English Language & Literature Teaching, Vol. *14*, No. 2 Summer 2008

Coverage of Habitual Past Markers, *Used To* and *Would*, in Korean High School English Textbooks

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Shin, Christian Youngwan. (2008). Coverage of habitual past markers, *used to* and *would*, in Korean high school English textbooks. *English Language & Literature Teaching, 14*(2), 173-192.

This study examines 35 high school English textbooks—approved in accordance with the 7th National English Curriculum and used in high schools throughout South Korea—as well as their corresponding teacher's guides with regard to the coverage of the habitual past markers in English. The study's findings are as follows: (a) a number of the textbooks do not address the habitual past; (b) more importantly, explanation offered in many of the teacher's guides contains misleading information on the usage of the habitual past markers; and (c) the use of the markers in examples of discourse found within the texts is inconsistent from the generally accepted view on how they are used in discourse generally. The discussion presented in this paper can lead to a better understanding of these markers, which can help develop, adapt and disseminate sound and practical information concerning *used to* and *would*.

[high school English/habitual past/past habituality/used to/would]

I. INTRODUCTION

Two auxiliary verbs *used to* and *would* are widely recognized as the overt markers of the habitual past. Both auxiliaries are frequently used by native speakers of English to report or reminisce about episodes that repeatedly occurred in the past (Biber, Johansson, Leech, Conrad, & Finegan, 1999). However, the use of *would* and *used to* has long puzzled English language teachers and students alike (Suh, 1992), and Korean university students are also found to be quite confused about when and how to use *used to* and *would* to some extent (Shin, 2008).

English textbooks are reviewed here as a proxy for a greater understanding of teaching of the habitual past markers in high school. More specifically, the study aims to achieve

three objectives: first, to explore the coverage of *used to* and *would* in the textbooks; secondly, to uncover the underlying assumption(s) behind the use of the markers; and, finally, to consider the manner in which the markers are presented. To put it simply, the intention is to review the coverage of *would* and *used to* in the texts.

It is certainly not the intent of this study, by any means, to be critical of the ways the habitual past markers have been handled. The study's primary purpose is to give consideration to the current practice and simply lay a solid foundation for teaching of accurate, up-to-date information, when and if the topic of the habitual past is covered. To that end, the primary teaching materials in English classes are reviewed. Furthermore, some general pedagogical suggestions are provided to aid teachers, teacher trainers, and text developers in presenting the markers effectively.

II. BACKGROUND

1. 7th National Curriculum for English

The national curriculum for primary and secondary education has been revised several times since 1955 (see Ministry of Education and Human Resources Development, 2001a, for the history of revisions). Some major changes were made over the years, and one of the most significant shifts undoubtedly involved the incorporation of the communicative language teaching (CLT) approach in the sixth and seventh curricula for English. The adaptation of CLT in the curriculum was probably spurred by the fact that "the traditional Korean mix" of the audiolingual method and the grammar translation method "is inefficient in terms of producing competent users of English" (Guilloteaux, 2004, p. 54).

However, the enthusiasm for this promising approach may not have been equaled by its efficacy in application. For instance, the structural aspect of English has been frequently downplayed while meaning and its conveyance have been overemphasized in language teaching and learning. In other words, the teaching of grammar has been persistently overlooked in the recent curricula although grammar teaching is actually considered important in the CLT approach. After all, it is not a matter of fluency versus accuracy; it is a matter of developing both at the same time to achieve effective communication (Richards & Rogers, 2001; Savignon, 2002).

In the seventh curriculum, announced in 1997 and put into effect in 2003, the only measure taken to ensure the coverage of structures was the supply of a list of sentences including essential structures in boldface which should be incorporated into English teaching (a similar list was present in the sixth curriculum and is, according to Ministry of

Education and Human Resources Development (2007), included in the eighth curriculum as well). This list is supposed to ensure an adequate coverage of vital structures without giving prominence to grammar rules (Ministry of Education and Human Resources Development, 2001b).

While the provision of such sentences could have granted text developers leeway to exercise discretion in the integration of the forms, this particular arrangement, according to I. Kim and C. Sung (2007), apparently caused uncertainties for text developers and left them susceptible to problems arising from ambiguity. In default of the implementation of a systematic approach in the curriculum to guide text developers in selecting and grading grammar forms, the coverage of structures in textbooks is variegated and dissonant, and the situation certainly applies to the habitual past markers as well.

