable and practicable, the method really becomes useful in achieving the learning goals for any other methods used by the teachers/learners in teaching/learning English.

### **Carefully Selecting the Common Mechanics and the list of Common Words before Introducing the Infinite Realm of Possibilities**

Another important aspect of the method is that throughout the process of application it inspects and involves the learners in drilling the most common words and expressions, instead of frightening them with the introduction of high frequency words or complicated expressions or sentence structures.

It doesn't necessarily mean that the method compartmentalizes the infinite realm of imagination or the possibilities and expressions in the language. What it actually intends by sorting out the most common words, phrases, expressions and sentences is that it tries to relate to the common characteristics of mechanics that exist in all these expressions. And the vast realm of possibilities these mechanics can be applied to is something that is left out for the learners to try at an advanced level when they have fluently mastered the mechanics of the language. The characteristics in the mechanics whether they are similar or different, comparable or contrasting, and whether they are constructed by means of common words or expressions or high frequency words or grand expressions are more or less identical in all patterns expressions according to their structures.

### ***Findings about a Case Study at Jazan University:***

Viewed against the background of Jazan University, K.S.A. where the learners within the same group have differences in their linguistic competencies, and where sometimes, they find it difficult to understand what the teachers are trying to explain

to them, communicative method often becomes less effective and loses momentum. Absence of a common medium of communication between the two parties sometimes makes the process of learning dry, lifeless and slow. In some cases, teachers sometimes attempt to use Arabic but again it frustrates the objectives of learning and minimizes the scope of doing things in English in the classroom. In other words, it also limits the possibilities of getting exposed to practically using the language in presence of the teachers. Again, owing to having strict time frame of each semester, the possibilities of adding supplementary English reading texts with the course in addition to the course books are limited. Motivation, cheering the good performers, building up reading habits, group studies, group discussions and pair works by the students are areas where the teachers may find plenty of scopes to explore.

However, the result after applying the method with a particular group of students for a semester having 12 contact hours per week was citable, if not significantly notable. 92 % percent students felt that they now can understand how the basic elements of the language work and they managed to complete and pass the regular tests timely. In a different group, which had similar types of students and where the teachers followed the communicative method and grammar translation method and sometimes both of them, the results were varying from 60% to 90%. However, though these students managed to complete and pass their regular tests timely, they were not confident in saying that they had really learnt to follow the basic mechanics of the language.

### ***Applicability and Scopes of the Method***

The areas where the students need special care require to be addressed or diagnosed microscopically. The cure may sound difficult to apply, as according to many, the best time to apply the cure is not at university, but at the primary schools. Again this is something impossible and absurd, as we can never send the university students back to primary schools to study English for ten to twelve years. However, what we can do is that we can adopt a method that would maximize the minimum time spent for English to the uttermost benefits of the learners. In other words, we can try to formulate something that will help the learners to overcome the weaknesses quickly and enable them to be competent enough in understanding the basics of the language.

### ***The Sequential Progression of the Approach:***

Step 1. Short-listing the common words and teaching those words with illustrations

Step 2. Showing the mechanics of phrasing by signs and symbols and drilling

Step 3. Framing incomplete expressions with subject and verb by using signs and symbols and drilling

Step 4. Framing sentences with signs and symbols and drilling

### ***Elaboration of the Steps:***

To start with, we can prefer the most commonly used words. Whether the method is followed in teaching the kindergarten kids or the students at University level, choosing words to begin learning may create a logical start. Now, how to teach these words may well be a debatable issue. We can teach them by making them read stories

or by showing relevant situations in which they are applied or simply by showing illustration. But at university level, since there is time constraint, we can use illustrative method to explain and show the common words.

In the second stage, focus may be given on building phrases with the help of the words the students have already learnt. There may be asked to make as many phrases as possible considering their requirements. It's important to note that being able to make phrases freely and spontaneously will determine how quickly these learners will be a fast user of the language. The teachers will motivate and engage the students in brainstorming. However, to generate effective result, it may require that teachers cite hundreds of examples of common phrases and expressions. Students, as they have already learnt the words, will in most cases end up banking on new ideas and will make learning involving and interesting.

