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**Adopting the Inductive Approach in Teaching English  
Tenses to First-Year Students of EFL at Bejaia  
University**

A Dissertation Submitted in Partial Fulfilment of the Requirements for a  
Master's Degree in Linguistics

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## Dedication

*This dissertation is dedicated to:*

*My dearest mother and my beloved Father*

*My brother “Yacine” and his wife “Amel”*

*My best friend “ Meriem-Chahinez”*

*all the people I love*

*Hachemi yasmine*

*This work is dedicated with love and affection to:*

*My dear parents the reason of what I became today*

*My brother “Assalas” and my sisters “Asia & Naouel” for their support*

*My dear friend “Aziza”*

*Ghassouli Thileli*

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## Abstract

The aim of this study was to examine the impact of the inductive approach on students' mastery of English tenses and to explore the students' attitudes towards learning English tenses under this approach. In order to achieve this study, we opted for a quasi-experimental design. Two groups of first-year LMD students of English language participated in this study; the control group was taught under the deductive approach while the experimental group was taught under the inductive approach. Pre- and post-tests were employed before and after the experimentation. Both tests were analyzed using paired t-test and independent t-test. In addition, we have submitted three questionnaires: two for the students and one for the teachers. The results of the tests revealed that the mean of the experimental group in the post-test ( $M=13.84$ ) is higher than the mean of the control group ( $M=11.68$ ). Consequently, there is a significant difference in students' mastery of English tenses ( $p=.003$ ). In addition, the questionnaires showed that students and teachers have positive attitudes towards the inductive approach to teach English tenses. Based on the findings, the inductive approach seems to be an alternative approach the teacher could adopt to help their students in learning English tenses.

**Key words:** The Inductive Approach, English Tenses, Grammar Teaching

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## List of Abbreviations

**ALM:** Audio-Lingual Method

**DDL:** Data Driven Learning

**EFL:** English as a Foreign Language

**ESL:** English as Second Language

**FL:** Foreign Language

**FLT:** Foreign Language Teaching

**L2:** Second Language

**LMD:** License, Master, Doctorat

**PPP:** Presentation, Practice, Production,

**SPSS:** Statistical Package for the Social Sciences

**TL:** Target Language

## Glossary of Terms

**Approach:** “People use the term approach to refer to theories about the nature of language and language learning which are the source of the way things are done in the classroom and which provide the reasons for doing them”(Harmer ,2007 p.62)

**The Inductive Approach:** “An inductive approach starts with some examples from which a rule is inferred” (Thornbury,1999,p.29)

**The Deductive Approach:** “A deductive approach starts with the presentation of a rule and is followed by examples in which the rule is applied” (Thornbury,1999,p.29)

**Discovery Techniques:** “Discovery techniques, on the other hand, are those where students are given an example of language and told to find how they work to discover the grammar rules rather than be told them”(Harmer,1987,p29).

## **General Introduction**

### **I. Background of the Study**

Among the most important aspects to consider when learning a foreign language (FL), grammar seems to be the most vital one. The mastery of grammar is necessary for learners as it helps them to develop and enhance their language skills. Murcia and Freeman (1983, cited in Arifin, 2016) stated that “grammar affects students’ performance in all four skills: listening, speaking, reading and writing”(p.74). So, in order to communicate correctly and appropriately, they need to have a good knowledge of Grammar.

Grammar Teaching has always been subject to debate, whether it should be taught under the explicit or implicit instruction. The explicit instruction is when the teacher explains the rules to his students while implicit instruction is when the students discover the rules on their own.

As learners of English as a Foreign Language, and based on our experiment that we have conducted for this research, we have noticed that among all the elements of grammar, the most issue that students may encounter is learning English tenses; especially when it comes to expressing themselves orally, or during classroom activities they feel anxious and hesitate which tense to use.

The mastery of tenses is seen as one of the main necessary skills in grammar learning, so many EFL teachers aim to develop the student’s mastery of tenses by adopting some approaches to teaching grammar namely the deductive approach, the inductive approach. Our study aims to investigate the appropriateness of the inductive approach to teaching English tenses.

### **II. Statement of the Problem**

When adopting the deductive approach to teach grammar (English tenses) students are not involved in communicative activities, it is known under this method of teaching that teachers explain everything, so the learners are just passive and rarely get engaged in the learning process during the classroom. Moreover, based on our experiment, and the marks of students in the pre-test, we have noticed that many of them have issues with Tenses, students still misuse them. This is why in our study we investigate the effectiveness of the inductive approach as an alternative to teach English tenses.

### **III. Research Questions**

This study attempts to answer the following questions:

- Does the inductive approach enhance the First-year EFL Students' mastery of the English tenses?
- What are the First-year EFL Students' and teachers' perceptions towards teaching grammar (English tenses) ?
- What are the Students' attitudes towards learning English tenses under the inductive approach?

### **IV. Research Hypothesis**

We hypothesize that, "if the teachers adopt the inductive approach to teach English tenses, the students' mastery of the English tenses will be enhanced".

### **V. Aim of the Study**

The aim of our research is to investigate the impact of the Inductive Approach on students' mastery of the English Tenses. In addition, it also aims to examine the students' and teachers' perspectives and attitudes towards the application of the Inductive approach in EFL classrooms at the university of Bejaia.

### **VI. The Significance of the Study**

This study is significant in suggesting an alternative way of learning grammar at Bejaia university. This approach may be an alternative solution for teachers who want to change their method of teaching to solve students' grammatical issues in general, and English tenses in particular.

### **VII. Population and Sample**

The population of our research consists of first-year L.M.D students of English at the University of Bejaia, Department of English of the 2019/2020 academic year. The number of the students is 281, who are divided into 10 groups. The participants of our study are two groups. They are group 1 (control group) which consists of 29 students, and group 4 (experimental group) which consists of 28 students, but only 25 were present regularly. Moreover, five teachers of Grammar answered the questionnaire.

### **VIII. Methodology and Research Design**

In order to achieve the objective of our study, we opted for a quasi-experimental design. The experimental group was instructed under the Inductive approach whereas the control group under the deductive approach. The treatment took place during the first semester of the academic year 2019/2020 it lasted approximately two months. Moreover, to collect our data, we designed questionnaires for both students and teachers. Both groups were given a pre- but the post- test was handed only to the experimental group after the treatment.

### **IX. Description of the Study**

This study is divided into two chapters, in addition to a general introduction and a general conclusion. The first chapter, the theoretical part, is divided into three sections. Section one deals with the teaching of grammar. It discusses the main definitions of grammar, its importance and types including the main approaches to the teaching of grammar namely the deductive, and inductive approach. The second section deals with the English tenses, their importance and difficulties. The third section is devoted to the main activities of the inductive approach adopted in teaching English tenses. The second chapter, the practical part, includes the description of the questionnaires and their interpretation; the results obtained from the pre- and post-tests and their discussion.



# Chapter One: Theoretical Background

## Section one: Teaching Grammar

---

### 1 Introduction

Grammar is one of the most important elements in foreign language teaching and learning. It is considered as a key to a correct and appropriate language both in spoken and written form. Moreover, it is argued that teaching and learning grammar is not an easy task, especially for teachers, as it requires a good and useful method to adopt in classrooms when presenting the rules of grammar to students. Therefore, a considerable amount of literature has been published on the field of teaching Grammar. Grammar has been defined differently by many scholars and linguists. This section defines grammar in general, and provides its importance, its types including the main approaches to grammar teaching.

#### 1.1 Definition of Grammar

Thornbury(1999) stated that Grammar is the study of all possible structures of a language. Traditionally, the concern of grammar was on the analysis at the sentence level. Moreover, he mentioned that “grammar is a description of the rules that govern how a language’s sentences are formed” (p.01). He argued that the role of grammar is to explain why the following sentences are correct ‘*we are not at home right now*’ and ‘*right now we are not at home*’ while these sentences are incorrect ‘*not we at right home now are*’ and ‘*we is not at home right now*’ .(p. 01-02).

So, grammar has a large impact on the learners ‘mastery of both spoken and written form, they need to learn the appropriate construction of the sentence by following certain grammatical rules, otherwise, they would not achieve the correctness of the language. Similarly, It is also defined as “ a description of the structure of a language and the way in which units such as words and phrases are combined to produce sentences in the language”.(Richards,et al.,2003 as cited in Nunan,2003,p.2)

Moreover, Greenbaun & Nelson(2002) claimed that “grammar is the central component of the language. It mediates between the system of sounds or of written symbols, on the one hand and the system of meaning, on the other”(p.01).

That is to say that grammar is the basic foundation of the language system; it includes phonological system, punctuation, and meaning at the same time. Further, Greenbaun & Nelson(2002) argued that in the English language some combinations are possible while

others are not, an example of a correct combination: *'home computers are now much cheaper'* while *'Home computers now much are cheaper'* is considered as a false one(p.01).

Moreover, Another definition is given by Radford(1997, as cited in Rahuma,2006), “grammar is seen as the study of the syntax and morphology of the sentence.”(p.47).Hence grammar focuses on the syntax and the morphology, the syntax in order to create sentences that are formed correctly, and morphology in order to study the form and the structure of these sentences.

In addition, Swan(2005, as cited in Rahuma,2006) asserted that grammar is “a limited set of devices which are used for expressing a few kinds of necessary meaning that cannot be conveyed by referential vocabulary alone”(p.47). That is to say that even if the students have a good vocabulary, it is not enough to transmit the correct language if they do not have the required basic grammar.

According to Weaver (1996, p.01) when teachers are asked to define what grammar means; they give, in general, a list of definitions:

- *“Parts of speech(elements or categories)*
- *Syntactic structure(phrases,clauses,sentence types; role of elements within a larger structures)*
- *“correct” sentence structure(subject-verb agreement and such)*
- *“correct” punctuation and other aspects of mechanics*
- *Appropriate usage( often thought of as “standard” or educated forms)*
- *Sentence sense; style(appropriate and effective use of syntactic options; ability to manipulate syntactic elements)”*.

Accordingly, it seems not easy to give one specific definition of the term grammar, but we can summarize them. According to our understanding, grammar is the element that helps any learner who wants to learn how to speak and express him/herself appropriately and effectively. Moreover, to achieve this language’s correctness, learners have to acquire not only the structure of a rule but also its meaning.

## **1.2 The Objectives of Teaching Grammar**

When teaching English as a Foreign Language (EFL), or as a second language (ESL), grammar should be given considerable importance by the learners because it helps them to

enhance their grammatical knowledge about the target language (TL). Teaching grammar has many objectives, Ediger(2010,pp.34-35) outlines some of them:

- *“To develop students’ insight into the structures of English Language.*
- *To enable the students to assimilate the correct patterns of the language Without Rote memorization.*
- *To teach grammar as a rule-governed behavior.*
- *To develop their mental abilities of reasoning and correct observation.*
- *To develop a scientific attitude in pupils about the language”.*

In addition, Shmidt & Frota ( 1986 as cited in Larsen-Freeman,2009) mentioned that the role of grammar is “to help students ‘notice the gap’ between new features in a structure and how they differ from the learners’interlanguages ”(p.527). Accordingly, grammar helps the learners to build up the needed structures to use correctly the target language. Moreover, it helps them to make conclusions on the new structures based on their previous knowledge, and see the differences between the language patterns. Besides, students need to learn the different rules of English grammar, which would help to enhance their knowledge about the language, and how to apply this knowledge when producing. This is why; teaching grammar should be given large importance in the EFL Classrooms.

### **1.3 Types of Grammar**

Grammar is classified by many scholars into many types, the main ones are: traditional grammar(descriptive, and prescriptive), and pedagogical grammar.

#### **1.3.1 Traditional Grammar**

Traditional grammar refers to “the Aristotelian orientation towards the nature of language as exemplified in the work of the ancient Greeks and Romans, the speculative works of the medieval age, and the prescriptive approach of the 18th century grammarians” (Howatt, 1984 as cited in Baghedadi,2015.p.176). So, the origin of traditional grammar was included in the works of some scholars of ancient Greece and Rome. Moreover, according to the traditional grammar, the language includes eight parts of speech which are: nouns, verbs, participants, articles, pronouns, adverbs and conjunctions. Furthermore, Veleika & Buitkiene (2003) distinguished two periods of traditional grammar (the prescriptive (pre-scientific) the second, descriptive (scientific).

### **1.3.1.1 Prescriptive Grammar**

Prescriptive grammar tries to tell people how they should speak, what kind of terms they should use, when, and how they should choose a particular choice when speaking (Decapua, 2008).

Furthermore, Nelson & Greenbaum (2018, p.5) stated that “rules that specify which usages should be adopted or avoided are called prescriptive rules. Examples of prescriptive rules are:

- *Don't use like as a conjunction, as in He speaks like his father does.*
- *Don't use between you and I. but between you and me*
- *Don't split an infinitive, as in to actually feel.*
- *Don't use them people, but those people”.*

### **1.3.1.2 Descriptive Grammar**

Greenbaun (1996) said that describing the rules of a language is the main goal of descriptive grammar, and this description should be objective. Also, Reynolds (2020) stated that descriptive grammar “focuses on describing the language as it is used, not saying how it should be used” (para.3). Moreover, according to Crystal (1998, as cited in Baghdadi, 2015) descriptive grammar is “an approach that describes the grammatical constructions that are used in a language, without making any evaluative judgments about their standing in society” (p. 118). That is to say, that descriptive grammar does not try to distinguish between the correct and incorrect; it accepts the language as it is used from the speakers.

### **1.3.2 Pedagogical Grammar**

Burner (2015) stated that pedagogical grammar refers to implementing grammar for teaching purposes (didactics). Furthermore, he added that its goal is to be a grammar outlined specifically for a particular group of students. Similarly, Greenbaum (1996) who said that this type of grammar is used in an educational setting, and under the guidance of the teacher.

## **1.4 Approaches to Grammar Teaching**

When teaching grammar to EFLstudents there are some theoretical approaches that teachers may adopt and rely on in their teaching process. Depending on the purpose of the lesson, and the level of students.

As Harmer (2007) said, “people use the term approach to refer to theories about the nature of language and language learning which are the source of the way things are done in the classroom and which provide the reasons for doing them”(p.62). The main approaches are: the Deductive approach, the Inductive approach.

#### **1.4.1 The Deductive Approach**

According to Thornbury(1999),“a deductive approach starts with the presentation of a rule and is followed by examples in which the rule is applied”(p.29). He added that the deductive approach is called also rule-driven learning. In other words, in the deductive approach, the rules are given to students at the beginning of the course.

Similarly, Widodo (2006) said“dealing with the teaching of grammar, the deductive approach can also be called rule driven learning. In such an approach, a grammar rule is explicitly presented to students and followed by practice applying the rule”(p.126).In other words, rule driven learning is a method of teaching that applies the explicit instruction to teaching grammar, then students would have the opportunity to put in the application what they have learned. Moreover, explicit instruction means when the teacher explains the rules.

Shrum &Glisam (2009),said that the deductive approach refers “...explicit grammar instruction that involves teacher explanation of the rules followed by related manipulative exercises intended to practice the new structure”(p.218).In other words, employing this approach means that teachers start by explaining the rules of a certain input to students so that they can practice and apply the rules in exercises. Additionally, the anticipated results of the deductive approach are shown in that learners learn the assigned shape of the language so that afterward they could have the ability to perform the chosen communicative or meaningful activities(Shrum &Glisam, 2009)

Explaining the rules to students is the first step in this approach. In this context, Swan (as cited in Thornbury,1999) described some features of good rules by claiming that they should be simple for the learners, as they should demonstrate to students how a certain form is used in a clear way. Finally, the rules should also be relevant and familiar to them.

In addition, the deductive method is “a method in teaching that proceeds from rules or generalizations to examples and, subsequently, to conclusions or to the application of the generalizations”. (Britton,1969.p.9)

The deductive approach is associated with the PPP (presentation, practice, production) lesson planning. According to (Criado,2013), the PPP is "...the traditional activity sequencing pattern on which many Foreign Language Teaching (FLT) course books have relied, and its presence can still be appreciated today"(p.98). He divided the PPP into three phases are summarized as follows:

- ❖ **Presentation phase:** in this phase, the teacher directs the process of learning and provides his learners with the needed materials, which hold the targeted language elements.
- ❖ **Practice phase:** during this phase, learners practice under the control of the teacher. The teacher controls and checks whether students have understood correctly the linguistics items given in the first stage or not.
- ❖ **Production phase:** in this phase, learners are autonomous and practice through different creative activities. They are free to produce what they have learned through several activities such as discussions, debates, role-plays, problem-solving activities, opinions, and informative gaps, etc (p.100).

#### 1.4.2 Steps for Explicit Grammar Presentation

In order to teach grammar from the rules, Sarosdy et al.,(2006,p.75-76) proposed some steps to follow, they are summarized as follows:

##### 1.4.2.1 Lead in Phase

During this step, the role of the teacher is to introduce the context and illustrate the meaning, or use of a new linguistic pattern. Moreover, according to Harmer(as cited in Sarosdy et al., 2006), there are three types of contexts:

- **The Student' World:** for example, student's classrooms, student's home ...etc
- **The Outside World:** this type of context consists of true situation, for example, a teacher can use stories...etc
- **Formulated Information:** here the teacher can use some elements such as timetables, statistical charts...etc. In addition to the structure, the meaning can be taught :

a) **Visually:** to teach the structure, for example, the teacher uses tools, pictures in the classroom.

b) **Through a Situation:** explaining the meaning of a given structure with the visual aids does not help sometimes to achieve the goals of the lesson. This is why there is another way. For instance, thinking of a situation outside the classroom so that the structure could be used in a natural way. This situation can be true or non-existent.