In the seventh curriculum (hereafter referred to simply as the curriculum), the list of language forms for communication includes different uses of *would*, and the use of *would*, in referring to the habitual past, is possibly intended to be represented by the following sentence: "He *would take* a walk every morning" (Ministry of Education and Human Resources Development, 1998, p. 544). It should be noted that the meaning of *would* in the sentence above could carry that of insistency too in certain contexts, e.g., if the person were discouraged or forbidden to take a walk. In any event, the curriculum surprisingly steers clear of the use of the other overt marker, *used to*, altogether. Consequently, the decision to include either *used to* or, for that matter, *would* in a text is apparently left entirely up to text writers.

2. High School English Textbooks

All first-year high school students are required to study English using one of 15 varieties of the textbooks titled *High School English* which is designed to develop basic communicative skills. For second- and third-year students in mainstream high schools, two, or possibly more, texts are selected from the titles, i.e., *High School English I*, *English II*, *English Composition*, *English Conversation*, and *English Readings* in consideration of students' aptitude, academic goal, career track and other relevant factors. Diversity in the texts for upper-class students is obviously meant to address the learners' academic and career needs and enrich their learning experiences.

At any rate, the textbook titled *High School English I* was selected for the majority (nearly 75 percent) of the second year students, in 'general' high schools, followed by *English Conversation* (14 %), based on information from the Korea National Center for Education Statistics and Information (2006). In the third year, *English II* was used by about 300,000 students (47 %) while approximately 35 % studied *English Readings* (see Table 1).

English I and *II* were the most widely adopted texts for the second and third year students, respectively, in mainstream high schools, whereas *English Composition* was extremely unpopular. The popularity of *English Readings* rose in the third year, and the use of *English Conversation* remained fairly steady in both years. According to the Korea National Center for Education Statistics and Information (2005), a similar pattern is also shown for the preceding year (see Table 1).

TABLE 1

Number of 2nd- and 3rd-year Students in Elective Courses in 2005 and 2006

Elective Course	Students in 2005 (%)		Students in 2006 (%)	
	2nd Year	3rd Year	2nd Year	3rd Year
English I	380,395 (74)	11,296 (2)	383,455 (74)	11,633 (2)
English II	10,173 (2)	295,275 (47)	9,557 (2)	301,539 (47)
Conversation	75,325 (15)	90,317 (14)	74,666 (14)	89,238 (14)
Reading	43,032 (8)	218.972 (35)	45,468 (9)	228,985 (35)
Composition	5,237 (1)	13,016 (2)	4,534 (1)	11,857 (2)
Total	514,162	628,876	517,680	643,252

Note. *English Conversation*, *English Readings*, and *English Composition* is shortened to *Conversation*, *Reading*, and *Composition* respectively.

3. Analysis of English textbooks

It has been argued that teaching should be curriculum-guided rather than textbook-driven so that the specific needs of students could be better accommodated (Ministry of Education and Human Resources Development, 2001b). Nonetheless, classroom teaching has been heavily driven by texts in practice (Jeon, 2006; J. -K. Lee, 2002). Unfortunately, this tendency will most likely continue in the absence of an alternative core value that could be placed equal to, or possibly above, the primary obligation to prepare students for the university entrance exam, whereas the current exam system not only neglects to assess communicative competence but also, as argued by Finch (2003), imposes constraints on teachers and students.

In any case, due to the profound impact of English textbooks on teaching, various aspects of texts have been analyzed at the primary and secondary levels of education, which has provided grounds for the improvement of teaching materials and practices. Yet, there exists a paucity of published literature that explores the habitual past or any other forms in high school English textbooks. Due to the lack of precedent, it is not feasible to discuss previous studies that address a similar concern.

Considerable efforts made in the analysis of high school texts—prepared in conformity with the curriculum—are looked into instead. To begin with, the study conducted by K. -O. Suh and M. -R. Park (2003) provides a rather comprehensive review of the texts, which is

accomplished through text analysis and questionnaires. In the study by Min, Lee, and Hur (2003), questionnaires are used to assess the students' and teachers' perception of content and organization. These studies shed light on the user's perception of the books and make some suggestions for improvement.

In contrast, the studies below focus more on an aspect. For instance, the tasks and activities of the texts are examined as task-based learning is apparently emphasized in the curriculum. Based on the responses to questionnaires, Jeon (2005) reflects on an optimal task-base instructional model for classroom teaching. With regard to actual tasks, Jeon (2006) analyzes them in light of the curriculum's aim of improving the learners' communicative abilities. Hahn (2003) also analyzes tasks in the texts while limiting the analysis to pair and group activities.