At tertiary level, the students may be made familiar with the expressions which have a subject and a verb but no complete meaning. In other words, they may be given drills to make incomplete expressions or sub-ordinate clauses. Sometimes, the students will end up in making sentences or phrases and the teachers may explain them why they are not part of the practices they are doing at this stage. Some teachers may argue about it and place this stage at the end. But, if we follow minutely the way we acquire our mother tongue, we don't simply acquire sentence making in the beginning. We acquire it at the end of speaking thousands of words, phrases and incomplete expressions that include innumerable funny mistakes both in structures and in accents. So the students may be made to feel free when they do mistakes. One good thing about this process is that, the learners themselves will be able to detect the mistakes when they will be paused. The spontaneity in the expression of the language lies significantly on how far the learners are bringing the language and expressions from head to lips, something which can be done only by practicing more and more.

In the final stage, the students may be engaged in constructing expressions having a subject, a verb and a complete meaning. They may be shown how information is added to different parts of sentences. As most of what we read in the text books and what we write and speak everyday are in simple sentences, focus should be given on framing simple sentences of different patterns. In order to avoid difficulties, the teachers may follow one basic medium for all simple sentences. It may sound monotonous, but it will embed in the learners the message that simple sentences are always the same in structure, though they may have much information conveyed in them. Once the learners are capable of making simple sentences on different situations spontaneously, the lesson may be shifted to compound and then complex sentences.

### ***Step – 1***

#### ***Coining Signs and Symbols to Denote the Basic Elements and Short-listing the most Common Words***

The following symbols may be used to transform the abstract mechanics into something visible and easy to understand. However, the teachers are free to coin symbols according to their preferences and likings.



Nouns =		Adverb =	
Pronouns =		Preposition =	
Verb =		Conjunction =	
Adjective =		Sub-ordinate conjunction =	

It is said that 80% of all English sentences can be formed using just the most common 200 words. You do NOT need many words to speak English well. You must learn to USE words well! Short-listing the most common words and random drilling with them help maximize learning without requiring long time.

Learners can be taught the words and expressions of different grades without sending them back to primary school and by employing the method carefully, they can be unburdened with the fear of not knowing something which they should have learnt much earlier.

<b>List of Nouns to be Learnt at Kindergarten</b>
ant, ball, bat, bed, book, boy, bun, can, cake, cap, car, cat, cow, cub, cup, dad, day, dog, doll, dust, fan, feet, girl, gun, hall, hat, hen, jar, kite, man, milk, map, men, mom, pan, pet, pie, pig, pot, rat, son, sun, toe, tub, van
<b>List of Nouns to be Learnt at Grade One</b>
Apple, arm, banana, bike, bird, book, chin, clam, class, clover, club, corn, crayon, crow, crown, crowd, rib, desk, dime, dirt, dress, fang, field, flag, flower, fog, game, heat, hill, home, horn, hose, joke, juice, kite, lake, maid, mask, mice, mill, mint, meal, meat, moon, mother, morning, name, nest, nose, pear, pen, pencil, plant, rain, river, road, rock, room, rose, seed, shape, shoe, shop, show, sink, snail, snake, snow, soda, sofa, star, steps, stew, stove, straw, string, summer, swing, table, tank, team, tent, test, toes, tree, vest, water, wing, winter, woman, women
<b>List of Nouns to be learnt at Grade Two</b>
Alarm, animal, aunt, bait, balloon, bath, bead, beam, bean, bedroom, boot, bread, brick, brother, camp, chicken, children, crook, deer, dock, doctor, downtown, drum, dust, eye, family, father, fight, flesh, food, frog, goose, grade, grandfather, grandmother, grape, grass, hook, horse, jail, jam, kiss, kitten, light, loaf, lock, lunch, lunchroom, meal, mother, notebook, owl, pail, parent, park, plot, rabbit, rake, robin, sack, sail, scale, sea, sister, soap, song, spark, space, spoon, spot, spy, summer, tiger, toad, town, trail, tramp, tray, trick, trip, uncle, vase, winter, water, week, wheel, wish, wool, yard, zebra
<b>List of Nouns to be Learnt at Grade Three</b>
Actor, airplane, airport, army, baseball, beef, birthday, boy, brush, bushes, butter, cast, cave, cent, cherries, cherry, cobweb, coil, cracker, dinner, eggnog, elbow, face, fireman, flavor, gate, glove, glue, goldfish, goose, grain, hair, haircut, hobbies, holiday, hot, jellyfish, ladybug, mailbox, number, oatmeal, pail, pancake, pear, pest, popcorn, queen, quicksand, quiet, quilt, rainstorm, scarecrow, scarf, stream, street,