**c) By Contrasting Structures:** to show the difference between two structures. For example, when the teacher wants to explain the difference between two tenses, so here he will present two different structures and contrasts the two tenses to demonstrate the difference between them for example, ‘I have seen that film’ Vs ‘I saw that film last week.’ (Doff,1990 as cited in Sárosdy et al., 2006,p.75)

#### **1.4.2.2 Elicitation**

The purpose of elicitation is to let the teacher know whether his students are able to produce the new language, whether they have learned it, and whether they are familiar with the structure or not. Moreover, if he notices that students still have problems, he will not move to the next point but will focus on the students’ problem.

#### **1.4.2.3 Explanation**

In this phase, the teacher explains to his students the formation of a linguistic item. Moreover, he lets them notice the main characteristics of the given form such as: the form of past simple tense, irregular verbs...etc

#### **1.4.2.4 Accurate Reproduction (Controlled and Semi- Controlled Practice)**

In this phase, students need to repeat and practice model sentences so that teacher can verify that students can construct and pronounce the target item in the correct way. Furthermore, accuracy is the main focus, and the role of the teacher is to correct the student’s mistakes.

#### **1.4.2.5 Immediate Creativity/ Production Stage**

The purpose behind this stage is to check whether students have understood the new language item in the controlled practice. Moreover, they are asked to produce through speaking and writing their own examples. In addition, if the teacher notices that his students have made many errors, he will explain again to them the previous activity.

Accordingly, explicit instruction to grammar teaching is the way that the teacher presents his grammar lesson inductively. He initiates the explanation of the rules, then; students apply these rules in a set of activities under the guidance of the teacher, so this is the main point of this method.

The deductive approach has many advantages and disadvantages. Thornbury (1990) list some of them:

#### **1.4.3 Advantages of the Deductive Approach**

- ✓ During the deductive approach, the teacher goes directly to the point

- ✓ The deductive approach is time-consuming, so students have the opportunity to do more activities.
- ✓ It is considered as a simple method for teaching rules, and provides a clear explanation.
- ✓ The teacher respects the students' intelligence and maturity.
- ✓ The cognitive thinking of students is involved.

#### **1.4.4 Disadvantages of the Deductive Approach**

- ✓ Students may find that beginning the lesson with grammar explanation is off-putting.
- ✓ Students may not remember the rules.
- ✓ This approach encourages the students to focus only on the rules when learning a language.
- ✓ It is considered as a teacher-centered rather than student-centered approach
- ✓ Moreover, Krashen (1981,182 as cited in Freeman,2009,p. 524) claims that students cannot acquire the rules naturally when implementing explicit grammar teaching.

#### **1.5 The Inductive Approach**

On the other hand, “an inductive approach starts with some examples from which a rule is inferred”(Thornbury, 1999, p.29). That is to say that when applying this approach; students are given some examples in the beginning, and from these examples, students discover the rules. Moreover, he adds that the inductive approach is called discovery learning. In fact, when applying this type of learning, students have the opportunity to figure out the grammatical rules.

In addition, Shaffer (1989) considered that the inductive approach is like the ALM, he says that “an inductive approach was equated with the Audio- Lingual Method of the sixties where learning is defined as habit formation. Students learned by rote numerous examples of the structure until the use of that structure becomes automatic”(p.395). In other words, it is a process where students look at a set of examples of a certain structure and learn it so that they can use it automatically. Accordingly, under this approach, learners come to the classroom unaware of the given structures. Moreover, by the end of the lesson, the teacher provides his learners with suitable rules(Shaffter,1989).

Moreover, the Inductive Method is “ A method of teaching based on the presentation to the learner of a sufficient number of specific examples to enable him to arrive at a definite rule, principle or fact; and which leads to the subsequent application of these rules, principles or facts”(as cited in Britton,1969,p.9).



### **1.5.1 Steps for Implicit Grammar Presentation**

Dekeyser (1995 as cited in purpura,2004) defined the implicit presentation as the teaching of grammatical rules without involving any explanation of the rules. Moreover, it happens without any attention or awareness of learning the target grammar. That is to say that when the teacher teaches his students implicitly, they will acquire the target structure naturally. .Moreover, Ling (2015) defined it as :

Implicit grammar teaching refers to the teaching methods emphasizing students must be naturally acquired through situational scene when learning grammar. Implicit grammar teaching is also known as suggestive method, mainly adopting the inductive thinking method, and inducing the grammar rules through communicative use of the language.(p.557)

That is to say, when teaching grammar implicitly, the teacher should involve his learners in contextual communication ,and asks them to discover the target rule.

According to Savage et al.,(2010,pp.17-18), in the implicit grammar instruction, the teacher starts by presenting the target structure. Additionally, this structure should be presented in a meaningful context and avoiding any explanation of the rule. Here are three types of contexts suggested by Savage et al.:

#### **1.5.1.1 The Classroom Provides the Context**

Savage et al. provided an example of teaching the present continuous tense in the classroom. The examples involve sentences about what it is happening in the classroom involving all the objects that surround the students:

- *I am teaching now. I am not eating*
- *José is listening to the teacher now. He is not writing*
- *José and Ana are listening to the teacher. They are not writing*
- *we are studying English now. We are not dancing.* (p.18)

#### **1.5.1.2 Visuals Provide the Context**

According to Savage et al., for this second type of context, the teacher can rely on visual aids to draw the attention of the students to a given picture from the textbook, or simply write on the board a set of examples which contain the target rule.

#### **1.5.1.3 The Teacher's and Students' Own Lives Provide the Context**

In such a context, both teacher and students can give their own personal examples of their lives to produce their own sentences (Savage et al., 2010).

Moreover, this context can be used to contrast tenses, like the present and past tenses such as: *“I am an ESL teacher now, I was a piano teacher before”*(p.18).

Hence, the context is the main point of implicit grammar teaching. It enables learners to participate more, and give personal examples in a meaningful context. Subsequently, they are more active in the classroom. The implicit grammar teaching consists of giving first examples then inferring rules.

### **1.5.2 Advantages of the Inductive Approach**

Widodo (2006) cites many advantages of the inductive approach to teach grammar. Working out the rule may be beneficial for students because:

- It reinforces the autonomy of students, so they feel more independent.
- Students use their cognitive thinking.
- Creative activities such as problem-solving activities are employed.
- Students work in a group which provides them more chance for participation.
- It is a student-centered approach rather than teacher-centered. It means that it is an approach where the teacher speaks less, and students speak more.
- Moreover, Ur (2012) said that “however, if the students can work out the rules for themselves, then they are more likely to remember it.”(p.81) .That is to say that when learners figure out the rules on their own, it becomes more memorable in their mind.

### **1.5.3 Disadvantages of the Inductive Approach**

Thornbury (1999), on the other hand, mentioned a number of limitations of this approach

- The inductive approach consumes more time and energy.
- Some students may induce inappropriate rules.
- Teachers need to be careful in planning the lesson, and when selecting the needed materials.
- As each learner has his/her own learning style, this method may frustrate them, especially if they used to be told the rules.

## **Conclusion**

In this section, we provided a general overview of the teaching of grammar; we included some definitions of grammar, its main types. Besides, the two different approaches to grammar teaching mainly the deductive approach and inductive approach.

## Section Two: English Tenses

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### Introduction:

In this section, we discuss tenses; as defined and viewed by some scholars, then their different usages and formation rules. Last not least, we provide some difficulties that students may face when learning tenses.

### 2 Definition of Tense

There are several ways by which we can express time in a language and tense is one of these ways. Tense is an important aspect of grammar which plays a great role in the effective use of the language, it serves to show the exact time when the action is taken place. Moreover, it is the subject matter of many language scholars.

Crystal (1992, 1999) defined tense as an expression of grammar that shows the time of a situation in form of preposition related to another time. He further stated that since ancient times tense varies into a present, past, and future in addition to the other contrasts made according to the language. That is to say; it is the grammatical expression that specifies the time of a given situation connected with some other time in a form of a preposition. Indeed, tense is classified into three main types in addition to their different aspects. Furthermore, he added that the structure of tenses is defined as a morphological variation of the verb; which means that we make changes on the main verb by adding letters to form a tense, for example; *jump =>jumped*. Yet, some analysis classifies the use of auxiliary verbs as tenses like in “*I have jumped*”, “*I will jump*” which refers to the tense-aspect.

For Moris(1858), tense is simply “the time of an action” (p.50).Davidson& Alcock(1889), Comrie(1985), and Joshi(2014) agree that tense is related to the different use of the verb’s forms to express the time of an action, an event, or a state. Davidson &Alcock(1889) stated that tense has three principal types; present, past, and future. The simple tenses are formed by inflection and the compound ones require the use of the auxiliaries.

Tense could be simply a feature of the grammar of a given natural language or it can be referred to a debated metaphysical feature of temporal reality. In other words, how the different literature philosophers believe and think about tenses whether the language is tensed or not, or whether tense has an integral role in the language or not. This idea is supported by Bardon &Dyke (2013).

In addition to this, Warnke(2007) described tense as a grammatical way that temporally connects between different events expressed by the verbs used as well as with the moment of speaking or writing; since it helps to specify the time with relation to the moment of speaking or writing. This enables receivers to better understand.

## 2.1 Definition of Tenses (Simple and Continuous)

Tenses in a language aim to indicate time whether the action is in the past, the present, or the future. In English, these three have four variations or aspects. This depends on whether the time of the action is simple, progressive, perfect, or perfect continuous, which aims to give more information about the time. Below, we have explained six of them in terms of use and structure (affirmative, negative, and interrogative).

### 2.1.1 Present Simple

The present simple aims to express an action that occurs in the very time in which we speak; it is also used to talk about facts or habitual actions, and even in instructions or commands (Joshi, 2014; Bogue, 1855).

The structure of the present simple is as follows:

Affirmative	Negative	Interrogative
I You We They He She It	I You We They He She It	I you we they he she It
} play. } plays.	} do not (don't) play. } <b>doesnot</b> (doesn't)	Do } play? Does } play?

**Table 1: Present Simple Structure adapted from Developing Grammar in Context Intermediate with Answers: Grammar Reference and Practice.(Nettle and Hopkins, 2003, p.8).**

### 2.1.2 Present Continuous

The present continuous aims to express continued action happening in the present (Joshi, 2014). In other words; it expresses a longer action taking place at the moment of speaking, or expressing repeated actions. It is also used to express actions which are surely taking place in the future

This tense requires the auxiliary “to be” in the present, whereas the main verb takes its “ing” form. But for the verbs that do not accept the “ing” form (like verbs that express attitudes like “desire”, sense like “hear”, or mental activities such as “own” we use instead the present simple. The example below explains the form of the present continuous:

Affirmative	Negative	Interrogative
I am ('m)playing .	I am not playing.	Am I playing?
You } We } are ('re)playing.	You } We } are not(aren't) playing.	Are { you } we } playing?
they } He } She } is('s) playing.	They } He } She } is not(isn't) playing.	Is { he } she } playing?
It }	It }	it }

**Table 2:Present Continuous adapted from Developing Grammar in Context Intermediate with Answers: Grammar Reference and Practice .(Nettle and Hopkins, 2003, p.14).**

### 2.1.3 Past Simple

The past simple is used to express a completed action or event that took place in the past or an already finished action. It usually expressed with the help of the time markers like *last night, yesterday, years ago...etc* (English Grammar Tenses (n.d.).

With this tense, the verb will take its past form. For regular verbs, it is sufficient to add an “*ed*” at the end of the base form of the verb. But for irregular verbs, they have their specific form. For more clarification about the structure see the example below:

Affirmative	Negative	Interrogative
I You } He } She } watched tv. It We They }	I You } He } She } did not(didn't) watch tv. It We They }	Did { I } you } he } she } watch tv? it we they }

**Table 3 : Past Simple Form adapted from Developing Grammar in Context Intermediate with Answers: Grammar Reference and Practice .(Nettle and Hokins, 2003, p.19).**

### 2.1.4 Past Continuous

The past continuous is used to express an action that happened progressively in the past; the action started in a moment and finished in another moment in the past (English Grammar Tenses (n.d).

This tense is formed by the past simple of the auxiliary “*to be*” and the “*ing*” form of the verb.

Affirmative	Negative	Interrogative
I } He } was working. She } It } You } We } were working. They }	I } He } was not working. She } It } You } We } were working. They }	Was { I } { he } working? { she } { it } Were { you } { we } working? { They }

**Table 4: Past Continuous Form adapted from Developing Grammar in Context Intermediate with Answers: Grammar Reference and Practice.(Nettle and Hopkins, 2003, p.25).**

### 2.1.5 Future Simple

The future simple is often used to express an action that takes place in the future, usually when it is a prediction, spontaneous decision, or when we are not sure about something to happen. When we are sure about an action to happen we use the present continuous (English Grammar Tenses (n.d.)).

It is formed with the help of “will” or “shall” in addition to the base form of the verb; as it is explained below:

Affirmative	Negative	Interrogative
I } You } He } She } } Will('ll) studyfrench } tommorow. It } We } They }	I } You } He } She } } Will not(won't) } studyfrench } tommorow. It } We } They }	Will { I } { you } { he } studyfrench { she } tommorow. { it } { we } { they }

**Table 5 : Future Simple Structure adapted from Forum: A Journal for the Teacher of English Outsidethe United State. (1986, p.38).**

### 2.1.6 Future Continuous

According to Ardizzone, Gaglio, & Sorbello(1991), the future continuous aims to express a continued action that will be taking place at a point of time in the future.

It is formed with the help of “will” or “shall” + “be” + the “ing” form of the verb, as we see in the example below:

Affirmative	Negative	Interrogative
I You He She It We They } will ('ll) be studyingfrench tommorow.	I You He She It We They } will not (won't)be studyingfrench tomorrow.	Will { I you he she It We they } be studying french tomorrow.

**Table 6: Future Continuous Structure adapted from Forum: A Jornal for the Teacher of English Outside the UnitedState. (1986, p.38).**

## 2.2 Importance of Tenses

Tense plays an indispensable role in the language. It does not only show the time of the action but it also gives more credibility to the message. Indeed, a discourse without tense (either spoken or written) remains unclear with too many question markers. Thus, tense provides more clarification about the information concerning time; so that to make the understanding faster and easier.

Subburaj(1620) said that a student of the English language should master the tense in order to express his thoughts in relation to time. In other words, tense is one of the basic concepts that a user of a language should know and master so that to use the language appropriately since it facilitates the interpretation of the ideas.

In addition to this, Warnke (2007) claimed that tense is a grammatical way that connects between the different events expressed by the verbs as well as with the moment of speaking or writing. That is to say, tense makes the relation between the time of the events and the time of the speech, so as to enable the receiver of the message better understand the situation and the message itself.

Palmer (1976 as cited in Suward, 2010) believed that tense has three main functions; first, it marks the ordering in time of the events; which means it identifies the temporal relation existing between the events. Secondly, tense is considered the appropriate material for the reported speech in a way it reports the speech and makes it coherent and understood. Thirdly, tense helps to transmit unreal actions mainly in conditional clauses and wishes; which means that with tense it is possible to express unreality and imaginary events.

Last not least, Kamp and Rohrer (1983as cited in Oaklander, 2001) added that the primary aim of tense is the temporal relations which they establish between the preceded

sentences and the following ones that are existing in the discourse or text. In other words, tense and aspect aim to precise which action happened before the other in a consecutive way, indeed they give the logical order of the actions in a given discourse.

### 2.3 Difficulties in Learning Tenses

Learners face various difficulties while learning a new language especially when the target language is not familiar with their L1. Moreover, in this concern, a number of studies have been carried out.

As argued by DeCapua (2008), these difficulties can be divided into two main types of problems. First, the structural problems concerning the difficulties in the tense form; learners forget to use the appropriate inflections like adding the “s” of the third person singular in the present simple, or adding the appropriate inflection to the verbs ending with “sh, ch, o, y, etc”, and even they forget about the correct elements of the different tenses like “we going to the beach”. Second, the semantic problems; choosing the correct tense is as important as knowing how to form the tense, and this what causes difficulties to learners. They consider the different tenses very close in use so they get confused about which tense to use in a specific time and context.

The dissimilarity between the native language and the target language may influence the process of learning tenses due to the different characteristics existing in each language’s tenses. Cowan (2008 cited in proceeding of IAC-TLEI in Budapest,2016) claimed that in the German language, the present simple is used to express both present simple and present progressive in the English language. Since each language has its specific features, its sense of abstractness made it harder to be understood.

Abdulmalik (2017) stated that irregular verbs may cause a problem to students on how using them correctly in their different forms in the past simple or their participles, mainly when they lack knowledge. They do not even differentiate whether the verb is regular or irregular, and for the irregular verbs students face difficulties to use their correct forms, the advanced learners are also concerned by this problem. Coelho (2004) claimed that some students use the adverbial expressions to refer to the past tense and keep the verb in its base form; which means that students feel that it is enough to indicate the time of the action using an expression of time without making changes in the verb form, for example; “*I see him yesterday*”.