In addition, other features of the texts have been examined as follows: vocabulary (Y. M. Kim & J. Suh, 2006); writing (Min & Kim, 2006; Park, 2007); grammar (I. Kim & C. Sung, 2007); communication strategies (Uhm, 2006); visual images (Nam & Park, 2005); and assessment (J. -R. Kim & J. -Y. Lee, 2005). Related to the use of the texts, Choi and Nam (2003) argue for the greater utilization of the Web and multimedia supplementary materials for teaching. N. Kim (2005) advocates the use of small group projects to complement tasks available in the textbooks. The applicability of the texts outside the mainstream high school is considered too (S. Lee, 2005).

Indirectly related, but relevant to the use of the texts in the classroom, studies have also been carried out, of which some are listed here for illustrative purposes. J. -K. Lee (2002) evaluates the role of tasks and activities in fostering students' communicative competence. Min (2002) appraises and advocates the focus-on-form approach to enhance knowledge about language and facilitate the learners' ability to use it. Last but not least, assessment criteria for oral (Chung & Min, 2002) as well as written language (Chung & Min, 2004) are also taken into consideration.

It is apparent from the foregoing list of previous studies that the textbooks developed under the curriculum have been extensively examined with respect to a wide range of topics. It should be pointed out that the majority of the studies are chiefly limited to the content and use of *High School English* while excluding other high school English texts in use from analysis, a situation which does not reflect the continuity of English learning in high school.

According to the studies, the texts are superior to the ones published under the previous curricula and satisfactory in relation to the basic tenets of the curriculum concerning the enhancement of communicative competence. That is not to say, however, that the texts are perfect: there certainly exists room for improvement, a view which is certainly shared by the authors of most studies.

4. Habitual Past Markers

Traditionally, *would* and *used to* have been considered merely as a part of discussions on auxiliary verbs. However, in the recent years, corpus-based studies have been conducted on the habitual past, which have contributed to clarifying the usage of the markers in contemporary English (e.g., K. H. Suh, 1992; Tagliamonte & Lawrence, 2000). It is worth mentioning the pertinent findings in regard to the usage of the markers without going into great detail (see Shin, 2008, for a more thorough discussion).

For the usage of *used to* and *would*, there are three rules that are applicable for EFL/ESL teaching: (a) *used to* explicitly marks past habits and states; (b) *would* can also refer to past habits; and (c) *used to* is followed by *would*, or its contracted form (*'d*), when a series of past habits is described in discourse, i.e. beyond a sentence level. Although the manner in which these rules are explicated varies, a lot of reputable commercial grammar texts provide an explanation of the usage (e.g., Azar, 2002; Carter & McCarthy, 2006; Celce-Murcia & Larsen-Freeman, 1999; Hewings, 2005; Murphy & Smalzer, 2000; Parrott, 2000; Yule, 2006).

Prior to the discussion of the rules, it may be necessary to differentiate past states from habits. In essence, habits involve the subject's actions and behavior while states refer to the subject's emotional, psychological, cognitive, or physical condition—frequently accompanied by a stative verb such as *be*, *like*, or *believe*. Some stative verbs can become dynamic within certain contexts. For example, the verb *think* is stative as in (1a) for it merely depicts a cognitive state, whereas the same verb is dynamic in (1b) as the chef is actually considering different dishes.

(1) a. Your child *thinks* you are a great cook.
b. The chef sat *thinking* about what to prepare for dinner.

As mentioned above, both *used to* and *would* can mark past habits. However, *used to* is the only marker that can describe past states. This is probably due to the facts that the context largely determines the meaning of *would* (K. H. Suh, 1992) and that *would* with stative verbs results in its other readings, such as the conditional reading. Consequently, *would* with stative verbs is not used in general to refer to past states (e.g., Azar, 2002; Carter & McCarthy, 2006; Hewings, 2005; Murphy & Smalzer, 2000; Yule, 2006).

In conversation and narratives in which a series of past episodes and events is elaborated, *used to* appears first and sets a time frame, and, only then, *would* follows to elaborate details of the past in the period (see K. H. Suh, 1992, for more details). In fact, the use of

would for past habits, in the absence of *used to* or a time adverb, can be awkward (Tagliamonte & Lawrence, 2000). On the other hand, it seems that *used to* is rarely accompanied by a frequency adverb as it alludes, in and of itself, to habitual or repeated behaviors.