sugar, throne, toothpaste, twig, volleyball, wood
<b>List of Nouns to be learnt at Grade Four</b>
advice, anger, answer, apple, arithmetic, badge, basket ,basketball, battle, beast, beetle, beggar, brain, branch, bubble, bucket, cactus, cannon, cattle, celery, cellar, cloth, coach, coast, crate, cream, daughter, donkey, drug, earthquake, feast, fifth, finger, flock, frame, furniture, geese, ghost, giraffe, governor, honey, hope, hydrant ,icicle, income, island, jeans, judge, lace, lamp, lettuce, marble, month, north , ocean, patch, plane, playground, poison, riddle, rifle, scale, seashore, sheet, sidewalk, skate, slave, sleet, smoke, stage, station, thrill, throat ,throne, title, toothbrush, turkey, underwear , vacation, vegetable, visitor, voyage, year, fan
<b>List of Nouns to be Learnt at Grade Five</b>
Able, achieve, acoustics, action, activity, aftermath, afternoon, afterthought, apparel, appliance, beginner, believe, bomb, border, boundary, breakfast, cabbage, cable, calculator, calendar, caption, carpenter, cemetery, channel, circle, creator, creature, education, faucet, feather, friction, fruit, fuel, galley, guide, guitar, health, heart, idea, kitten, laborer, language, lawyer, linen, locket, lumber, magic, minister, mitten, money, mountain, music, partner, passenger, pickle, picture, plantation, plastic, pleasure, pocket, police, pollution, railway, recess, reward, route, scene, scent, squirrel, stranger, suit, sweater, temper, territory, texture, thread, treatment, veil, vein, volcano, wealth, weather, wilderness, wren, wrist, writer
<b>List of Most Common Adjectives</b>
A, an, the, big, large , short , fast . hot , good , old , pretty , fat , happy , full , dark,funny , interesting , cheap , high , deep,healthy,rich , soft , easy , clean , safe , same , early , strong , top , beautiful , handsome , hungry , thirsty , tired , busy , free , great , friendly, favorite, little , small , tall/long, slow , cold, bad , new/young , ugly, thin/skinny , sad , empty, light , serious , boring , expensive, low, shallow , sick/ill, poor , hard , difficult , dirty , dangerous , different , late , weak , bottom, my, our, your, his, her, its, their
<b>List of the Most Common Verbs</b>
accept, apply, allow, ask, believe, borrow, break, bring, buy, can/be able, cancel, change, clean, comb, complain, cough, count, cut, do, dance, draw, drink, drive, eat, explain, fall, fill, find, finish, fit, fix, fly, forget, fight, give, go, get, grow, have, hear, hurt, jump, know, learn, leave, listen, live, look, lose, make/do, need, open, close, shut, organize, pay, play, put, rain, read, reply, run, say, see, sell, send, sign, sleep, smoke, speak, spell, spend, start, begin, study, succeed, swim, take, talk, teach, think, translate, travel, try, turn off, turn on, type, understand, use, wait, wake up, want, watch, work, worry, write
<b>List of Common Auxiliary/Linking/Modal Verbs</b>
is, are, was, were, am, be, been, will, shall, have, has, had, would, could, should, do, does, did, can, may, might, must and seem
<b>List of Pronouns of Pronouns</b>
I, we, you, he, she, it, this, that ,they






