Additionally, another problem related to the learning of tenses is about the applying of the complex tenses such as the present continuous, this problem concerns the



omission of the auxiliary “*to be*”, producing sentences such as “*it raining*”, it is argued by Welter (1966) that among the problems that foreign learners might face is that they fail to apply the correct form of the present simple in a way they delete the use of the auxiliary “*to be*”. Concerning the same subject of auxiliaries; students encounter difficulties when producing the interrogative form, learners omit completely the auxiliary “*to do*” and they only switch the places of the subject and the verb to form an interrogative sentence. As argued by Coelho (2004) that in many languages it is sufficient to switch between the verb and the subject to form a question or in other languages; it is enough to arise the intonation to ask questions contrary to English, which cause problems to foreign learners of English to produce correct interrogative sentences, such as; “*like you pizza?*” or “*you like pizza?*”.

The tense-aspect in English is considered as a great challenge for learners and regarded as a complex task due to its variation in meaning and its different usage. As Vijaya & Viswanath (2010 as cited in proceeding of IAC-TLEI in Budapest, 2016) declared that even when the student knows about the tenses but it still difficult for him to understand their different usage and meaning in a context.

The teachers’ lack in selecting the appropriate strategies and materials for the process of teaching tenses and taking into account the learners’ different learning styles, may lead to difficulties to grasp the input provided. Harlig(2000as cited in proceeding of IAC-TLEI in Budapest, 2016 ) claimed that the problem does not concern the tense-aspect or the grammar instructions used, because the tense-aspect system is learnable and the grammar instructions are effective. However, learners face obstacles, and this is can be because of the increased input or the type of activities selected. Therefore, if the materials used are not sufficient or inappropriate, this leads to difficulties for applying successfully what has been gained. Collins (2007as cited in proceeding of IAC-TLEI in Budapest, 2016 ) argued that pedagogical activities are beneficial to learners for encouraging them to use the verb forms successfully in contexts; which means that the selection of activities is essential in the process of learning tenses.

## **Conclusion**

To sum up, in this section, we have seen the definition of tenses given by some scholars, including the definition of the six tenses in term of their usage and form, in addition to this we have discussed how tenses are viewed important in the language learning regarding their indispensable role. Besides, we have dealt with some difficulties that a student might encounter when learning tenses.

## Section Three: The Inductive Approach of Teaching Tenses

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### Introduction

In this section, we discuss the main techniques of teaching tenses under the inductive approach. This approach consists of guided discovery exercises that encourage the students to figure out the rules on their own.

### 3 Activities and Techniques of the Inductive Approach

In learning grammar, English Tenses are one of the major problems faced by many EFL students. Therefore, here are some activities and techniques that may be used by grammar teachers to present the lesson without the attention of explaining the rules of tenses.

According to Verner(2020), learners should not be directly provided with the rules of grammar in the discovery techniques. This means that students are given activities that would push them to discover on their own the rule of a certain pattern. Similarly, Harmer (1987) confirms that “discovery techniques ... are those where students are given examples of language and told to find out how they work to discover the grammar rules rather than be told them”(p29). It means that teachers should avoid giving students rules but instead would let them think and work out the rules alone. Learners should not be directly provided with the rules of the grammar in the discovery activity

Harmer (1987) mentioned four types of activities: **1)** preview, **2)** matching technique, **3)** text study, **4)** problem solving-activity. The table below summarizes them:

<b>3.1 Preview Activity</b>	<ul style="list-style-type: none"><li>• Preview activity is one way to let students discover a new grammar on their own before that teachers teach it to them, so learners are exposed to a specific and new linguistics items, additionally, students can read or listen to texts. In other words, students will have the opportunity to view a specific pattern before teaching it to them later.</li></ul>
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<p><b>3.2 Matching Technique Activity</b></p>	<p>Another activity proposed by Harmer is the matching technique where students are asked to matching a set of sentences with the appropriate other sentences, Moreover, during this activity they can individually or in Pairs, it resembles problem-solving activity.</p> <p>The main purpose of matching exercises is to allow learners to discover the pattern on their own, and this kind of activity is very helpful to discover true facts about target grammar.</p>
<p><b>3.3 Text Study Activity</b></p>	<p>The third type of the discovery technique that Harmer (1987) suggests when teaching English tenses inductively is through a test to analyze the language which is presented in a context</p> <p>Here is an example of how it is applied in the classroom:</p> <ul style="list-style-type: none"> <li>➤ a text is given to students</li> <li>➤ students read the text</li> <li>➤ they do comprehension exercises and discussed the text</li> <li>➤ students are asked to look at specific sentences</li> <li>➤ students are asked to identify the verbs in these sentences; the sentences contain for instance past perfect tense and past simple tense</li> <li>➤ Teachers push students to discover these tenses for themselves in an authentic context, and then see how these two tenses are used and formed</li> </ul>
<p><b>3.4 Problem-Solving Activity</b></p>	<p>Harmer (1987), said that this kind of technique is applied so that teachers provide Students with exercises where there is a given problem, and students will try to analyze it in order to solve it, like an exercise where the teacher gives to students examples of incorrect English, this is a good method to let students figure out the grammatical rules, students are encouraged to discover the incorrect rules and why it is so. Here are two possible examples of this activity:</p> <p>a) when students are having an oral activity, the teacher notes any</p>

	<p>mistake that he hears from students, then he writes them on the board. <b>For example,</b> “ <i>you must to agree with me</i>  <i>people is always complaining</i>  <i>I haven't seen him yesterday</i>  <i>I am not agree</i>”Harmer(1987,p.39)</p> <p>So, students are asked to identify the errors and correct them.</p> <p><b>b)</b> in the second activity, students write a composition, then the teacher will choose one which contains a lot of common mistakes , he will underline these mistakes, he will put students into groups , and will ask them to analyze the composition in order to discover why the underlined words are incorrect, and what the possible way to correct them</p>
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**Table 7:Discovery Activities (Harmer,1987,pp.30-39)**

In fact, these four activities involve students in the learning process in the classroom; there is more interaction between students and the teacher. Moreover, learners can show their abilities and skills as they work on problem-solving activities. Moreover, they do not learn about tenses but they have the opportunity to use them and practice them more

Furthermore, there are many other strategies used in EFL classrooms to achieve teaching tenses inductively. Here is another examples of strategy used to teach past simple and past perfect tenses:

### **3.5 Minimal Sentence Pairs**

Thornbury(1999,p.64) mentioned another way to teach the difference between past simple and past perfect from examples rather than rules. This strategy is called minimal sentence pairs. He suggested three steps; In the first step, the teacher writes a set of examples on the board of two contrasting and confusing verb structures. Actually, the students may know these structures, but they never met them together, they studied each tense alone. Here is an example:

- 1** a *I've seen all of Jim Jamusch's films*
- b *I saw his latest Film last month*
- 2** a *since 1990, she's worked for three different newspaper.*

b *She worked For The Observer in 1996.*

3 a *Have you ever been to Peru?*

b *When were you in Peru?. (p.63)*

In the second step, in order to teach the form of the two tenses, students are asked to read the set of these examples and indicate the two verb structures. Moreover, he demonstrates to students that the examples: (a) are present perfect while examples; (b) are past simple tense. In the case where students face any difficulty in understanding, he will recap the rules for both tenses

In the third step, students are asked to see and discover the difference between the two tenses in meaning. This task can be made in pairs. In the next step, the teacher will check their understanding to see whether they are able to find the general rule of the present perfect and past simple. In addition, for more clarification, he draws a timeline on the board that illustrates both tenses. Finally, in the last step, the teacher divides the class into pairs and gives them an exercise where they will apply what they have understood. Here is an example of the activity to apply the two tenses:

- a Complete this job interview between an Interviewer (I) and a Candidate (C). Put the verbs in brackets in the Present Perfect or Past Simple.**
- I: So, tell me a little about the things you . . . (do).  
C: Well, I . . . (study) French and German at university. Then, I . . . (teach) in secondary school for a few years.  
I: . . . you (enjoy) teaching?  
C: No, not really. I . . . (not like) the discipline problems. So, I . . . (start) working for a large drug company.  
I: . . . you (work) abroad at all?  
C: Yes, well about three years ago I . . . (get) a job in France, selling advertising space for a science magazine.  
I: . . . you (go) anywhere else?  
C: Yes, I . . . (work) in Germany in 1990.  
I: Oh really? What . . . (do) there?

**Figure 1:Exercise extracted from Mohamed,S and Acklam,E.Pre-Intermerdiate Choice, Longman 1993, cited in Thornbury,1999,p.64)**

### 3.6 Through Concordance Data

Thornbury (1999) suggested another way of teaching tenses through a concordance. It consists of exposing learners to many examples of the target language and are required to discover the rules on their own. This kind of learning is called Data-driven learning. It is

defined as “the use in the classroom of computer-generated concordances to get students to explore regularities of patterning in the target language, and the development of activities and exercises based on concordance output” (Johns and Kingsas cited in Nassaji & Fotos, 2011, p.54). So the teacher can use a computer as a material to provide students with the data needed. Similarly, Boulton et al. (as cited in Brunson, 2019) claimed that :

Data-driven learning (DDL) is an innovative pedagogic grammar teaching and language learning method. By searching word or grammar items from a language database called "corpus" using a computer, students can analyze the search results and discover grammar rules. In other words, DDL is an inductive learning and teaching method that lead students to ‘notice’ grammar rules.(p.05)

In addition, Bernardin (2004 as cited in Nassaji & Fotos, 2011) said, “DDL provides opportunities for discovery learning since L2 learners are able to inductively generate grammar rules by considering the great number of examples supplied by a corpus search using concordancing software”(p.54). That is to say, that noticing and analyzing the linguistic items given in a set of examples is the main point of the inductive presentation of the grammatical rules by using a computer in the classrooms.

Here is an example of a concordance used to teach tenses:

Look

Look at the sentences in

- 1) Can you see any patterns in the verbs in Group A? How many verbs does each sentence have? What are the tenses of the verbs?

Group A

is very fragile . # Moreover , he said ,	fear	about	the	potential	impact	of Europe 's econor
HICKMAN : TALKBACK LIVE continues this Christmas eve as we	talk	about	the	Silent	Legacy	. And Jane , I understar
should learn all you can about pigments . The more you	know	about	their	chemistry	,	the more completely yc
about Captain Nemo . On a separate sheet of paper ,	write	about	what	you	would	do if you were the riche
) . For example , young children often acquire books and	imitate	adults	by	turning	pages	and reading aloud . So
peel off the lining paper . Cover with a rack and	invert	again	!	Remove	plate	and wax paper and cool z
wife , Kim , said of his clients . " They	know	all	of	his	attention	is on the horse , and they re
in and furthered the intellectual life of Natchez . # We	know	almost	nothing	about	Gabriel	. He was about t
compass point on one corner and pencil point at center ;	draw	an	arc	that	intersects	two sides of square . Rep
the wreath of rue , sage , and mullein . You	wind	and	bend	the	phlox	, the white ivy , the St. John
of this as well . Greta. GRETA-VAN-SUSTEREN# HOST : Well ,	compare	and	contrast	to	me	, is this going faster or slow
you should n't sugar coat what has happened . I completely	agree	and	that	Brian	Williams	should be welcomed b.
simple 4 " -x-6 " pencil drawings of the shapes I	see	and	write	notations	about	the light and colorat
enough to hold up physically when he entered the ' 95	draft	as	an	underclassman	. Double-teamed frequer	
spoils them . # Is lying with our kids until they	fall	asleep	such	a	terrible	thing ? Here 's why we dr

Figure 2: Extracted from Developing- level ESL Intermediate Grammar Lessons for Community College Students Using Guided Data-Driven Induction (Master dissertation, California State University, Northridge). Brunson (2019, p.19)

Moreover, Allwright (1997) claimed that:

Inductive tasks present learners with a special sort of cognitive challenge, which is both enjoyable and profitable, particularly for learners at university level. Such learners are likely to respond well to data-driven, problem-solving tasks that require them to play the difficult but absorbing role of ‘linguistic detective’ doing investigative research on the language they are learning” (p.75)

Throughout this section, we provided some main activities and techniques used in teaching English tenses under the inductive approach. These activities consist of providing students with a set of examples where students analyze, observe, and figure out the rules on their own in order to achieve a better understanding of English tenses.

#### **4 Conclusion**

In this chapter, we have tried to shed the light on a general overview related to the field of grammar in general and English tenses in particular. It is divided into three sections; the first one highlights some main definitions of English grammar, the main types, and its importance. Moreover, we discussed the two main approaches to teach English grammar. In the second section, as our concern of the study is the effectiveness of the inductive approach on teaching English tenses, we devoted it to what is meant by English tenses, their importance, and the main difficulties that face the learners. Finally, the third section is devoted to the main existing activities and techniques of the inductive approach used when teaching English tenses in order to let the students work the rules out on their own by guided discovery activities.

## ***Chapter Two : Practical Part***

### ***Research Design, Methodology, and Results***



## **Chapter Two: Research Design, Methodology and Results**

### **1 Introduction**

In the first chapter, we presented the theoretical background concerning the present research. This study aims at examining the effectiveness of the adoption of the inductive approach to teach English tenses for first-year LMD students at Bejaia University. This chapter is devoted to the research design and methodology adopted in our study and to the interpretation of the results. It is divided into three sections. The first section is about the description of our study, the second section provides the analysis and interpretation of the results, and the last section is about the implications, limitations and suggestions for further research.

#### **Section One: Description of the Study**

This section provides a description of our study, the population and sample, research design and instruments that we have used to collect our data, in addition to the description of the experimental sessions.

##### **1.1 Population and Sample**

The questionnaires and the training sessions have been designed for First-year students at the University Of Bejaia Department Of English of the 2019/2020 academic year. The whole number of the population is 281 divided into 10 groups. We have limited our sample to only two groups: group one composed of 29 students which is the control group, and group four composed of 28 students which is the experimental group. We have selected only 25 students each group in order to have an equal number. Moreover, the purpose behind choosing First year students is because they have not yet studied English Tenses during the first semester, so it is the suitable sample for our study, in addition to five (5) English grammar teachers at the University of Bejaia.

##### **1.2 Research Variables**

This study aims at investigating the effectiveness of the Inductive approach to teach English tenses for First-year students. We have two variables, the first variable is the independent variable, which is the Inductive approach, and the second variable is the dependent variable, which is the mastery of the English Tenses. Our aim is to prove that the inductive approach enhances the students' mastery of English Tenses.

### **1.3 Methodology and Research Design**

To achieve the aim of our research, we opted for a quasi-experimental design. The training program took place during the first semester. For our study, two groups were involved: the experimental group and the control group. Both groups were given a pre-test before the experiment and a post-test just for the experimental group after. Moreover, we opted for a close-ended and open-ended questionnaire as a data collection tool; a preliminary questionnaire was administered for both groups, and the post-questionnaire was applied to only the experimental group. Moreover, our research consisted of five (5) grammar teachers at Bejaia. In the end, we used the statistical software program SPSS and excel 2007 to analyze the results.

### **1.4 Data Collection Tools**

To collect our data, we opted for teachers' and students' preliminary questionnaires and a post questionnaire, in addition to the scores of pre- and post-test of the experimental and control groups.

#### **1.4.1 Pre- and post- Tests**

The pre-test aimed to have an overview of students' background knowledge and level of English tenses mastery and use before the experimentation. It was handed to both groups during the grammar sessions on January 13<sup>th</sup>, 2020. Fifty (50) students participated. It took 30 minutes. Besides, it included twenty (20) multiple-choice questions.

Students are asked to choose the correct and appropriate form among six (6) tenses: the present simple, past simple, future simple, present continuous, past continuous, future continuous tense. Moreover, after six (6) sessions of instruction of these tenses, a post-test was handed to the same participants. It also included twenty (20) multiple-choice questions about the same tenses, but with different options. In the end, the average scores of pre-test and post-test of both groups were compared before and after the experiment using two tests (paired-sample t-test and independent-sample t-test by the SPSS software ).

#### **1.4.2 The Training Sessions**

The training sessions started on January 16<sup>th</sup>, 2020, until March 09<sup>th</sup>, 2020. It lasted approximately two months with a break of 3 weeks because of the examinations period. For each group, we had two sessions per week. For the experimental group, the sessions took place on Monday from 09:00 a.m. to 09:30 a.m., and on Wednesday from 14:00 p.m. to 14:30 p.m. building 03, room 04; whereas the control group on Wednesday from 09:00 p.m. to 09:30 a.m., and on Monday from 14:00 p.m. to 14:30 p.m., building 03 room 01.

Moreover, the content of the lessons included six (6) English tenses: the present simple, the past simple, the future simple, the present continuous, the past continuous, the future continuous tense. In addition, each tense was taught in one single session and took thirteen (30) minutes.

The Same lesson contents were designed for both groups but in different methods; the experimental group was taught under the inductive approach where students were exposed to a set of examples of the target grammar rules in a meaningful context. We asked them to figure out the rules on their own by observing, analyzing, and asking questions. We gave them a text containing minimal pair sentences, a set of given sentences that illustrate the target rules, then we involved them into practice such as problem-solving, correction of the false answers, matching exercise, putting the verbs into the correct form. On the other hand, the control group was taught under the deductive approach, which was already their way of learning where the rules of the English tenses (form and meaning) were explained first, and then students could practice at the end.