Finally, it should be pointed out that the preterit may be used in place of *used to* and *would.* In fact, the simple past is frequently used by native speakers of English to describe past habits and states of long period (Tagliamonte & Lawrence, 2000). *Would,* on the other hand, is preferred in contexts of relatively short duration and tends to appear within a sequence of habitual past expressions, i.e., *used to* + *would* sequence, according to Tagliamonte and Lawrence. This knowledge can be helpful in teaching the markers and assessing the learners' output.

To recap the rules regarding the markers, past states are described by *used to,* and past habits are marked by both *used to* and *would.* In discourse, the marking of past habits is further refined as *used to* tends to occur initially and *would* follows thereafter. The rules are of great practical value in developing teaching materials and giving lessons on past habits and states.

III. METHOD

This study aims to explore information with respect to the habitual past markers in high school English textbooks as a part of a larger research project undertaken to address and enhance teaching of the habitual past in secondary and tertiary education. In this regard, the scope of the study is purposefully limited to the coverage of *used to* and *would* in a representative sample of high school texts and accompanying teacher's guides, which is not only a necessary but also inevitable step toward gaining a full understanding of the nature of information available for high school students.

1. Data Collection

A number of high school English textbooks, printed for the year 2007, were reviewed as well as their accompanying teacher's guide when deemed appropriate. However, the accompanying multimedia resource package so called 'CD Rom Titles' and other supplementary materials were not considered in the study. The materials for review included *High School English, English I,* and *English II,* in total, 35 texts. Each textbook reviewed was assigned a number with the prefix 'A', i.e., Text A1 to A35, while the corresponding teacher's guide was given a matching number with the prefix 'B', i.e., Text

B1 to B35 (see Appendix A for the list of the textbooks).

During the review, any direct reference and conspicuous use of either *used to* or *would* in the habitual past context were sought after in the textbook and duly noted together with any relevant examples and explanatory remarks. The manner of presentation was also observed and documented while attention was given to other habitual past expressions, e.g., the preterit. Any pertinent explanation of and elaboration on habitual past expressions, in the teachers' guide, were also recorded. Time allotted for text review was approximately three hours on average per text, which was adequate for scanning of a text but, obviously, not quite enough for close reading.

2. Data Analysis

Simple descriptive statistics was carried out to show the extent of coverage in the textbooks while the manner in which *used to* and *would* are introduced, developed and revisited in the text was examined for the handling of the markers. To uncover the underlying principle(s) behind the use of the markers, the explanatory notes and all pertinent information in the textbooks and accompanying teacher's guide were evaluated to discover the intended nature and use of the markers. The data were appraised in light of information in recent corpus-based studies and commercial grammar texts. In essence, the use of and explanation of the markers in the high school textbooks were explored.

IV. RESULTS

The coverage of the habitual past markers, *used to* and *would*, is found to vary considerably from text to text in three major areas, i.e., the appearance of the markers, the explanation of their meaning, and the manner of presentation. In this section, the coverage of *would* and *used to* in the textbooks are separately addressed, followed by the consideration of their meaning as well as of their usage beyond a sentence level.

1. Coverage of a Habitual Past Marker: *Would*

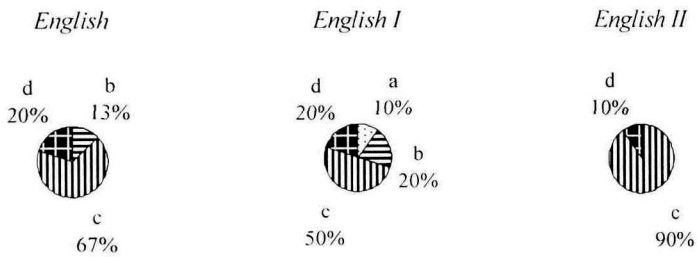
To begin with, the finding of *would* in *High School English* is elaborated. Three out of 15 textbooks, i.e., Text A11, A14, and A15, directly point out and account for *would* in a conspicuous way. In two teacher's guides, i.e., Text B5 and B6, the explanation of *would* is offered, in reference to *used to*, while its use is not found in the matching textbooks. The rest of the texts, Text A1, A2, A3, A4, A7, A8, A9, A10, A12, and A13, neither use nor

discuss *would* for past habits.