The list of common preposition
about, below, off, toward, above, for, on, under, across, beside, from, onto, after, between, in, out, until, against, beyond, in front of, outside, up, along, inside, over, upon, among, by, in spite of, past, up to, around, instead of, with, at, despite, into, since, within, because of, down, through, without, before, during, throughout, behind, of,
List of Common Adverbs
Up, so, out, just, now, how, then, more, also, here, well, only, very, even, back, there, down, still, in, as, too, when, really, most, often, sometimes, seldom, rarely, always, fast, hard, slowly, beautifully, quickly, silently, carefully, nicely
List of Common Conjunction and subordinate conjunction
And, or, but/ although, as, as if, as long as, as though, because, even if, even though, even when, except, except that, for ( because ), given that, if, in case, in that, in which, like, nor, now that, once, or, provided, provided that, rather than, since, so, so long as, so that, than, that, though, till, unless, until, when, whereas, whether, whether or not

Note: These stock words are to be used in the drills and are not static. The teachers may include, exclude or amend them according to their need. However, these words will serve the purpose well in the execution the method. The learners can be taught these words with the help of pictures and illustrations so that the teachers do not feel the need of using a different language other than English.

**Step 2 :**

***Drilling phrases: Transforming the basic mechanics into visual mediums using the already chosen signs***

- 1 =  +  ( in Dubai )
- 2 =  +  ( a cat )
- 3 =  +  +  ( a good boy )
- 4 =  +  +  +  ( a nicely colored picture )
- 5 =  +  +  +  ( in a nice car )
-  +  +  + 

6 =  ( in a nicely written letter)

7 =   ( English Teacher )


First of all, learners are to be engaged in drilling to make phrases choosing the symbolic mediums for common phrases. To make the process more convenient, they might be given to read hundreds of common phrases and expressions beforehand. Once they become a little familiar with the patterns, the teachers may use these mediums and ask them to make as many phrases as they can with the help of the words they remember. While doing it, teachers can teach the students about what to do with these words or phrases in the process of learning the language. At this stage the teachers should also give some effort to stress on practices of making phrases with verb and noun. It will develop in them a spontaneous ability to link verbs with the nouns when they will need them in real conversations.


These symbols can be transferred into three dimensional figures and shapes and can be kept within the classroom and the students may be asked to place words in each of the frames to make meaningful phrasal expressions. This approach will change classroom into an activity oriented session where the students will be placed in a motion requiring physical participation of a new kind that generates interest and it can work as a buffer in the classroom to diversify learning activities. The same can be done with other mediums or frames.


**Step 3:**

***Drilling on subordinate clauses or incomplete expressions:***

Once a simple frame is prepared in whatever manner the teacher finds it suitable for his learners, he can start drilling subordinate clauses or incomplete expressions with a subject and verb, but without a complete meaning. Again, to make the practice easy for everyone, he may cite examples of hundreds of commonly used expressions in subordinate clauses and make the students read them as many times as possible.

  
 ( *Though* *he* *is* *poor* )

  
 ( *If* *you* *come* )

  
 ( *When* *people* *talk* )