#### **1.4.3 Aim of the Teachers' Questionnaire**

For the accomplishment of our study, it was necessary to include to our sample some grammar teachers at the University of Bejaia. The teachers' questionnaire aimed to gather data about their perceptions regarding the teaching of grammar (English tenses). Additionally, their point of view about the two main approaches to grammar teaching (deductive and inductive) that they may adopt.

#### **1.4.4 The Description of the Teachers' Questionnaire**

The questionnaire consists of seventeen (17) questions; it is divided into four (4) sections. The first section aims to collect information about the teachers' gender, age, the level class they teach, and years of teaching English. The second section deals with their perceptions toward the importance of grammar, and specifically English tenses. The third section deals with their attitudes towards the two main approaches to teach grammar (English tenses), and their point of view regarding their students. The last section is devoted to further suggestions.

#### **1.4.5 Aim of the Student's Preliminary Questionnaire**

The student's Preliminary questionnaire aims at gathering information from the selected sample before starting the training sessions. To see whether students are aware of the method adopted for teaching grammatical rules and their attitudes towards learning grammar in general and English Tenses in particular.

#### **1.4.6 The Description of the Students' Preliminary Questionnaire**

The questionnaire was distributed one week before the training sessions for both experimental and control groups. The whole number of the participants was 50 students. The students' questionnaire contains (17) questions open-ended, closed-ended, and multiple-choice questions divided into four (4) sections. The first sections deal with students' personal information. It is made up of three questions, which are the students' age, gender, and how much they rate their level in English. The second section deals with students' attitudes towards grammar (English Tenses). Moreover, it consists of eight (8) questions about the importance of grammar for students, what do they think about the number of grammar sessions, if they feel relaxed when learning grammar, if they like learning tenses, the importance of tenses for them, and what do they do to improve their mastery of English tenses. The third section deals with the students' attitudes towards the Inductive approach. It consists of five (5) questions. The fourth section consists of one question where students can add any comments about the English tenses and their language Mastery.

#### **1.4.7 The Aim of the Post-Experimental Questionnaire**

A post-questionnaire was handed to the control group one week after the training sessions. Getting feedback from students was necessary to see their points of view and attitudes after they have learned English tenses under the inductive approach.

#### **1.4.8 The Description of the Post-Experimental Questionnaire**

The questionnaire consists of ten (10) questions divided into two sections. The first section aims at examining the attitudes of the experimental group towards the inductive approach to teaching tenses. It includes nine (09) questions; they were asked about how they found learning English tenses inductively. Also, whether they had the opportunity to practice more in class, and which tense they found more difficult. Furthermore, they were requested to say whether this method gave them an alternative to learning English tenses or not. The second section was about their suggestions and comments for better learning of grammar and English tenses.

### **Section Two: Analysis and Discussion of the Results**

In this section, we analyze the results obtained from the students' and teachers' questionnaire. The results from the questionnaires are presented in tables for frequencies and percentages values, in addition to the pie chart and bar chart to illustrate more the data. Besides, the pre- and post-tests also are presented in tables that we have obtained from the SPSS. In the end, we discuss the findings.

## 2 Analysis of the Results

### 2.1 Analysis of Pre-and Post-Tests

#### 2.1.1 Paired T-Test of the Control and Experimental Group:

##### 1.a. Descriptive Statistics

To compare the control and experimental students' level at pre and post phases and see whether there is a significant difference between them, we have employed a paired t-test. The first table summarizes the descriptive statistics of both groups in the two different phases.

**Table 8: Mean of Control and Experimental Groups**

Descriptive Statistics				
		N	Mean	Std. Deviation
<b>Control group</b>	Pre-test	25	9,86	2,81558
	Post-test	25	11,68	2,89713
<b>Experimental group</b>	Pre-test	25	9,82	2,49950
	Post-test	25	13.84	1,77200
Valid N (listwise)		25		

##### a) Pre and post tests of the control group

From the above table, we observe that the mean score of the control group in the pre-test is  $M=9.86$  with a standard deviation  $SD=2.81$  whereas in the post-test, the mean score is  $M=11.68$  with a standard deviation  $SD=2.89$

##### B) Pre and post test of the experimental group

The pre-test score in the experimental group is ( $M=9.82$ ) with a standard deviation of ( $SD=2.49$ ), whereas in the post test ( $M=13.84$ ) with standard deviation of ( $SD=1.77$ )

##### 1.b. the paired t-test results:

The paired t-test is used to see whether there is a significant difference between pre and post tests of each group. The following table summarizes the results:

- If the p value is less than .05 there is a significant difference
- If the p value is higher than .05 there is no significant difference

	Paired Differences							t	df	Sig. (2-tailed)
	Pre- test		Post test		N	95% Confidence Interval of the Difference				
	M	S	M	S		Lower	Upper			
Control group	9.86	2.81	11.68	2.89	25	-2,69539	-,94461	-4,291	24	,000
Experimental group	9.82	2.49	13.84	1.77	25	-4,78643	-3,25357	-10,825	24	,000

**Table 9: The Paired t-test results for Both Experimental and Control groups**

### **A/Control Group**

We can see from the table that the mean score of the post-test of the control group (M=11.68; SD= 2.89) is higher than the pre-test mean (M=9.86; SD= 2.81). Therefore, through the t-test we can see whether the difference is statistically significant or not.

This table shows that there is **a significant difference** in the scores of post-test of the control group (Mean = **11.68**), (standard deviation =**2.89**), (degree of freedom: t(24)= **-4.291**), (p=**.000**), and The scores of the pre-test of control group: (mean=**9.86**), (standard deviation=**2.81**), (degree of freedom :t(24)=**-4.291**, (p =**.000**)

We observe that **p value**<.05, it means **we reject the Null hypothesis and we accept the alternative hypothesis.** Consequently, there is a statistically significant difference in the scores of pre and post test of the control group in the post-test.

### **B/Experimental Group**

The table states that the mean score of the post-test of experimental group **M=13,84; SD= 1.77** is higher than the pre experimental group **mean score M=9.82; SD= 2.49**. Therefore, through the t-test, we can see whether the difference is statistically significant or not.

This table shows that there is **a significant difference** in the scores of post experimental phase (mean = **13.84**), (standard deviation =**1,77**), (degree of freedom : t(24)= **-10.825**), (p=**.000**).

The scores of the pre experimental group: (mean=**9.82**), (standard deviation=**2.49**), (degree of freedom :t(24)= **-10.825**, (p =**.000**)

We observe that **p value**< .05, it means **we reject the Null hypothesis and we accept the alternative hypothesis.** Consequently, there is a statistically significant difference in the

scores of pre and post experimental group scores in the post-test. Therefore, **we have found a strong evidence** to prove the alternative hypothesis.

### Conclusion of the Results

There is a significant difference for both experimental group (taught under the inductive method), and control group (taught under the deductive method) with a higher improvement in the experimental group taught under the inductive approach.

#### 2.1.2 The Independent T-Test of Both Control and Experimental Groups throughout the Pre and Post Studies

Independent Samples Test														
	The tested groups						N	t-test for Equality of Means						
	Control group			Experimental group				t	df	Sig. (2 tailed )	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
	M	S	N	M	S	N							Lower	Upper
<b>Pre test</b>	9.86	2.81	25	9.82	2,49	25	50	,053	48	<b>.958</b>	,04000	,75299	-1,47400	1,55400
<b>Post test</b>	11.68	2,89	25	13,84	1,77	25	50	-,3,180	48	<b>.003</b>	-2,16000	,67922	-3,53301	-,79435

**Table 10: The Independent t-test Results (Pre with pre Test) and (Post with Post Test)**

An independent t-test is conducted to analyze data collected from the two different groups of two different participants regarding the two pre-tests and two post-tests

#### 1) The results of both pre-tests of the control group and experimental group:

The table above shows that the mean score of the experimental group (M=9.82) is lower than the one of the control group (M=9.86) in the **pre-test**.

So through the t-test we can see whether the difference is statistically significant or not. This table shows that there is no significant difference in the mean scores of the experimental group (M=9.82, SD =2,49) and the control group (M= 9.86, SD=2,82);  $t(48) = .053, p = .958$ . We observe that  $p > .05$ . Consequently, there is **no statistically significant difference** in the score of control and experimental group in the pre-test phase.

## 2) The Results of both Post-Test of the Control and Experimental Group

If we observe the above table, we can see that the mean score of the experimental group (M=13,84) is higher than the one of the control group (M=11.68) in the **post-test**. Therefore, through the t-test we can see whether the difference is statistically significant.

This table shows that there is **a significant difference** in the mean scores of the experimental group (M=13,84, SD =1,77) and the control group (M=11.68), SD=2,89)  $t(48) = -3,180; p = .003$

We observe that  $p < .05$ .

Consequently, there is **a statistically significant** difference in the score of control and experimental group in the **post-test**.

### 2.2 Analysis of Teacher's Questionnaire:

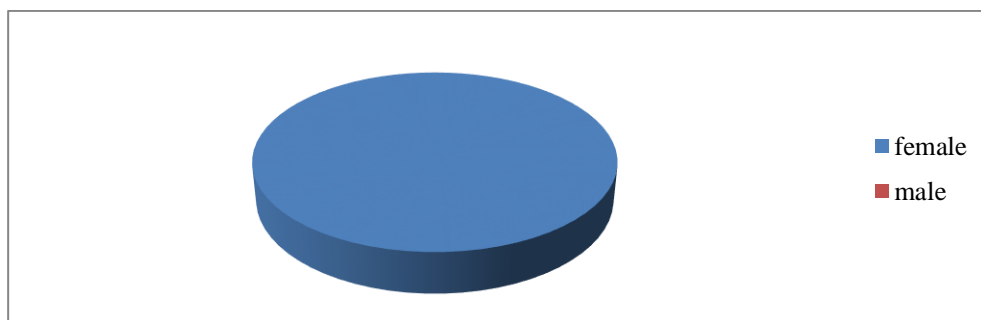
This questionnaire is devoted to the teachers of grammar of the department of Bejaia, the number of the teachers participated in the questionnaire is 5 teachers.

#### Section one: General Information

##### Question 1: Teachers 'Gender

Options	Frequency	Percentage
female	5	100%
male	0	0%
Total	5	100%

**Table 11:** Teachers' Gender



**Figure 3:** Teachers' Gender

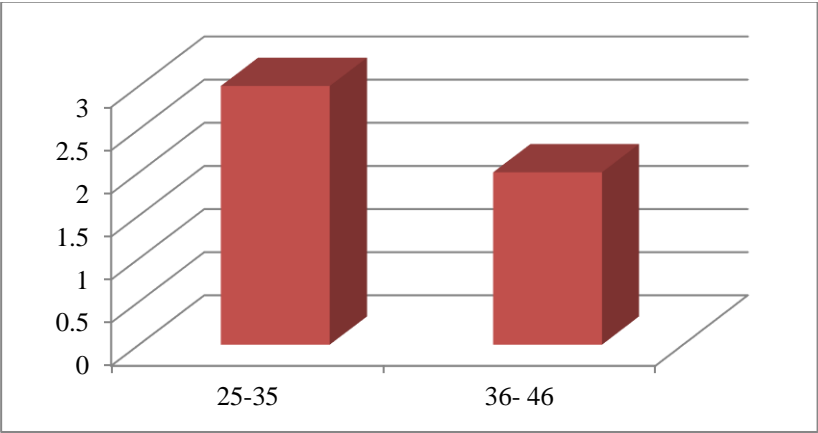


We deduce from the above results that all the teachers of grammar participated on our questionnaire are females.

**Question 2 :age**

options	Frequency	Percentage
25-35	3	60%
36- 46	2	40%
Total	5	100%

**Table 12:Teachers'Age**



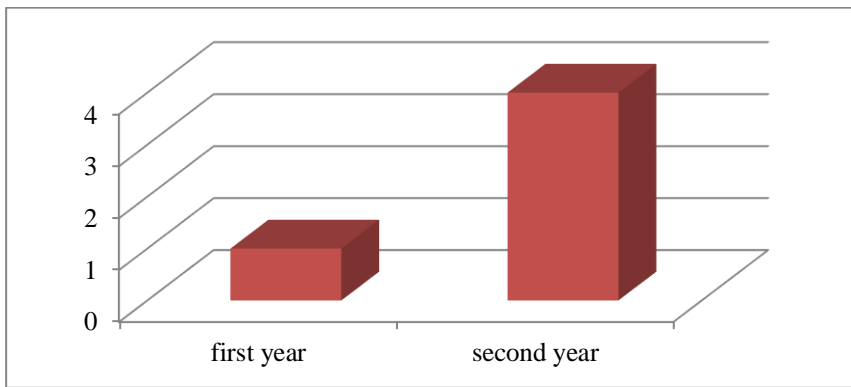
**Figure 4:Teachers' Age**

The teachers responded to the questionnaire are of different ages. 60% of them are between 25 and 35 years old, and 40% of them are between 36 and 46 years old.

**Question 3: Which class do you teach now?**

Option	Frequency	Percentage
first year	1	20%
second year	4	80%
Total	5	100%

**Table 13: Teachers'level Class**



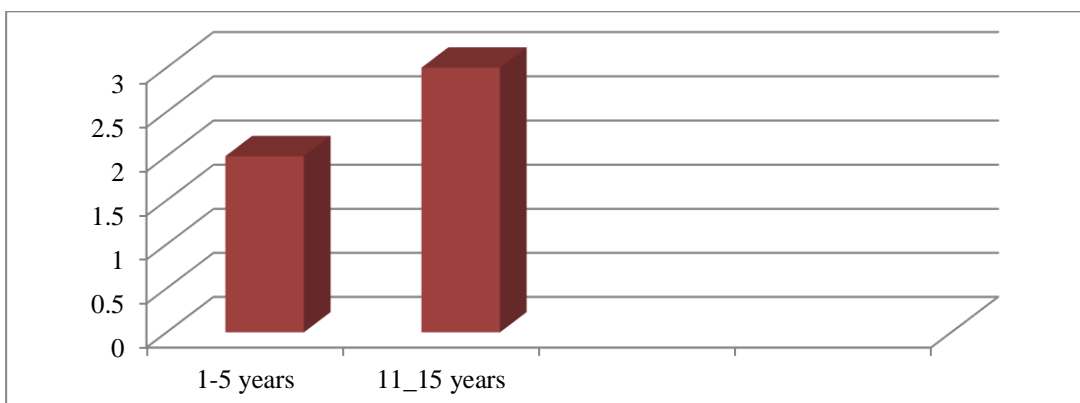
**Figure 5: Teachers' level Class**

Grammar module is taught only for students of the first and the second years. Moreover, as it is shown above, 20% of the teachers participated in our questionnaire are teaching the first year, while 80% of them are teaching the second year.

**Question4** : How long have you been teaching English?

Option	Frequency	Percentage
1-5 years	2	40%
11-15 years	3	60%
Total	5	100%

**Table 14:** Teachers Teaching Duration



**Figure 6: Teachers' Teaching Duration**

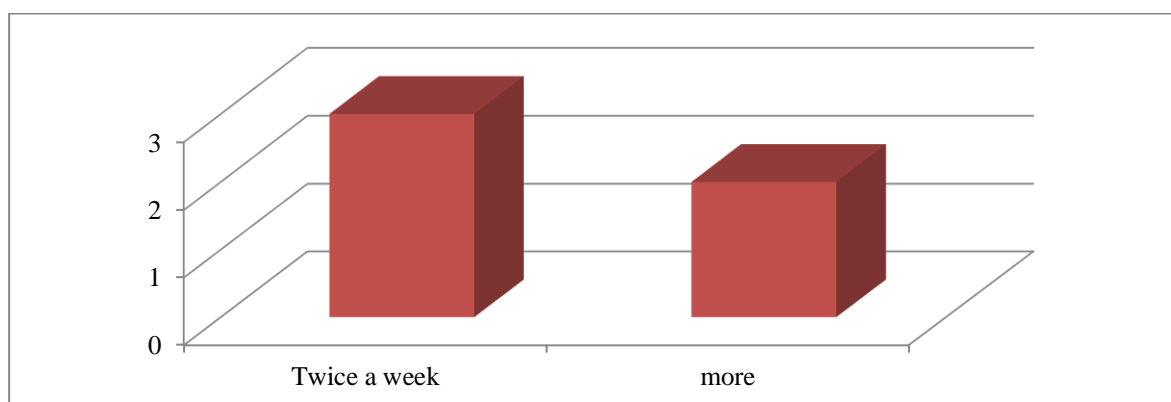
The results reveal that the teachers taught about 1 to 5 years are 40%; however, the teacher teaching about 11 to 15 years are 60%.

## **Section Two: The Importance of Grammar (English Tenses)**

**Question 5 :** How often do you think grammar should be taught?

Options	Frequency	Percentage
Twice a week	3	60%
More	2	40%
Total	5	100%

**Table 15: Teachers' Perception towards the Number of Grammar Sessions**



**Figure 7: Teachers' Perception towards the Numbr of Grammar Sessions**

The findings show that 60% of the teachers claimed that grammar should be taught twice a week, yet 40% said that it should be taught more than that.