In other words, by and large, *would* as an overt habitual past marker is rather sparsely touched upon in the texts designed for first-year students, and this is also true for the elective texts—as shown in Figure 1, which summarizes the presence of *would* in *High School English, English I* and *English II*.

FIGURE 1

Presence and Explanation of *Would*



Items	Text
a. referred but not explained	A21
b. not referred but explained	B5, B6, B16, B17
c. neither referred nor explained	A1, A2, A3, A4, A7, A8, A9, A10, A12, A13, A19, A22, A23, A24, A25, A26, A27, A28, A29, A30, A31, A32, A34, A35
d. referred and explained	A/B11, A/B14, A/B15, A/B18, A/B20, A/B33

Figure 1 indicates that *would* for the habitual past is completely left out or inadequately covered in the majority of the texts despite the recommendation made, as mentioned above, by the Korean Ministry of Education and Human Resources Development (1998).

In general, once the marker *would* is introduced, explained, and put into use with a couple of simple exercises, further discussion on or repetition of this verb is eschewed in the text or subsequent text(s) written by the same authors. Having stated that, it is only fair to draw attention to the fact that some efforts to reinforce language learning are evident at two occasions as the concept is reinforced in the succeeding text as follows: The concept of *would* is introduced first in *High School English*, i.e., Text B5 and A11, and then reintroduced by examples in the textbooks, i.e., Text A20 and A33, respectively. The overall results reveal that the coverage of *would* is more or less limited to a small portion of the texts.

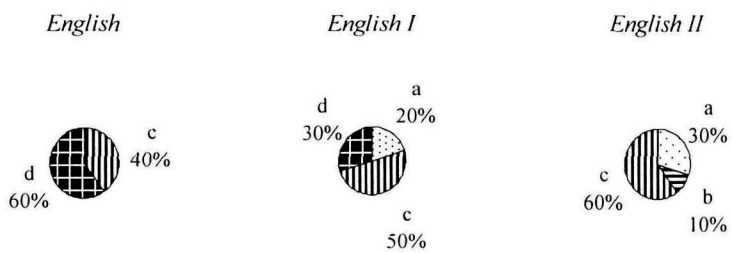
2. Coverage of the Other Habitual Past Marker: '*Used to*'

With respect to the coverage of *used to*, a clear pattern is seen as follows: More than half

of the first-year textbooks *High School English*, i.e., Text A/B1, A/B2, A/B5, A/B6, A/B7, A/B8, A/B11, A/B14, and A/B15, display the marker and offer an explanation, but only three *English I* out of 20 elective texts show and also explain *used to*. Approximately, half of all texts reviewed make no mention of *used to* (see Figure 2).

FIGURE 2

Presence and Explanation of '*Used to*'



Items	Text
a. referred but not explained	A16, A19, A27, A28, A30
b. not referred but explained	B26
c. neither referred nor explained	A3, A4, A9, A10, A12, A13, A18, A22, A23, A24, A25, A29, A31, A32, A33, A34, A35
d. referred and explained	A/B1, A/B2, A/B5, A/B6, A/B7, A/B8, A/B11, A/B14, A/B15, A/B17, A/B20, A/B21

In consideration of the manner in which *used to* is dealt with, the coverage tends to be rather brief and crude. In general, the marker is pointed in a written text and accompanied by a Korean equivalent or definition with a few simple fill-in-the-blank type exercises. In a few texts, e.g., Text A/B5 and A/B20, however, *used to* is treated more extensively.

It is worthwhile to regard relevant matters here. First, neither negation of *used to* for the purpose of denying the habitual past nor questions containing the marker are observed, a situation which also holds true for *would*. Secondly, *used to* is succeeded immediately by the word *only* or *just*—possibly with the intention of emphasizing the purpose of a particular behavior in some way—in a couple of instances as follows:

(2) a. *I *used to only come* here to play games. (Text A1, p. 126)
b. *I *used to just play* computer games in my spare time. (Text A27, p. 43)

Likewise, a frequency adverb, i.e., *often*, is found in front of *used to* in Text B26. Thirdly, explanations of *used to* are followed by the phrasal expression *be used to* and vice versa in a handful of the textbooks, i.e., Text B1, A/B11, B18, B26, and B28. Lastly, *would* and *used to* are frequently compared and contrasted side by side in many teacher's guides to

highlight their difference(s) in meaning.