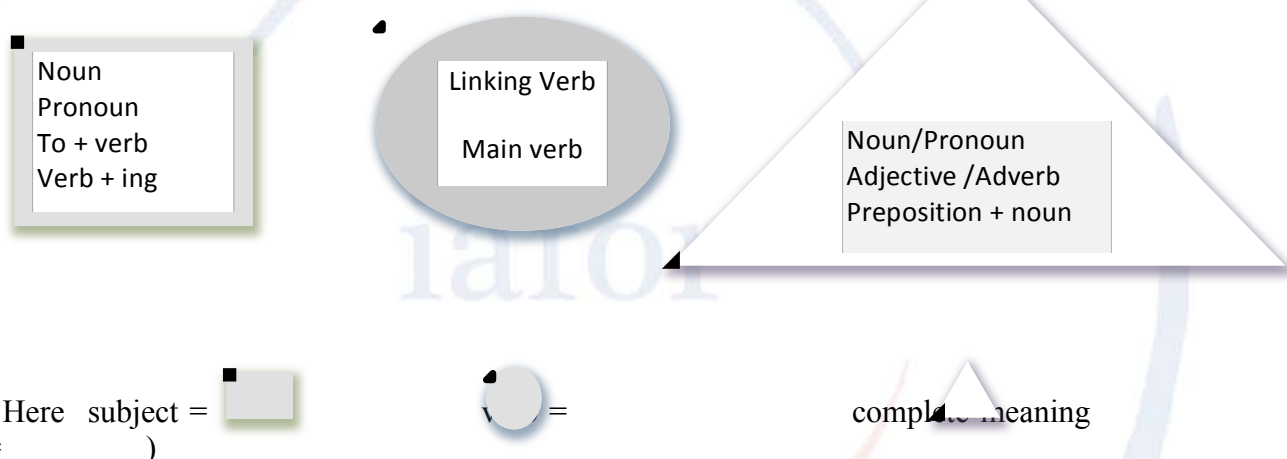
**Step 4 :**

**Drilling Sentences :**

As soon as terminologies like subject, object or object of a preposition are introduced, it becomes a necessity to bring in a sentence and its formation and essential parts in the process of learning. The following is an example of how to transform mechanics into symbolic mediums using signs. The teachers may begin in the same manner to make a visual presentation of the inner mechanics of English sentence. A Sentence must have:

1. a subject
2. a verb
3. a complete meaning

Now replacing these terminologies with symbols will eliminate the necessities of understanding the terminologies themselves in the first place. That means, if we choose a sign or symbol for each of the headers, the visible illustration of the mechanics of a simple sentence will be like the following:



As almost everything can be expressed in simple sentence and as it is the most widely used sentence pattern which is very easy to understand and grasp, focusing on simple sentence and on its mechanics in the beginning will ease the process of learning for the learners.

The sign denoting complete meaning is dynamic and changes according to the parts of speech of the words used after the verb for complete meaning. By changing the elements used in complete meaning, the pattern and structure of sentence may be changed.

Ex. John plays football.  
 Medium : (Subject [square] (verb) [circle] (obj [square] ( John plays football. )

( Ask verb question with what , the answer is the object the verb.)( plays + what ? = football )

Medium:                      Fans                      love                      Runi.  
 ( Subject )                      ( verb )                      ( obj )                      ( Fans love Runi )

( Ask verb question with whom , the answer is the object the verb.)( love + whom ? = Runi )

Medium :                      They                      play                      in                      the field.  
 ( Sub )                      ( v )                      ( Prp )

Trying to explain without practically drilling will lead everyone to the very trouble we try to avoid. While the teacher will show the symbolic medium, the students will provide the necessary words or elements to denote the symbols into sentences.

The learning will turn into an experience of motion and physical activities when these signs are given three dimensional shapes.

The learners should be told that they need to check whether the expression after subject and verb does have a complete meaning or not. If it has a complete meaning, then they need not worry about it. For examples:

Medium:                      Bird                      flies.

These two figures could mean a sentence , provided they have complete meaning. The two words " Bird flies." conveys complete meaning. So no more inclusion is needed, unless they want something more to say. But if it doesn't have any complete meaning, they are free to use anything they like or need- be it noun, adverb, adjective, objective pronoun, or be it phrase or subordinate clause, or anything else within the parameter. However, the tracking must be from simple sentences to compound sentence and then to complex sentence, i.e. from easy stage to difficult stage.

The change of tenses of the verbs may be shown in isolation taking the verbs away from the sentences first and then showing how they change according to the change of time.

Medium :                      (She walks slowly.)


Medium :                      ( I/We/You/They live in Jazan.)

Medium :                      ( He/she/It lives at home )


Medium:                      ( We/they/You are strong.)

Medium :  (He/She/John/Mim is an officer.)

While doing these practices, the students may be made alert about the similarity of color of subject and verb and be told about the subject verb agreement. It is not at all necessary to explain every rule through using signs and symbols. Once the students learn the basic patterns of simple, complex and compound sentences, they don't further need any of these strategies.