**Question 6:** Please justify

This question is devoted for the explanations of the result above. The teachers who claimed that grammar should be taught twice a week clarified that:

- *“It is enough for the students because they need to practice more at home.*
- *It is merely enough, one session for theory and the other for practice.*
- *It is enough; there are other modules that should take their opportunities”.*

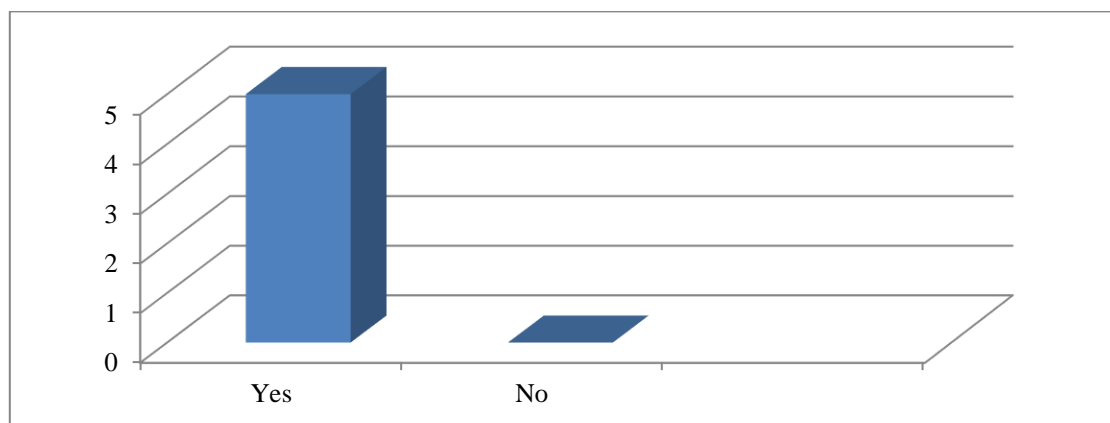
The two other teachers who saw that grammar should be taught more than twice a week justified by saying that:

- *“Grammar is very important and very huge, so it is preferable to be taught many times a week.*
- *Grammar is a skill; it is a basic for the language mastery”.*

**Question 7:** Do Teaching tenses help students to enhance their communicative skill?

options	Frequency	Percentage
yes	5	100%
No	0	0 %
total	05	100%

**Table 16:** Does Teaching Tenses help Studetns to enhance their Communicative Skill?



**Figure 8:** Does Teaching Tenses help Students to enhance their Communicative Skill?

It is clear from the results that all the respondents (100%) agreed that teaching tenses helps students to enhance their communicative skill

**Question 8:** Please justify

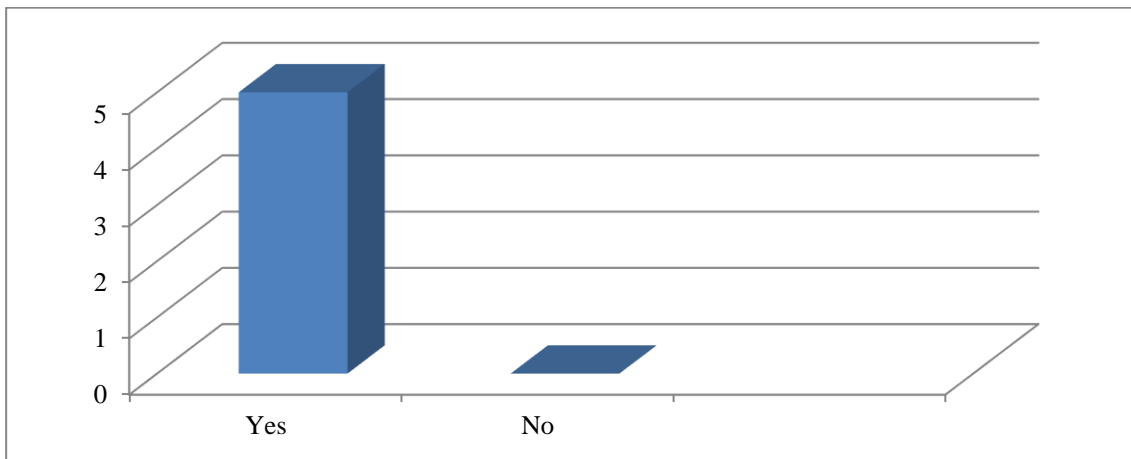
The teachers justified their previous answers by saying that:

- *“The tenses are one of the basic rules of grammar that help to understand the speech and when the action is done or happens.*
- *Grammar is important for producing correct sentences so tenses should be mastered by all the students.*
- *Tenses help learners to put themselves in real time and place, thus real context.*
- *Tenses are very important for communication”(teacher 4 and 5).*

**Question 9:** Do you face difficulties in teaching tenses?

Options	Frequency	Percentage
Yes	5	100%
No	0	0%
Total	100	100%

**Table 17:** Teachers'Difficulties in Teaching Tenses



**Figure 9: Teachers' Difficulties in Teaching Tenses**

As presented on the above results, all the participants (100%) declared that they face difficulties in teaching tenses.

**Question 10:** if yes, Please justify

The teachers were asked to justify their answers, and they had all argued on one opinion that:

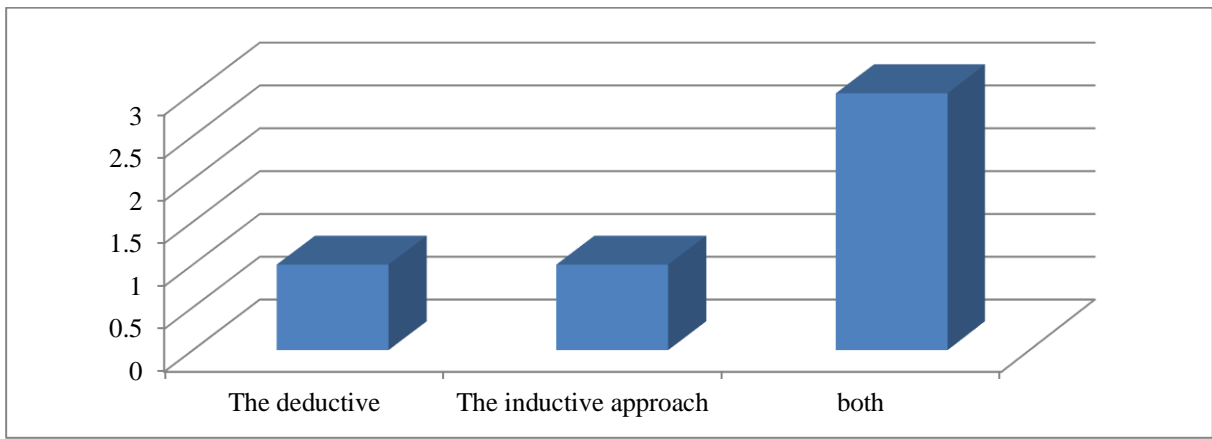
*“Students mix between the tenses and encounter difficulties to use them in the correct place and time, besides to remember the different forms of the irregular verbs”.*

### **Section three: Teachers' Perceptions towards Approaches to Teaching Grammar (English Tenses)**

**Question 11:** When you teach grammar in the classroom, which teaching approach do you use?

options	Frequency	Percentage
The deductive	1	20%
The inductive approach	1	20%
both	3	60%
Total	5	100%

**Table 18:** Teachers' Teaching Approach



**Figure 10: Teachers' Teaching Approach**

The results demonstrate that the approach used by the teachers was not the same; we can notice that 20% of them were using the deductive approach, the same percentage (20%) were using the inductive approach, while the majority (60%) were both approaches.

**Question 12:** Please justify

The teacher who used the deductive approach clarified that:

- *“It is easier to provide first the rule, and then ask learners to practice”.*

The teacher who uses the inductive approach justified by saying that:

- *“It is preferable to let the student discover by themselves to understand and remember the rules”.*

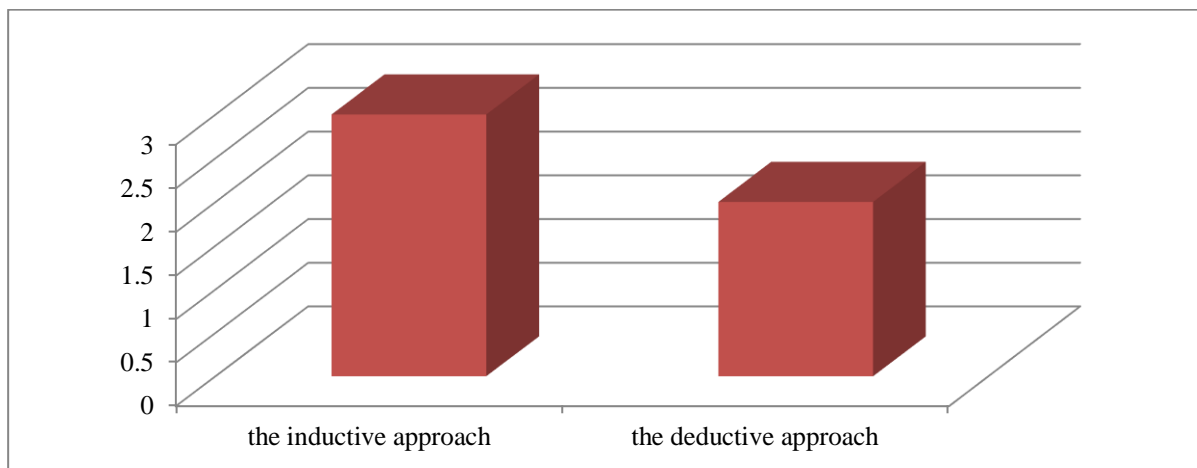
However, for the teachers who used the both approaches, they see that:

- *“Both approaches are needed for a better acquisition”.*

**Question 13:** which approach do you think is more effective?

Options	Frequency	Percentage
the inductive approach	3	60%
the deductive approach	2	40%
Total	5	100%

**Table 19: Teachers Attitudes towards which one of the Approaches is more Effective**



**Figure 11: Teachers' Attitudes towards which of the Approaches is more effective**

It is indicated from the data above that most teachers preferred the inductive approach to teach tenses, however, 40% of them preferred the deductive approach.

**Question 14:** Please, justify your answer

The teachers who preferred the inductive approach explained their choice by saying:

- *“Students understand better by examples or illustrations.*
- *It makes students aware of the rules that stand behind examples.*
- *Students remember better when they discover by themselves”.*

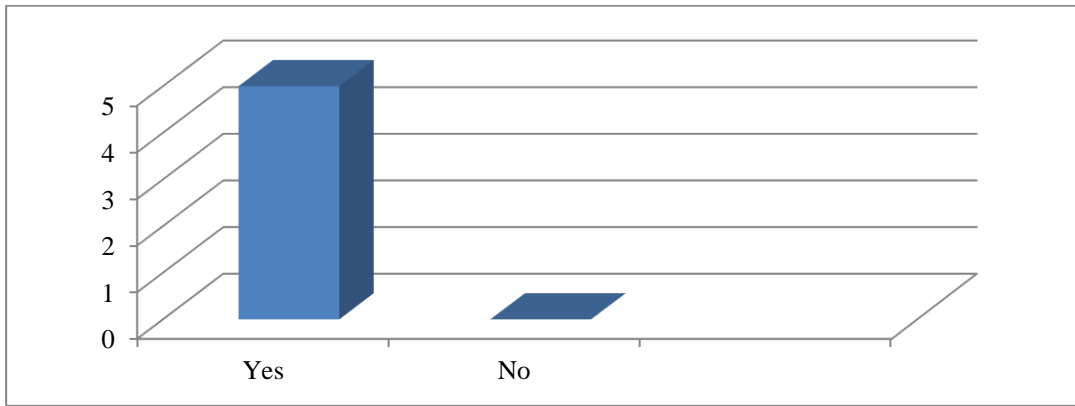
However, according to the teachers who have chosen the deductive approach:

- *“The deductive approach helps to save time and effort.*
- *It makes the students active and facilitates to remember the rules”.*

**Question 15:** Do students participate in the grammar sessions?

Options	Frequency	Percentage
Yes	5	100%
No	0	0%
total	100	100%

**Table 20: Students' Participation in the Grammar Sessions**



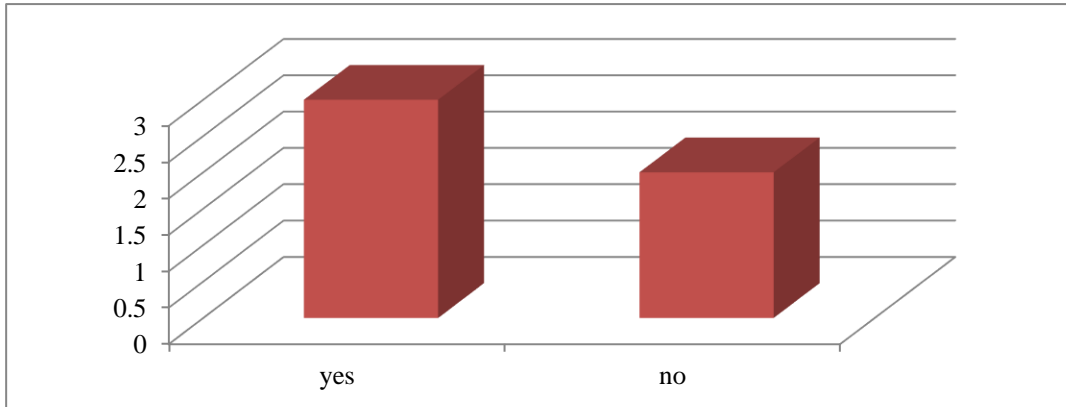
**Figure 12: Students' Participation in Grammar Session**

According to the table (18) and the figure (12) it is clear that all the teachers claimed that their students participate in the grammar sessions.

**Question 16:** Do students face difficulties with your method of teaching?

Options	Frequency	Percentage
Yes	3	60%
No	2	40%
Total	5	100%

**Table 21: Do Students face Difficulties with your Method of Teaching ?**



**Figure 13: Do Students face difficulties with your Method of Teaching?**

As shown in the results above, 60% of the teachers stated that their students face difficulties in the learning process, while 40% of the teachers declared that their students do not face any difficulties in the classroom.

**Section four: Further Suggestions or Comments.**

**Question 17:** Please, feel free to add any comment or suggestions about the teaching of English tenses.



In this question, the teachers were invited to provide their suggestions or comments concerning the research topic:

- *“As there are many rules for tenses, students face difficulties to remember them.*
- *Students need to practice to master the English tenses, especially oral activities.*
- *Either ways, students find learning grammar a boring task.*
- *It is easy to teach the English tenses in different ways or step by step and make them involve in the lesson”.*

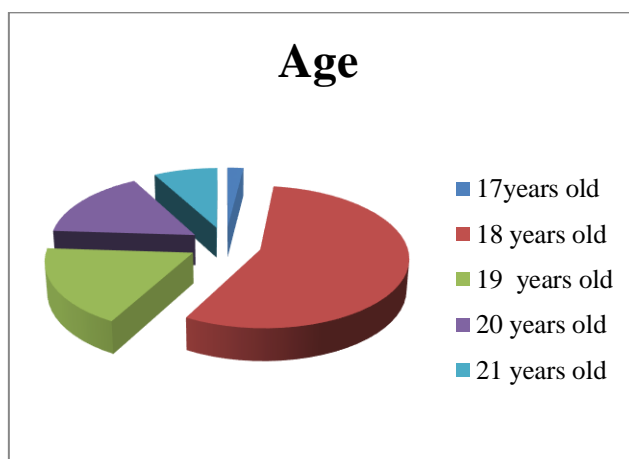
### 2.3 Analysis of Students’ pre-questionnaire

This questionnaire is devoted to the students of the first year of English at the department of Bejaia (group one and four). The number of the students participated in the questionnaire is 50.

#### Section one: General Information

##### Question 1:Age

Options	Frequency	Percentage
17years old	1	02%
18 years old	28	56%
19 years old	9	18%
20 years old	8	16%
21 years old	4	08%
Total	50	100%



**Figure 14: Students'Age**

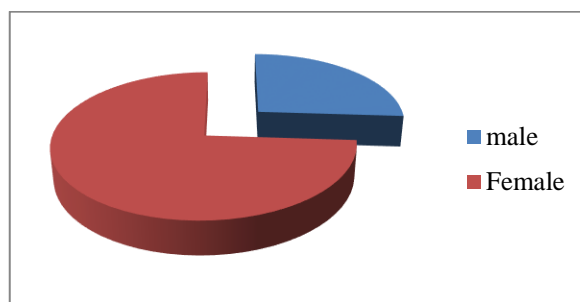
#### **Table 22: Students ‘Age**

The results show that the age of the students participated in the questionnaire is ranged between 17 years old to 21 years old; 56% of them are 18 years old, 18% of them are 19years old, 16% of them are 20years old, 8% of them are 21years old, and 2% are 17years old.