3. Meaning Associated with the Markers: '*Used to*' and *Would*

A general consensus exists in the texts that the habitual past markers can describe past habits. However, beyond that, the proper context for *used to* and *would* is inconsistent at best in the texts and accompanying teacher's guides. A predominant belief is that regularity of past habits is the distinguishing feature of *used to* and *would.* In the teacher's guides, e.g., Text B6, B11, B17, B18, B20, and B21, it is explicitly stated or implied that *used to* specifically describes regular occurrence of past habits while *would* refers to irregular occurrence. For example, in (3), the use of *would* is supposed to convey irregularity of occurrence, whereas *used to* signifies regularity.

(3) We *used to* work in the same office, and we *would* often have coffee together. (Text B11, p. 157)

On the other hand, three texts, i.e., Text B14, B15, and B20, disclose or allude to the fact that the distinction between *used to* and *would* must be based on whether a past habit or state is being described. For instance, the following is stated and illustrated without further elaboration: Both markers can describe "repeated actions and events in the past" while only *used to* can mark past states (Text B15, p. 339).

(4) a. When we were children, we *would/used to* go skating every winter.
b. I *used to* have an old piano.

In other words, either *would* or *used to* is acceptable for past habits as in (4a), but only *used to* can refer to past states as in (4b).

A similar statement is also found in Text B20. However, additional guidelines are supplied as follows: (a) *would* can describe past states; and (b) regularity of occurrence distinguishes *used to* from *would.* Obviously, these guidelines are erroneous and misleading. As seen here, the explanation of the proper context for the markers could be perplexing.

Closely related to the meaning of the habitual past is the concept of past implicature, and this notion is addressed in some texts with regard to *used to.* For example, in Text B20, it is stated that the habitual past marker ordinarily refers to "past habits and states that existed in the past but no longer exist" (Text B20, p. 179). To put it another way, it is inherently implied that the said habit or state ceased to exist at some point in the past. In some texts,

this notion tends to be emphasized with the addition of a phrase that explicitly contradicts past habits and states as in (5a) and (5b). Incidentally, such a phrase is also employed to provide additional information as in (5c).

(5) a. I *used to* eat fast food, but now I don't like it. (Text B5, p. 222)
b. She *used to* be lazy, but she is diligent now. (Text A17, p. 49)
c. Minsu *used to* like playing basketball, but now he likes to play soccer. (Text B5, p. 216)
d. There was a big tree over there, but it isn't there now. (Text A5, p. 159)

An interesting way to use such an add-on phrase is to elucidate the concept of past implicature as in (5d) which is equivalent to the following sentence: "There *used to* be a big tree over there" (Text A5, p. 159).

4. Coverage of the Markers: '*Used to*' and *Would* in Narrative

A string of occurrences of the habitual past in narrative is shown in a handful of the textbooks, but the manner in which the markers are adopted differs widely across the texts. In a couple of texts, i.e., Text A5 and A6, the consistent appearance of *used to* throughout the utterance is observed. Similarly, *would* is found to be used at the beginning of a narrative and thereafter in Text A20 and A33. On the other hand, both *used to* and *would* are used in a mixed fashion as in (6).

(6) Yeah, he [the puppy] was my best friend, and we *used to* play together a lot. I taught him how to catch balls [*sic*], and we *would* play catch with my friends. In summer, we *used to* swim in the river too. (Text A20, p. 124)

Only in two texts, i.e., Text A11 and A20, is *used to* shown at the beginning of a sequence of utterances, followed by *would*. The complete absence of the markers is also observed as in (7).

(7) As a university student, Minji often went to fast-food restaurants with her friends. She also began to drink beer and to eat junk food between meals. (Text A14, p. 106).

The preterit following *used to* is not found in any of the texts. On the whole, narratives reminiscing about or reporting past states and habits are a rarity in high school textbooks.

Moreover, there is no clear pattern in the usage of *used to* and *would*, with the exception of Text B20, which explicitly states that *used to* tends to be used first to establish a time frame and *would* follows to add details thereafter.

V. DISCUSSION

1. General Remarks

Approximately half of the texts reviewed do not address the habitual past. In consideration of the fact that coverage in *English I*, i.e., Text A17, A20 and A21, is a sort of reappearance from *English*, it is feared that some students may not encounter the habitual past at all in their high school English classes, on the assumption that *High School English I*—written by the same authors of *High School English*—is sequentially used.

On the positive side, some textbooks cover the habitual past and are deserving of praise for addressing the prevalent expressions. The coverage in these texts makes it possible to delineate the perceived role of *used to* and *would* in describing past habits and states in high school English classes. Incidentally, a large portion of data happens to come from those texts that cover the language forms, which should be borne in mind.