**Complex Sentences :** 

As he is sick he is weak.  
 Though John is old he is strong.



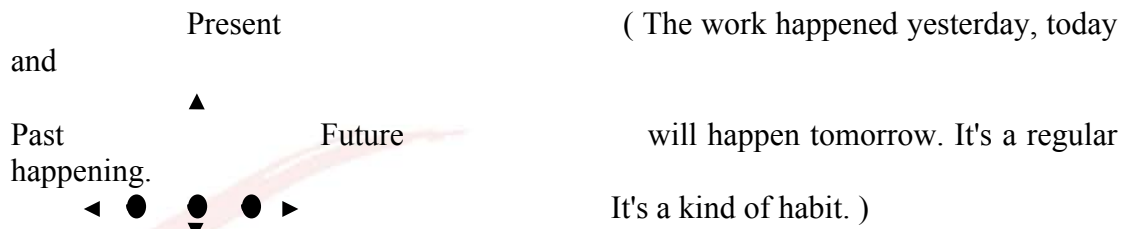
If I see him I will tell him

This symbolic- medium based practice helps to achieve specific target of learning. When the students start feeling that they now understand how the language works, use of it is no more needed. The teachers can make as many mediums as they need to make the students familiar with the inner mechanics of the language. And in fact, it is very easy to frame and invent mediums of the mechanics of the sentences for practices.

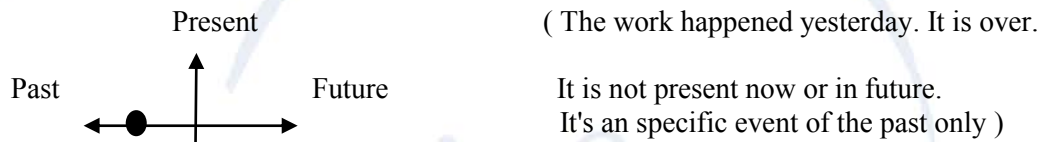
For more lively and real and effective result, three dimensional mediums are more involving than the one dimensional ones. For example, if the teachers write a few common nouns, pronouns, verbs, adjectives, adverbs, prepositions, etc. on small plastic balls, and then ask the students to put each of the balls in their proper places in the medium, it will not take much for them know what to do and how to do. It will generate different types of pleasures which is very important for making learning into acquisition. It will make them spontaneous and learning will be effective.

## Tenses in Graphs

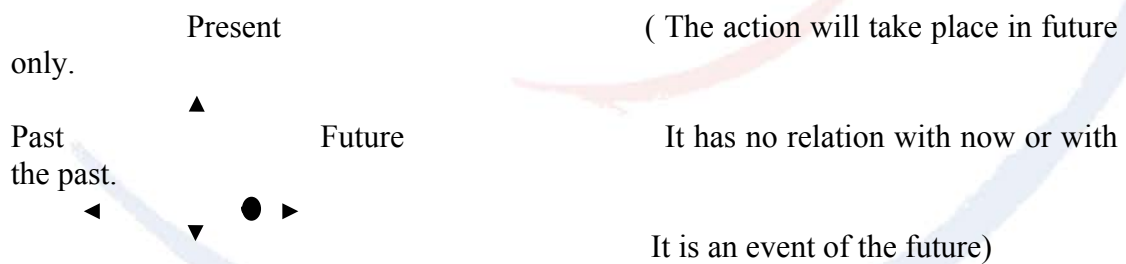
For teaching tenses, teachers may try using graphs in the chart showing time division. Many students fail to understand how verbs change their forms according to changes of time. The graph chart will be very illustrative for all.