**Question 2: Gender:**

Options	Frequency	Percentage
Male	13	26%
Female	37	74%
Total	50	100%

**Table 23: Students' Gender**



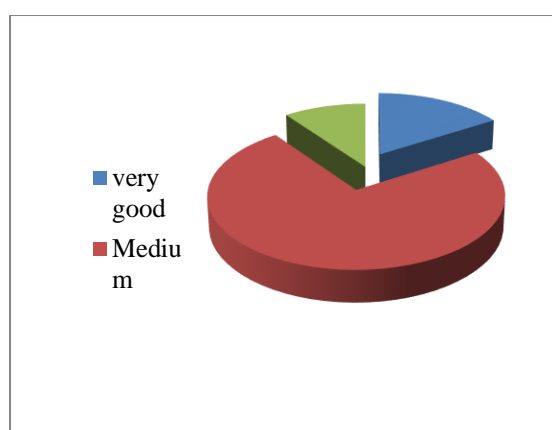
**Figure 15: Students' Gender**

The results above concern the number of males and females participated in this questionnaire. It is shown that the total number of the participants are 50, 13 of them are males (26%), and 37 of them are female (74%).

**Question 3: How much do you rate your level in English?**

Options	Frequency	Percentage
very good	8	16%
Medium	37	74%
Very bad	5	10%
Total	50	100%

**Table 24: Students' level in English.**



**Figure 16: Students' level in English**

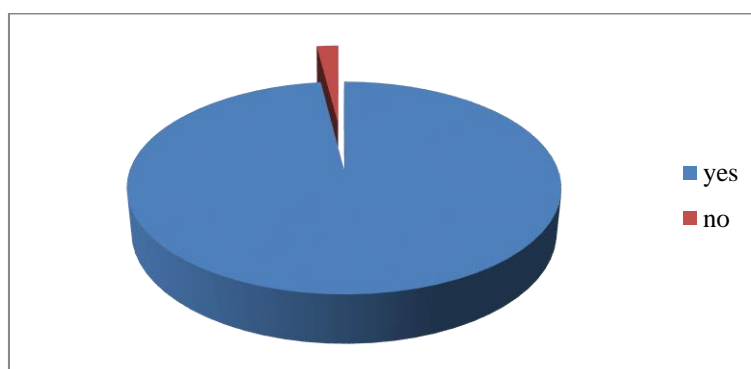
The third result reveals the students' perceptions concerning their level in English. The question contains three choices; very good, medium, and very bad. Most of the respondents (74% of the participants) considered their level in English average, while 16% considered themselves very good in English. Yet, 10% claimed that they are very bad in English.

**Section two: Students' attitudes towards Grammar (English Tenses)**

**Question 4: Do you think that grammar is important in language learning?**

Option	Frequency	Percentage
yes	49	98%
no	1	02%
Total	50	100%

**Table 25:** Students' Attitudes towards the Importance of English



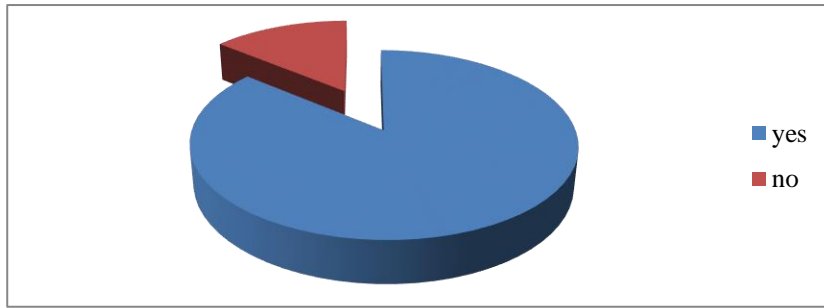
**Figure 17:** Students' Attitudes towards the Importance of Grammar

According to the students' answers, 98% considered grammar important and only 2% answered that it is not important in the language learning. We deduce that the students are conscious and aware of the important role that grammar plays in the language. They considered that it should take part when learning a language.

**Question 5:** Do you think that the number of sessions of grammar per week is sufficient?

Options	Frequency	Percentage
yes	43	86%
no	7	14%
Total	50	100%

**Table 26:** Students' Attitudes towards the Number of Grammar Sessions per Week



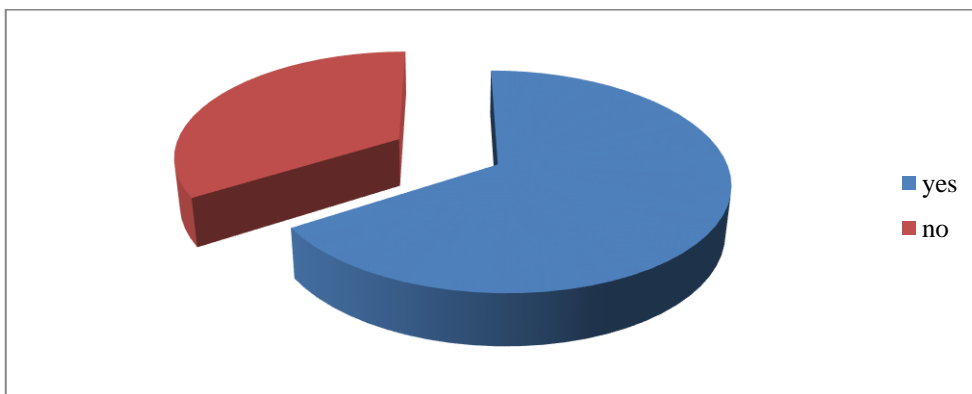
**Figure 18: The Students' Attitudes towards the Number of Grammar Sessions per Week**

This question concerns the students' views about the number of sessions they receive per-week, taking into account that they have two grammar sessions per-week. Hence, 43 of the participants (86%) answered by "yes" they are satisfied of the number of sessions they receive per-week, while 7 of them (14%) answered by "no". This means that they are not satisfied of number of sessions they receive.

**Question 6:** Do you feel relaxed during your grammar sessions?

Options	Frequency	Percentage
Yes	33	66%
No	17	34%
Total	50	100%

**Table 27:** Students' Feeling during the Grammar Sessions



**Figure 19: Students' Feeling during the Grammar Sessions**

As presented in the table and the diagram above, 66% of the students argued that they feel relaxed during the grammar sessions; however, 34% said that they do not feel relaxed.

**Question 7:** if no, please justify

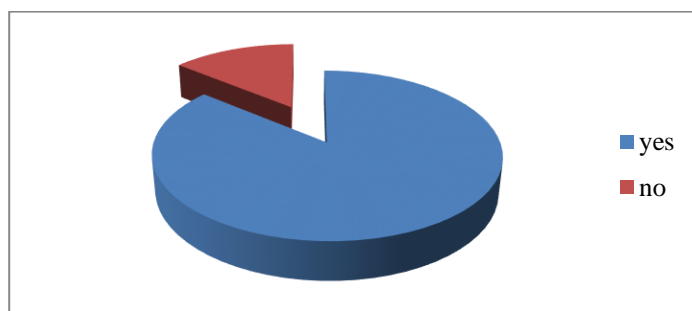
This question is devoted to students who said that they do not feel relaxed during the grammar sessions. Only 13 of them have justified:

- *“I find difficulties to still focus on what the teacher says (6 students).*
- *I do not like grammar, I am not interesting on it, and I also feel bored (2 Students).*
- *I am very weak in grammar (1 Student).*
- *Grammar is full of exercises (3 Students)*
- *When there are obligations to learn there is stress, so it is quite difficult to relax” (1 student).*

**Question 8:** Are tenses included in the syllabus?

options	Frequency	Percentage
yes	43	86%
no	7	14%
Total	50	100%

**Table 28:** Are Tenses included in the Syllabus ?



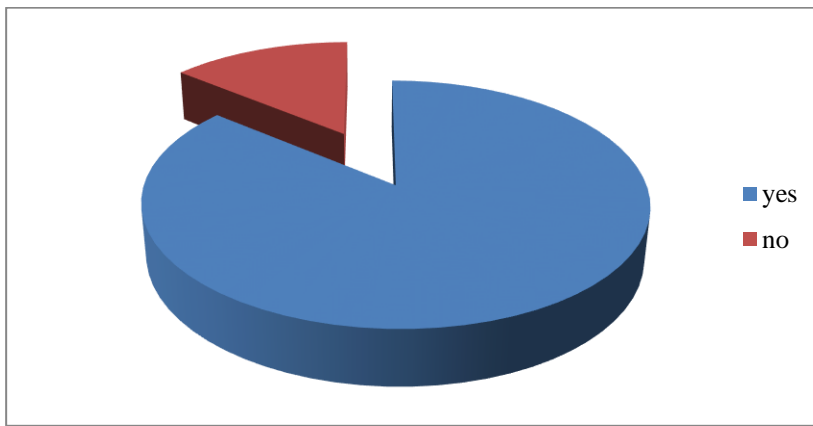
**Figure 20:** Are Tenses included in the Syllabus?

Forty three (43) of the participants (86%) are aware that tenses are included in the grammar syllabus, while only seven (7) of them (14%) said that tenses are not included.

**Question 9:** Do you like learning tenses?

options	Frequency	Percentage
yes	43	86%
No	7	14%
Total	50	100%

**Table 29:** Students' Attitudes towards the Learning of Tenses



**Figure 21: Students' Attitudes towards the Learning of Tenses**

From the results above we notice that 87% of the participants declared that they like learning tenses whereas 13% of them do not like learning tenses.

**Question 10:** If you like it, what is the importance of learning tenses?

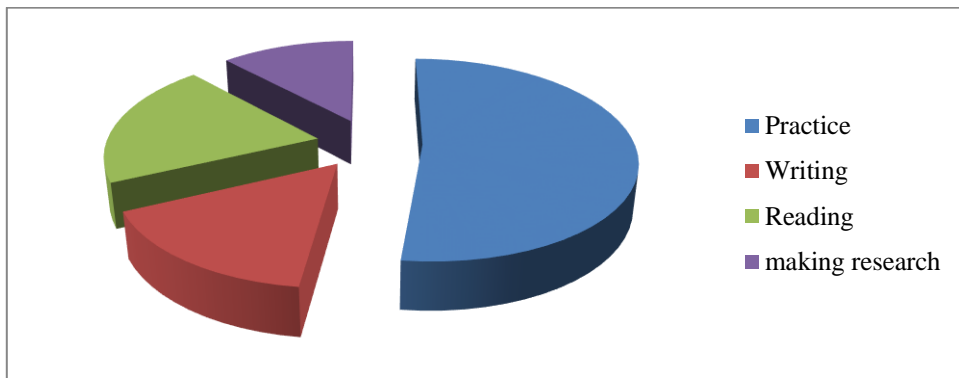
All the students who answered by yes have almost the same ideas about the importance of tenses:

- *“Tenses are an important task in grammar that should be learned in order to master the language (7students).*
- *Tenses help to use the verbs in their correct forms (11Student).*
- *Tenses help to communicate effectively and appropriately, besides they help to improve the four skill of the language (15 students).*
- *Tenses help to avoid mistakes when using the language” (10 students).*

**Question 11:** What do you do to improve your mastery of tenses?

options	Frequency	Percentage
Practice	26	54%
Writing	8	16%
Reading	10	20%
making research	6	12%
Total	50	100%

**Table 30: Students' Method to improve their Mastery of Tenses**



**Figure 22: Students' Method to improve their Mastery of Tenses**

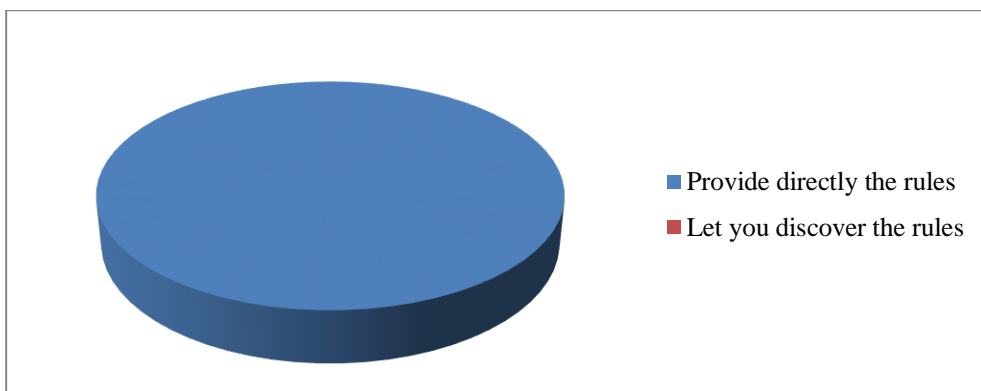
From the data obtained, we observe that students are interested in ameliorating their capacities in learning tenses. They were asked about how they improve their mastery of tenses. They were given 4 choices (reading, writing, practice and making research). The majority (54%) of them depend on practice, 20% rely on reading, 16% prefer writing, while 12% of them considered that making research is the best way to master tenses.

### **Section Three: Students' Attitudes towards the Inductive Approach to teach Grammar (English Tenses)**

**Question 12:** During the grammar sessions does the teacher

Options	Frequency	Percentage
Provide directly the rules	50	100%
Let you discover the rules	00	0%
Total	50	100%

**Table 31: Students' Perceptions regarding the Approach adopted by the Teacher**



**Figure 23: Students' Perceptions regarding the Approach used by the Teacher**

Through the data illustrated above, all the students (100%) declared that their teacher provides them directly with the rule before going to practice instead of letting them discover it on their own.

**Question 13:** Which one do you prefer? Please justify

Among the 50 students, 39 of them have chosen the answer (b) that is let them first discover the rule. They justified:

- *“In this way we can better understand and it is a good way to remember the rules when discover it by ourselves (13students).*
- *It is going to be as a challenge for us to think first about the rules, then we will see if it is correct or not to avoid making the same error again (9students).*
- *In this way we avoid being bored during the session, besides it is more enjoyable, it permit us to be involved in the lesson, so as to participate with the teacher and to be motivated to work (12students).*
- *Because it is a good way that push us to search using our minds rather than being lazy waiting everything from the teacher, besides to make us ready for other researches” (5students).*

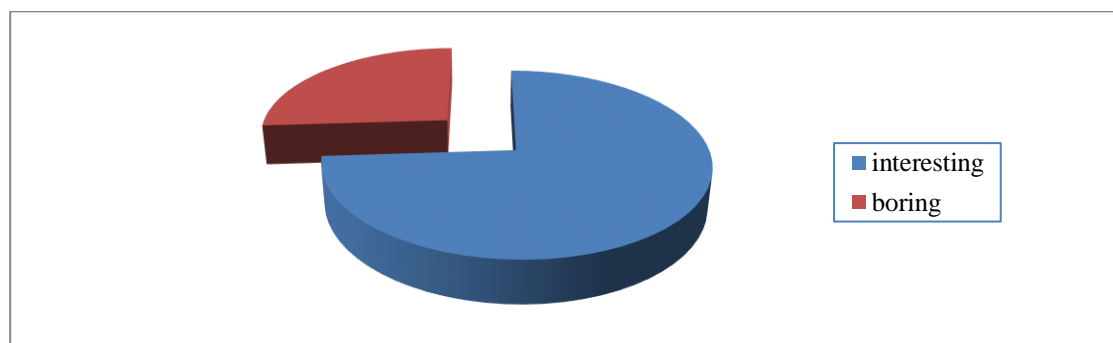
Those opted for the answer (a); that is to receive the rule directly from the teacher, justified as follows:

- *“It is difficult to find the right rule alone” (7 students).*
- *To avoid having any doubts about the information (2 Students).*
- *Receiving the rules directly from the teacher; permits us to understand rapidly and easily the lessons so as to remember them” (2 students).*

**Question 14:** Do you find the discovery of English tenses‘rules

Options	Frequency	Percentage
interesting	37	74%
Boring	13	26%
Total	50	100%

**Table 32: Students' Attitudes towards the Discovery of Tenses'rules**



**Figure 24: Students' Attitudes towards the Discovery of Tenses' Rules**

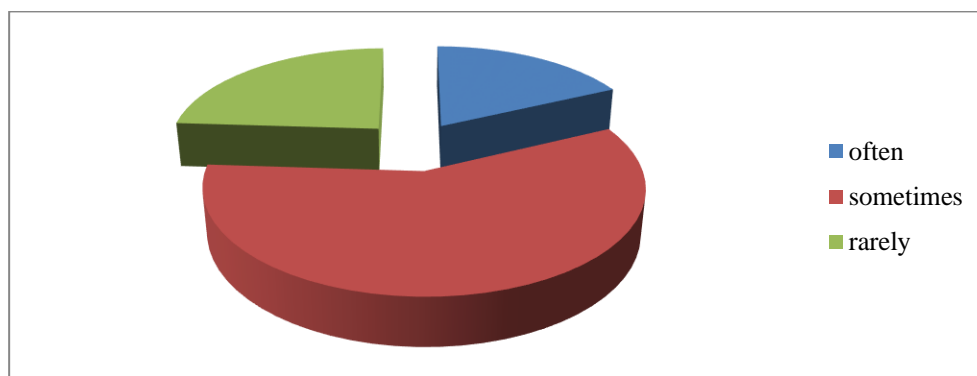


The results show that the majority of the students (75%) found the discovery of English tenses' rules interesting, but (25%) claimed that it is boring

**Question 15:** Do you think that the discovery of grammar rules motivates you to be more active in grammar sessions? (Active means being responsive, and participating in the discussion in the grammar sessions)

options	Frequency	Percentage
Often	9	18%
sometimes	29	58%
Rarely	12	24%
Total	50	100%

**Table 33: Students' Opinions about themselves when Learning by Discovering the Rules**



**Figure 25: Students' Opinions about themselves when Learning by Discovering the Rules**

According to the answers, the majority of the participants (58%) believe that it motivates them “sometimes” to be active during the grammar sessions, while 24% of them claimed “often”, the remaining percentage of 18% declared that they “rarely” participate in this kind of learning.