2. Usage of '*Used to*' and *Would*

The findings indicate that explanation of *used to* and *would*, at a sentence level, is grossly misleading as regularity of occurrence is largely considered to be the determining factor. On further inquiry regarding commercially available English self-study books for Korean high school students, the misconception appears so dominant as to be virtually irrefutable, a situation which is not explicitly addressed here as it is clearly beyond the scope of the paper.

Going back to the high school texts, it should be mentioned, however, that at least a couple of the texts include the notion that *used to* and *would* refer to past habits while past states are only described by *used to*. So, it appears that the move to redress the current misunderstanding may have been on the horizon already, and, in this regard, this particular study can contribute to disseminating the widely accepted contemporary usage at an accelerated pace at a secondary level of education and beyond.

With regard to the use of the markers to describe a series of episodes or events, a clear guideline is not evidently provided with the exception of one text. *Used to* is supposed to be used first to establish a time frame, followed by *would* which elaborates details in

discourse as shown in the piece of writing adapted in Text A21.

> "When Justin was younger, about five or six," his mother said, "he *used to* give some of his allowance away to help others in need. His father and I *would* donate a dollar for every dollar Justin donated. So he asked us if it could be like the old days, if we'd match every dollar he put into buying old bike. We said yes." ... He *would* haul the bikes home and strip them down in the yard. He *'d* remove the paint, check the pedals and seats, and fix all the broken parts. (p. 18)

While the rule generally holds, exceptions to the rule exist. For example, in some special cases like (8), *would* may initiate the habitual past sequence. This exception may be accounted for the fact that inanimate subjects, according to Tagliamonte and Lawrence (2000), favor *would* over *used to*.

> (8) A hot summer day ... *would* find three boys diving and splashing in the river ... After laughing and rolling in the grass, they *would* finally stretch out and recite their favorite poems or make up their own poems ... (Text A33. p. 169)

Yet, such cases are rare. For all practical intents and purposes, the sequential arrangement of *used to* + *would* should be instructed to recount a series of past habits. To help learners internalize the use of the markers in discourse, stories like the above should be made available, and an opportunity for them to reminisce about their younger days must be given. As an aside, students could tell a story using *used to* and *would* to provide a background and then the simple past to elaborate the event of interest (Jones, 2002).

3. Presentation of '*Used to*'

In spite of the recommendation made for teaching of *would* by the Ministry of Education and Human Resources Development (1998), the majority of the texts covering the markers appears to bring *used to*, rather than *would*, to focus. As *used to* is exclusively reserved for conveying habitual past meaning, it may be reasonable for *used to* to be accentuated in teaching of the habitual past.

In that regard, a brief discussion on its presentation in the texts is deemed not only befitting but also beneficial. As shown in (5a) and (5b), the addition of a phrase to emphasize past implicature is not uncommon in the texts. However, it appears more desirable to adopt an approach as shown in (5d) because there is clearly no need to accentuate past implicature which is an inherent characteristic of *used to*. Similarly, the

inclusion of frequency adverbs, e.g., *often* or *usually*, seems superfluous when *used to* itself partly connotes a pattern of repetition without being particularly concerned with frequency of occurrence (Swan, 2005).

Similarly, the attachment of the adverbs *only* and *just* immediately after *used to*, as in (2a) and (2b), is also believed to be uncommon in everyday English. In discourse, *used to* plays a role in simply reporting past habits and states while detailed information is eventually provided by *would* and/or the preterit as mentioned above. Thus, the relocation or removal of the adverb would be preferable in (2a) and (2b). In this sense, a measure should be taken to avoid giving detailed information regarding past habits and states in a sentence containing *used to*. When it is deemed necessary to elaborate details, then a *used to* + *would* or *used to* + the preterit sequence might well serve the purpose.

A step-by-step approach may be propitious for the introduction of a *used to* + *would* sequence; it is recommended that *used to* be taught first and fully exploited before *would* is presented for the elaboration of past habits. This approach may be valuable in avoiding unnecessary complication and facilitating the acquisition process. As the resemblance in appearance could also cause confusion, it is also suggested that *used to* and the phrasal expression *be used to* not be presented at the same time.

The absence of negative and interrogative sentence containing *used to* may reflect sparse instances of negatives and questions for the habitual past in day-to-day English. Nevertheless, it is argued that negation and question can be quite helpful in facilitating interaction and promoting cooperative learning, which could in turn boost confidence in using the markers for communicative purposes.