**I play football everyday. ( Present Simple )**

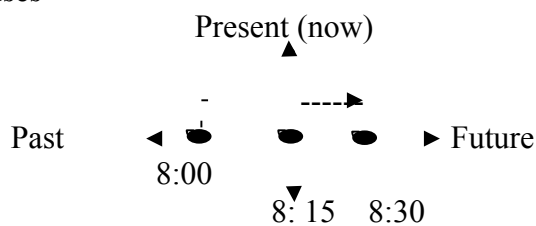


**I played football yesterday. ( Past Simple )**



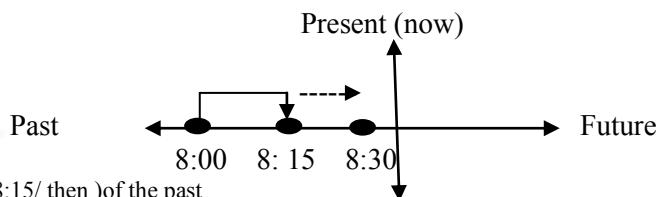
**I'll play football tomorrow. ( Future Simple )**

**The graphs of the progressive tenses**



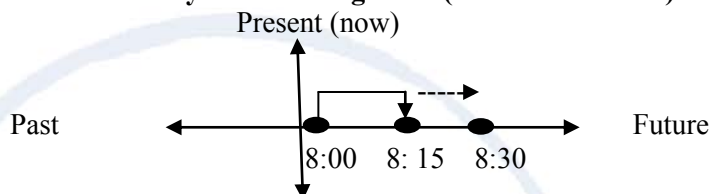
The work started in the past,  
 continued to the present or going on in the present  
 and will be finished in the future.

**The boy is reading now. ( Present Continuous)**



Here the state of an action at a specific time ( 8:15/ then )of the past is conveyed. The action started in the past before the specific time and at that specific time ( 8:15/then) the action was not finished and was still going on. It was finished after the specific time ( 8:15/then) in the past but didn't continue to the present. It didn't have anything to do with future either.

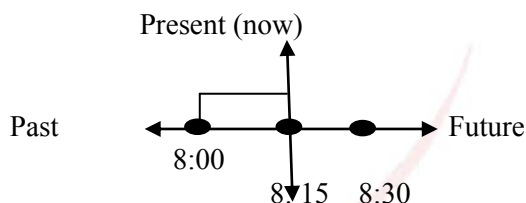
**The boy was reading then. ( Past Continuous)**



Here the state of an action at a specific time ( 8:15/ then ) of the future is conveyed. The action will start in the future before the specific time and at that specific time ( 8:15/then) the action will not be finished and will still be going on. It will be finished after the specific time ( 8:15/then) in the future. It doesn't have anything to do with past or present.

**The boy will be reading tomorrow then. ( Future Continuous)**

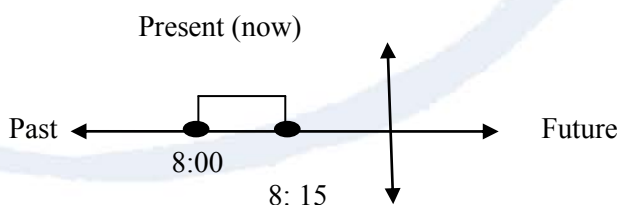
### The Graphs of the Perfect Tenses



The work started , continued and finished in the past, but the past is so close to the present that it better be said just now and its result is existent in the present clearly. In other words, the work is not continued to the present moment ( 8:15 ) but it's result is visible at the present moment ( 8:15 ).

The fan has been switched off , but the blades are still moving. The work doesn't continue to the present or future.

**I have already switched off the fan.. ( Present Perfect)**



Two events: 8: 00- the doctor came  
 8: 15 – the patient died

At 8:00 the doctor came. The patient died at 8:15. One incident happened before another incident. The event that happened before takes perfect form and the later one takes past simple form. None of these events were continued to the present and didn't have any relation with future.

**The doctor had come before the patient died. ( Past Perfect )**

Note : In some grammar books the writers have used graphs to explain tenses. The use of graphs is not at all new in this regard.

The simplicity, flexibilities, and the illustrative characteristics of the method owing to its different dimensional forms and shapes make the business of learning the language easy for a learner though he/she may be very weak or may have great difficulties in understanding lectures in English. However, the method could be applied in learning other languages too.

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