**Question 16:** What do you think about starting the lesson by activities and tasks then explaining the rules by the teacher?

This Question is open-ended as the students were asked to give their opinions about starting the lessons by exercises before the rule, 41 of them liked the idea supporting their answers by arguing that:

- *“In this way we can work harder and challenge ourselves to find the right answers by ourselves (10 students).*

- *It gives opportunities for us to participate and get the habit to depend on ourselves. (5 students).*
- *It is an enjoyable way to learn because it turns the atmosphere of the classroom more living (3 students).*
- *It is boring to focus on what the teacher says the whole lesson, this pushes us unconsciously to be disconnected, however if we are involved in the lecture and try to work our brains, this seem to be more enjoyable and we will be interested on what is being said, and in the same time we understand better (13students).*
- *If I receive directly the rule I forget it easily, but if I bother myself to think about the answer I never forget it” (10 students).*

However, 5 participants disagreed with this idea justifying that:

- *“Grammar is rules that do not change, so all what we need is to remember them by heart, besides how can we find the right answers if we did not know about them at all (3 students).*
- *It is easier when we receive directly the rule, and explain them, then making exercises” (2 students).*

The remaining participants gave no answer.

#### **Section Four: Further Suggestion and Comments**

**Question 17:** Please feel free to add any comments of learning English tenses and your language mastery

This section is devoted to any other comments or suggestions. The following statements represent some of their answers:

- *“Learning grammar is boring teachers should make it more enjoyable (3 students).*
- *It is a good idea when the teacher pushes us to work rather than being lazy during the lesson (6 students).*
- *Grammar is good, and it is more interesting when we are involved in it (5 students).*
- *Learning about tenses is very important for the language mastery (9students).*
- *It is preferable to give students opportunities to discover and express their ideas (7students).*
- *I think the normal way to present a grammar lesson is by explaining first the rules then making exercises to apply them” (1 student).*

## 2.4 Analysis of the Students' Post Questionnaire

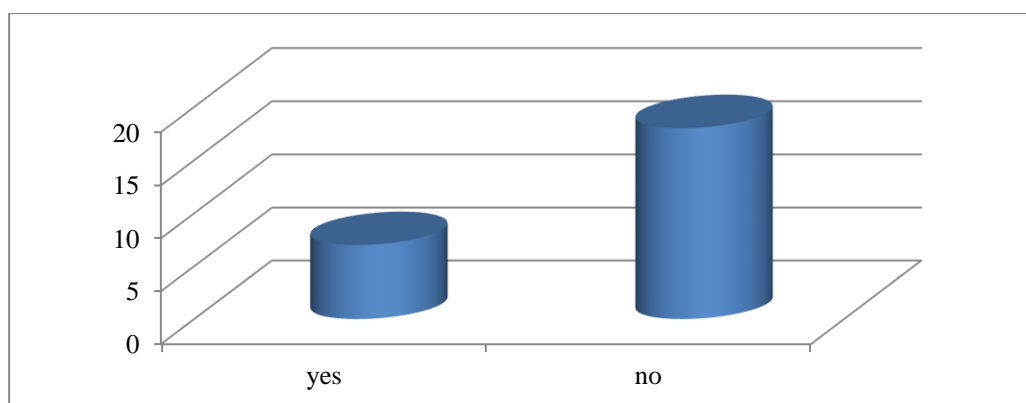
This questionnaire is devoted to the group four of the first year students of English of the department of Bejaia who were chosen to be the experimental group of our research topic. The number of the participants from this group is only 25 students.

### **Section One: Students' attitudes towards the inductive approach of teaching tenses after the experiment**

**Question 1:** Did you find difficulties to understand tenses?

Options	Frequency	Percentage
Yes	7	28%
No	18	82%
Total	25	100%

**Table 34: Students' Difficulties to understand Tenses**



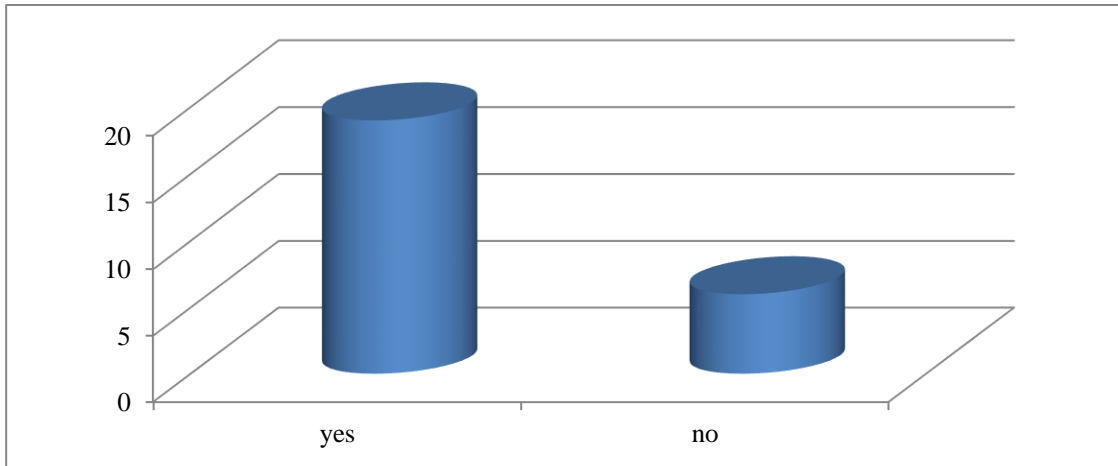
**Figure 26: Students' Difficulties to understand Tenses**

It is clear from the data found that 82% of the participants answered by “no”; which means that they did not encounter any difficulties when learning tenses. By contrast, 28% of them answered by “yes” they faced difficulties in this process.

**Question 2:** Did you have enough opportunities to participate when you learned tenses?

Options	Frequency	Percentage
yes	19	76%
no	6	24%
Total	25	100%

**Table 35: Students' Opportunities to participate in Class**



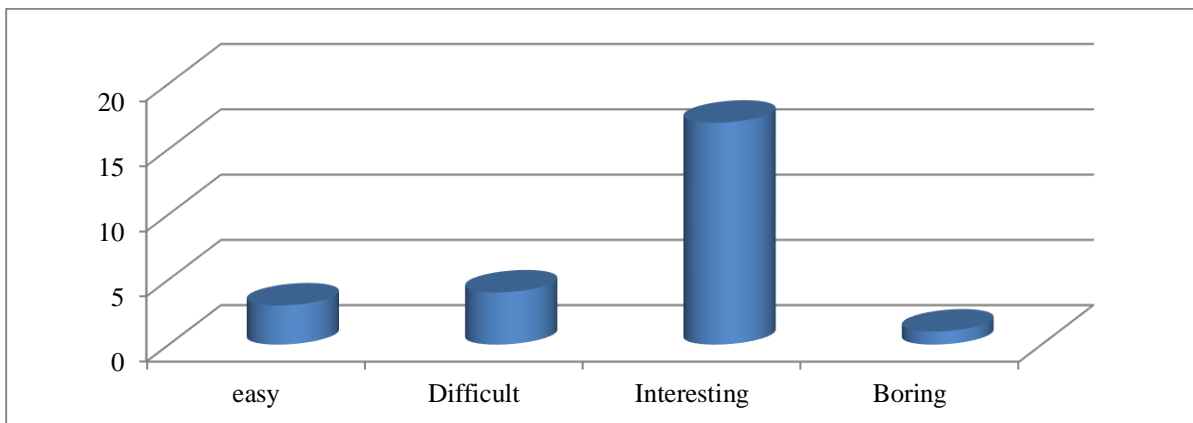
**Figure 27: Students' Opportunities to Participate in Class**

From the responses, we deduce that most of the students (76%) claimed that they had enough opportunities to participate during the lessons, but 24% of them stated that they were not given enough opportunities.

**Question3:** Did you find the way you learned tenses

Option	Frequency	Percentage
Easy	3	12%
Difficult	4	16%
Interesting	17	68%
Boring	1	4%
Total	25	100%

**Table 36: Students' Attitudes towards the Inductive Learning**



**Figure 28: Students' Attitudes towards the Inductive Learning**

The findings indicate that 68% of the participants considered learning tenses under the inductive approach interesting, while 16% of them viewed that it was difficult, and 2% of them saw that it was easy. However, only 4% declared that learning tenses in this way was boring.

**Question 4:** Justify your answer

This question gave the opportunity to students to justify their choices:

For those who answered that it was easy:

- *“Because I like it and I like learning about English (1 student).*
- *I like learning in this way because I feel more satisfied when I discover by my own to remember better the rules” (2 students).*

*For those who answered that it was interesting they argued that:*

- *“It is a suitable and an enjoyable way to learn” (8 students).*
- *You have simplified things for us (3 students).*
- *This way is considered more creative; it pushes me to work alone rather than receiving everything from the teacher” (6 students).*

Those who said that it was difficult, they explained:

- *“Still tenses difficult to me because they are so confusing when applying them (4students).*
- *It is preferable to know directly the rule because I do not know about them already” (2students).*

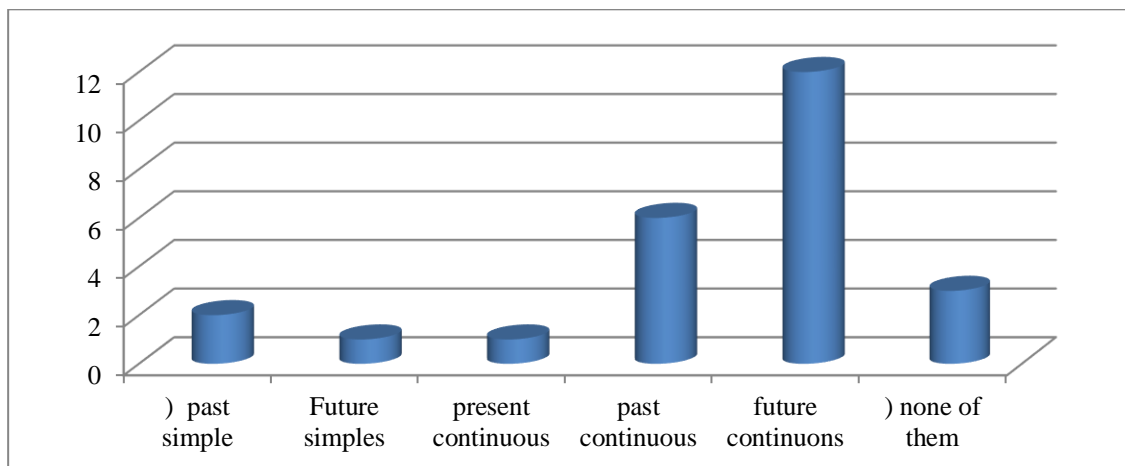
Those who answered that it was boring, they justified:

- *“It is hard to discover alone since students do not know about the rules, it is preferable to practice at the end” (1 student).*

**Question 5:** Which one of these tenses did you find more difficult

Options	Frequency	Percentage
past simple	2	09%
Future simples	1	04%
present continuous	1	04%
past continuous	6	24%
future continuous	12	48%
none of them	3	12%
Total	25	100%

**Table 37: Students' Attitudes towards the Difficulty of Tenses**



**Figure 29: Students' Attitudes towards the Difficulty of Tenses**

This question aims to investigate which tense the participants found most difficult during this experiment. We notice from the data collected that the majority of the participants (48%) agreed that the future continuous is the most difficult. While 24% of them answered that it is the past continuous, yet 4% of them declared that it is the future simple, and 4% claimed that it is the past simple. However, 12% attested that none of them is difficult.

**Question 6:** please, justify your answer

The participants were asked to justify their answers about the previous question. For the students who encountered difficulties in the future continuous, they explained:

- *"The tense was so confusing, almost the same with the future simple.*
- *It is the first time I meet its form, it is complicated even with practice."*

For those who encountered difficulties in present continuous and the future simple:

- *"Future simple is difficult when it is almost the same with the present continuous".*

For those who faced difficulties in past continuous, they attested that:

- *"I do not use it so I faced difficulties in it.*
- *I do not recognize yet the difference between past continuous, and the past simple".*

Those who saw that past simple was difficult:

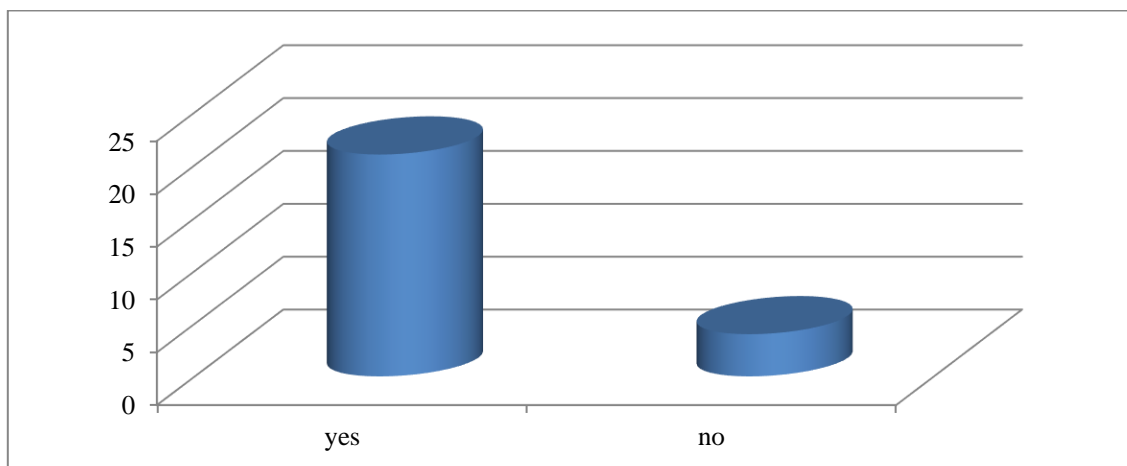
- *"Irregular verbs are very difficult to use and also to memorize".*

**Question 7:** Did our way of teaching give you an alternative to learn English Tenses

(Learning tenses through examples)

Options	Frequency	Percentage
Yes	21	84%
No	4	16%
Total	25	100%

**Table 38: Students' Attitude towards the Alternative Way of Learning Tenses**



**Figure 30: Students' attitudes towards the Alternative Way of Learning Tenses**

The results demonstrate that a great number of students (84%) declared that the way they received tenses gave them an alternative to learn English. However, 16% claimed that they did not feel any change concerning the way they learned tenses.

**Question 8: If yes, how?**

This question aims at giving an opportunity to the participants to explain their answers, among the participants who said “yes” only 14% of them answered this question, they declared that:

- *“It is done in a clear, simple and enjoyable way besides it was helpful to remember.*
- *It is a challenging task and interesting in the same time.*
- *The method is good, to have an idea first before knowing the correct answer, it is also helpful to understand tenses.*
- *Because we have an opportunity to depend on ourselves to discover before moving to the explanation.*

- *The method is very motivating; we learned tenses in a funny way.*
- *This method made me love tenses”*

**Question 9:** If no, why?

The participants are asked to justify why they did not satisfy with the method they received tenses. Only few students justified their points of view:

- *“I have never learned by examples, I prefer that the teacher explain first then move to practice, especially when it is new information for us.*
- *I prefer when the teacher give us directly the rules, it is simple, and easier”.*

**Section two: Students’ Suggestions for an Appropriate way to learn Tenses**

**Question 10:**

The following statements represent suggestions of only 4 participants about a better way to Grammar and specifically English tenses:

- *“Learners should practice because practice makes perfect.*
- *I think providing examples is very good idea to learn more easily.*
- *Learners should respect rules of grammar more especially tenses for a better and correct communication.*
- *What we receive in class is not sufficient; learners should also depend on themselves to search and learn more”.*

**2.5 Discussion of the Results of the Questionnaires and the Tests**

**2.5.1 Discussion of the Results of the Pre-and Post-Tests**

From the analysis of the pre- and post- test, we conclude:

- The participants of both the experimental and control group obtained poor scores in the pre-test phase. The Control group(9.86), and the experimental group (9.82).
- The pre-test revealed that students have difficulty choosing the right and appropriate tenses. The scores of post-tests showed better results. Both groups have developed, but with a higher improvement for the experimental group in the post-test phase (13.84) who received the treatment under the inductive approach
- The results obtained confirm our hypothesis that states, “If teachers adopt the inductive approach, then the students’ ‘mastery of English tenses will be enhanced”. Hence, it provides an answer to our question “does the inductive approach enhance the First-year EFL students’ mastery of English tenses?”