4. Inclusion of the Habitual Past Markers

The habitual past markers can help EFL learners talk about past episodes effectively with relative ease. Therefore, the markers should be included in the future revision of the National English Curriculum. Moreover, as suggested by I. Kim and C. Sung (2007), a guideline on the teaching of language forms may be necessary in addition to the plain list of language forms. Better yet, the future curriculum should include comprehensive reference materials for grammar rules so that accuracy and consistency in grammar teaching is more or less maintained across textbooks.

On account of heavy reliance on textbooks, every effort should be made to explore and maximize the texts' efficacy in enhancing the students' communicative and intercultural competence. The other side of the coin is to make all teaching materials more readily accessible than now for analysis to promote and encourage such constructive efforts. After all, it is clearly beneficial in the long run to be permissive of and receptive to such

examination and challenge.

VI. CONCLUSION

All things considered, the coverage of the habitual past in high school English textbooks is inadequate and falls short of providing comprehensive information on *used to* and *would* to a large extent. However, when it is taken into consideration that the curriculum does not mandate such coverage, the finding ought to be viewed in a more positive light than portrayed in this study. Also, although the prevailing notion regarding the use of the markers is somewhat misleading, evidence is found that the understanding of the habitual past may be in the transitional phase.

It is believed that this is the first study to explore the coverage of the habitual past in textbooks developed for learners of English. The implications are twofold. The findings are expected to contribute to the improvement of teaching materials. In the mean time, the findings can lead to a greater understanding of the markers, which can enhance language teaching and learning of the habitual past in classes, which could in turn help learners describe past habits and states with breezy confidence.

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Appendix A

List of the High School English Textbooks Reviewed

Text	Title	Publisher	Primary Author
A1	High School English	Beopmunsa	Park Young-sik
A2	High School English	Case	Lee Heung-su
A3	High School English	Cheonjaegyoyuk	Lee Byeong-min
A4	High School English	Daehangyogwaseo	Gang Heung-rip
A5	High School English	Dusan	Kim Seong-gon
A6	High School English	Geumseongchulpansa	Kim Deok-gi
A7	High School English	Gyohaksa	Bae Du-bon
A8	High School English	Gyohaksa	Sim Myeong-ho
A9	High School English	Hyeondaeyeongeosa	Kim Im-deuk
A10	High School English	Jangwongyoyuk	Im Byeong-bin
A11	High School English	Jihaksa	Lee Mang-seong
A12	High School English	Junganggyoyukjinhingyeonguso	Kim Chung-bae
A13	High School English	Neunglyulgyoyuk	Lee Chan-seung
A14	High School English	Neunglyulgyoyuk	Lee Gi-dong
A15	High School English	YBM Sisa	Shin Jeong-hyeon
A16	High School English I	Beopmunsa	Park Young-sik
A17	High School English I	Case	Lee Heung-su
A18	High School English I	Cheonjaegyoyuk	Lee Byeong-min

A19	High School English I	Daehangyogwaseo	Gang Heung-rip
A20	High School English I	Dusan	Kim Seong-gon
A21	High School English I	Geumseongchulpansa	Kim Deok-gi
A22	High School English I	Hyeondaeyeongeosa	Kim Im-deuk
A23	High School English I	Jihaksa	Lee Mang-seong
A24	High School English I	Junganggyoyukjinhingyeonguso	Kim Chung-bae
A25	High School English I	YBM Sisa	Shin Jeong-hyeon
A26	High School English II	Beopmunsa	Park Young-sik
A27	High School English II	Case	Lee Heung-su
A28	High School English II	Cheonjaegyoyuk	Lee Byeong-min
A29	High School English II	Daehangyogwaseo	Gang Heung-rip
A30	High School English II	Dusan	Kim Seong-gon
A31	High School English II	Geumseongchulpansa	Kim Deok-gi
A32	High School English II	Hyeondaeyeongeosa	Kim Im-deuk
A33	High School English II	Jihaksa	Lee Mang-seong
A34	High School English II	Junganggyoyukjinhingyeonguso	Kim Chung-bae
A35	High School English II	YBM Sisa	Shin Jeong-hyeon

Examples in: English

Applicable languages: English

Applicable levels: Secondary education and beyond

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Received in April, 2008
Reviewed in May, 2008
Revised version received in June, 2008