### 2.5.2 Discussion of the Questionnaires results

- The outcome of the teachers' questionnaire revealed that the majority of the grammar teachers supported the idea of teaching grammar inductively since this enables students to improve their mastery of tenses. While some others are in favor of the deductive approach.
- The results of the first section revealed that the teachers who participated in the questionnaire had experienced teaching grammar between 1 to 15 years.
- In the second section, the teachers attested that grammar is important in language learning. Thus, some teachers declared that grammar should be taught more than twice a week regarding its importance in language mastery, most especially tenses.  
This would help students improve their language skills, mainly communication. Yet, teachers believed that teaching tenses is a hard task because of the difficult forms of the verbs and the structure of tenses, which makes it challenging for students to make the application.
- Teachers' answers revealed that some of them use the deductive approach because they consider it more suitable for managing the grammar sessions; so that they gain time and effort. While according to those who use the inductive approach, the most appropriate way to make students understand is by letting them discover the rules by looking at the examples. However, others believe that both approaches are needed to improve students' abilities in learning and to understand the grammar rules, so they adopt both approaches. But the majority of the teachers believed that the inductive approach is still more effective in the presentation of the lesson justifying that students understand and remember better when the teacher explains via examples and when the students are involved.
- Likewise, teachers declared that learners consider learning grammar as a soul-destroying, mainly tenses, which have a complicated structure. So, the teacher should teach step by step using methods that may involve students to look for the different forms and the application of rules. This may help them to understand and remember, and the students in their side should practice to facilitate this process and solve the learning problems.
- The analysis of the students' pre questionnaire demonstrated that most students prefer the inductive approach to learn grammar because they consider it an easy way to understand and remember the grammar rules.

- In the second section of the students' pre questionnaire, we noticed that the students are aware of the important role that grammar plays in language mastery, whether they like it or not. Tenses as well, are seen very important, clarifying that they enable them to communicate effectively and appropriately. Besides, they try to ameliorate their mastery of tenses declaring that they read, write, practice, and do research.
- In section three of the students' pre questionnaire, the results showed that the majority of the students considered the inductive approach as the appropriate way of teaching. This approach would enable them to grasp the grammar rules because they feel motivated to learn when they are pushed to learn. Besides, they declared that they face difficulties to still focus on what the teacher says the whole lesson.  
They feel bored to be still passive during the lecture. Students like to be active in a way they enjoy learning and take part in the lesson. They also believe that when they bother themselves to find the rules, they never forget about those rules rather than receive it directly from the teacher. Furthermore, they also believe that learning through examples helps them to know their mistakes to avoid doing them again.
- However, few of the participants considered it a strange task to learn via examples or discover the rules that stand behind the examples since they did not already have an idea about the rules, so they preferred the deductive approach clarifying that it is easier and practical to receive the rules directly from the teacher than apply them.
- At the end of the results, the students added that they prefer a way that makes them enjoy and learn at the same time. The teacher should give them opportunities to participate, discover, and express their ideas to make the learning process more interesting , especially when it is grammar.
- The students' post questionnaire was devoted only to the experimental group to know their opinions about the lessons of tenses they received under the inductive approach. The analysis of the results shows that few participants considered it difficult because they found learning about tenses new for them. So, it is hard to discover rules that they do not know just through examples. While the majority of the participants say that they got enough opportunities to participate and that they enjoyed learning with this method, they considered it simple and creative. They also believed that it is interesting to learn about tenses through discovering because it helps them to understand and always keep the information in their minds. So, they showed a positive attitude toward the inductive approach, and they believed that it is a good idea to teach tenses with this method.

- But even though they liked the method and feel motivated to learn, the application of tenses is still difficult without practice; especially when the tenses are close or concerning the application of the irregular verbs. Additionally, the students attested that what they receive in the classroom is not sufficient and that they should practice and depend on themselves too.

### **Section Three: Implications, Limitations, and Suggestions for Further Research**

This section is devoted to the suggestions for further research and the limitations of our study.

#### **2.6 Implications**

The teaching of English grammar (English tenses) can be taught under many approaches, but the reasons that teachers should adopt the inductive approach are based on our significant results that are obtained. This is why; we are going to suggest some steps for teachers and learners:

- Teachers should not provide students with an explanation of the rules at the beginning.
- Teachers should provide students with a set of examples that illustrate the target rule in the form of many sentences, dialogues, or texts.
- Students should read, observe, and analyze the given examples, and then they try to figure out the target rule on their own.
- In such a way of teaching, the role of the teachers is just to guide and facilitate learning to students who face any difficulty
- the teachers should employ discovery activities that involve learners in a meaningful context
- Students need to be more active and interactive in the classroom.

#### **2.7 Limitations of the study**

Several limitations has to be acknowledged. First, the day that we have handed the pre-test, not all students were present there have been some absences. Second, concerning the training sessions, there were some sessions we could not finish the exercises because we were limited in time; we had only thirty minutes. Besides, the experimentation was a challenge for us to teach them since we did not have any experience before in teaching. Therefore, it was not easy to choose the appropriate courses and make a plan for the lessons. Moreover, concerning the theoretical part, because of the circumstances, the library was closed, so we had a lack of printed books. Concerning the questionnaires, some students did not answer the justification questions. this, unfortunately, did not give us much-expected data.

## 2.8 Suggestions for Further Research

Based on our study, and experience to conduct our research, we have some suggestions for further research:

- For the experimentation, it is preferable to have more sessions, or more time because teaching students inductively needs to involve students in more interaction in the classroom, and the discovery of the rules is not easy for students so thirty (30) minutes may be insufficient.
- This study is limited to only two groups, and we cannot generalize the results to all the learners this is why future researchers in order to have better findings they may have more than two groups.
- Nowadays technology is important in teaching and learning, and for the experimentation, it is enjoyable to involve technology in the classroom to teach them inductively; they may find it funny and not boring as for them it is a new way to learn grammatical rules (through concordance data).
- This study is limited to only six(6) tenses, it is better to involve all the excised English tenses to ensure that students will master all of them

## Conclusion

This chapter is devoted to the practical work of our study, in which we have analyzed our data collection obtained from the teachers' and students' questionnaires in addition to the scores of the pre- and post-test of the experimental and control group. First, we described the research design and the data collection of our study. Second, we analyzed and interpreted the data collected from these questionnaires and tests. Third, we devoted the last section to the implication, limitations, and suggestions for further research.

## General Conclusion

Our study aimed at investigating the impact of adopting the inductive approach to teach English tenses to first-year LMD students at Bejaia University. Therefore, we have asked the following questions: 1) Does the Inductive approach enhance the Learners' 'Mastery of the English Tenses? 2) What are the Learners' and teachers' perceptions towards teaching grammar (English tenses) ? 3) What are the Learners' attitudes towards learning English tenses under the inductive approach?. We have hypothesized that "if the teachers adopt the inductive approach, then the learners' mastery of the English tenses will be enhanced .

In addition, our dissertation contains two main chapters. The first: the theoretical chapter is divided into three sections. In the first section, we presented a general overview of the field of grammar and the main approaches to teaching grammar. The second section is devoted to the English tenses. The third section deals with some inductive activities to teach English tenses. The second chapter is the practical part in which we presented the description of our study, the analysis and the discussion of our data obtained from the questionnaire and the pre- and post test, in addition to the implication, limitations and suggestions for further research.

Moreover, to conduct our study, we followed a quasi-experimental design; we have chosen two groups from the whole population. The experimental group was taught inductively, and the control group was taught deductively. For the data collection tools, pre- and post-tests were given to them, in addition to three questionnaires (preliminary questionnaire, post questionnaire to the experimental group, and the teachers' questionnaire).

Accordingly, The findings obtained from the pre-test and post-test showed a significant enhancement of students' mastery of English tenses after approximately two months of training sessions in the post-test phase. The students' and teachers' questionnaires have shown positive attitudes towards the inductive approach to teach English tenses. This has confirmed our hypothesis and has answered our research questions.

To conclude, since we have taught only one group inductively, we cannot generalize its results to all the other groups. It would be interesting for further experimental investigations to be done, and we recommend doing it with many groups to have results that are more significant.

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## Appendices

### Appendix A

#### Teachers' questionnaire

This dissertation is in partial fulfillment of the investigation for the degree of Master 2 in Applied Linguistics. We would like to ask you some questions concerning our topic “adopting the Inductive Approach to teach English tenses to first-year students of EFL at Bejaia university”, and we would be very grateful if you take part in our research

#### Section one: personal information

- 1) Gender:     **a)** Male  
                  **b)**Female
- 2) age :       **a)** 25-35  
                  **b)**36- 46  
                  **c)** More than 46
- 3)Which class do you teach now ?  
                  **a)** First year  
                  **b)**Second year
- 4) How long have you been teaching English ?  
                  **a)**1-5 years  
                  **b)** 6\_10 years  
                  **c)** 11\_15 years  
                  **d)** More

#### Section two: Teachers' Perceptions towards The Importance of Grammar (English tenses )

- 5) How often do you think grammar should be taught ?  
                  **a)** Once a week  
                  **b)** Twice a week  
                  **c)** More
- 6) Please justify your answer

.....  
.....  
.....

7) Does Teaching tenses help students to enhance their communicative skill ?

- a) Yes
- b) No

8) Please, justify your answer?

.....  
.....  
.....

9) Do you find difficulties in teaching tenses?

- a) Yes
- b) No

10) If yes, please justify your answer

.....  
.....  
.....

**Section Three: Teachers' Perceptions towards Approaches to Teaching grammar (English tenses)**

11) When you teach grammar in the classroom, which teaching approach do you adopt?

**a) The deductive approach** ( A deductive approach starts with the presentation of the rule and it is followed by examples in which the rule is applied

**b) The inductive approach** (An inductive approach starts with some examples from which a rule is inferred.)

**c) Both**

12) Please, justify your answer

.....  
.....  
.....

13) Which one do you think is more effective when teaching English tenses?

a) The inductive approach

b) The deductive approach.

14) Please, justify your answer

.....  
.....  
.....

15) Do students participate in the grammar sessions ?

- a) yes
- b) no

16) Do students face difficulties with your method of teaching?

- a) yes
- b) no

**Section Four : Further Suggestions**

17) Please, feel free to add any comment or suggestions about the teaching of English tenses

.....  
.....  
.....

**Thank you for your collaboration**

## Appendix B

### Preliminary questionnaire

#### Dear students

This questionnaire is a part of a master 2 research paper, we would be very grateful if you take part in our research .please put a cross “X” in front of the appropriate suggestion.

#### Section One: General Information

1-Age .....

2-Gender: ( ) Male ( ) Female

3- How much do you rate your level in English

- a) Very good
- b) Medium
- c) Very bad

#### Section Two : Students' Attitudes towards Grammar ( English Tenses)

4-Do you think that grammar is important in language learning ?

Yes

No

5- Do you think that the number of sessions of grammar per week are sufficient?

Yes

no

6-Are tenses included in the syllabus ?

Yes

No

7- If yes , do you like learning tenses ?

✓ Yes

✓ no

8- If you like it , what is the importance of learning tenses?

.....  
.....

9-What do you do to improve your mastery of tenses ?

- Practice
- Writing
- Reading
- Making research

**Section Three: Students' Attitudes towards Approaches to teach Grammar (English Tenses)**

- **The deductive approach means that the teacher explains to his learners the rule of the grammar .**
- **The inductive approach means that the teacher provides his students first with examples to let them figure out the rules by themselves.**

10- During the grammar sessions does the teacher

- Provide directly the rules
- Let you discover the rules

11- Which one do you prefer ? please justify

.....  
.....  
.....

12- Do you find learning about tenses with his method

- Interesting
- Boring



13-Do you think that you are active in grammar sessions ? (**Active means being responsive ,and you participate in the discussion in the grammar sessions**)

Often

Sometimes

Rarely

14-Do you feel relaxed during your grammar sessions?

Yes

No

16- If no please justify

.....  
.....

**Section Four : Further Suggestions**

16- Please feel free to add any comments of learning English tenses and your language mastery

.....  
.....  
.....

**Thank you for your collaboration**

## Appendix C

### Post\_Experimental Questionnaire

After the experimentation, we want to know your attitudes and perceptions towards our way of teaching tenses applying the inductive approach (Learning Tenses through examples) .please answer this questionnaire.

#### Section One: The Students' Attitudes towards the Inductive Approach of Teaching Tenses after the Experiment

The inductive approach means teaching tenses through examples, and let students discover the rules by themselves

1) Did you find difficulties to understand Tenses under the inductive approach

a) Yes

b) No

2) Did you have enough opportunities to participate in grammar class

a)yes

b)No

3) Did you find the way you learned Tenses:

a) Easy

b) Difficult

c) Interesting

d) Boring

4)Please, justify your answer

.....  
.....  
.....

5) Which one of these tenses did you find more difficult

a) Past Simple

d) Past Continuous

b) Future Simple

e) Future Continuous

c) Present Continuous

f) None of them

6) Justify your answer

.....  
.....  
.....

7) Did our way of teaching give you an alternative to learn English Tenses ( learning tenses through examples)

- a) Yes
- b) No

8) If yes ,how ?

.....  
.....  
.....  
.....  
.....

9) If no, why ?

.....  
.....  
.....  
.....  
.....

**Section Two : Further Suggestions**

10) What can you suggest for better grammar learning and especially English Tenses

.....  
.....  
.....  
.....  
.....

Thank you for your collaboration .

## Appendix D

### Pre-Test

Name and surname : .....

Group :.....

#### Select the right answer.

“1-My friend always . . . . . breakfast before school .

a) is having. B)- has. C)- had. D)- will be having.

2. Where ..... last summer?

a)- did they spend. B)- they spend. C)- did they spent. D)- do they spent.

3. How often.....in summer?

a)- did you swim. B)-do you swim. C) - you swim. d- are you swim

4-He always gets up at 7o'clock in the morning, but today he .....

a)-is stilling sleep. B)-is still sleeping. C)-is stilling sleeping. D)-is still sleep.

5-When .....he usually.....?

a)-did/get up. B)-does/gets up. C)-does/get up. D)- has/get up.

6-Don't turn TV on, the boys .....the poem by heart.

a)-learned. B)-are learning. C)-learns. D)-will learn.

7-look! A man .....in the lake.

a)-was swimming. B)-swims. C)-does swim. D)is swimming.

8-When Sara .....five, she.....read and write.

A\_ a)-was. B)-has. C)-had. D)-is.”.

#### **Extracted from (English Exercises.org (n.d.).**

“9- at 10p.m I..... to bed to get some rest.

a)- will go. B)-will be going. C)- go.

10-We.....this house as soon as possible.

a)-leave. B)-will leave. C)-are going to leave. D)-will be leaving.

11- I'm sure that next year this city..... much better.

a)will look. B)-are going to look. C)-will be looking. D)will be look.

12- Can I borrow your car? Sure I.....it until Friday.

a)-will not use. B)- am not going to use. C)- will not be using.”.

**Extracted from (Testyourenglish.org , 2009).**

“13-He usually drinks coffee, but now he .....tea.

a)-is preferring. B)-prefers. C)-preferred. D)-will prefer.”.

Extracted from (Espresso English , 2014,03 November).

“14-i will remember you as long as I .....

a)live b)am living c)will live d) will be living.”

**Extracted from (Learn English with Alex, 2013, 17 July ).**

“15-I like this shoes, I think..... them.

a)-will buy. B)-am going. C)-buy. D)-will be buy.”.

Extracted from English Grammar in use (Murphy, 1997).

“16- we..... to Canada next year.

a)-will be moving. B)-are moving. C)-will move. d-move.

17-What.....last Monday?

a)-did he draw. B)-does he drew. C)-did he drew. D)-did he drawn.

B\_ a)-can't. b)-is able to. C)-could. D)-can.

18-I ..... probably ..... late tonight.

a)will/be work. B)-will/be working. C)-will/work. D)-am/going to work.

19-They .....married next month.

a)-will get . b)-get. C)-are getting. D)-got.

20- .....there anybody who.....to drink water

a)-are/want. B)- is/want. c- is/wants. D)-are/wants.”.

**(our work)**

## Appendix E

### Post-Test

Name and surname: .....

Group:.....

Select the right answer :

1. “The strong wind .....off her hat.  
a- blew. b-blown. c-blowed. d-blewed.”.  
**Extracted from (Quizizz (n.d.).**
2. “The coffee machine .....so we have to buy one.  
a-does not work. b-is not working. c-did not work.
3. A: Where are my keys? Have you seen them ?  
B: No, you .....your keys.  
a-lose always. b-always losing. c-are always losing. d- always lost”.  
**Extracted from( Learnlick (n.d.).**
4. “A: Next Monday is Path’s birthday.  
B: .....  
a- Yes, we are going to have a party for her.  
b- Yes, we will have a party for her.
5. Mark .....very unhappy.  
a-is looking. b-looks. c-was looking. d-look.
6. I .....all the answers.  
a-was knowing. b-knew. c-did know. d-was knowing.
7. I .....in Boston in 1999.  
a-lives. b-live. c-lived. d-were living.
8. Look!It .....  
a-snows. b-is snowing. c-snow. d-was snowing.
9. What .....two hours ago.  
a-were you do. b-were you doing. c-did you doing. d-you do.
10. I .....about Jenny recently.  
a-was thinking. b-think. c-were thinking. d-thinks.
11. Waiter: Our special today is chicken sandwich salad .

Customer: I think I ..... a tuna sandwich instead, please.

a-have. b-will be having. c-am going to have. d-will have.

12. A: The box is very heavy. I can't carry it any longer.

B: .....

a. Don't worry I am going to carry it.

b. I will carry it, you carry the lighter one.”.

**Extracted From Grammar sense two (Bland, 2004).**

13. “Sorry, ..... you with this expression ?

a- Did I hurting. b-am I hurting . c- do I hurt. d-do I hurting.

14. This food .....good.

a-is tasting. B-taste c-tastes. d-do taste.

15. We form the interrogative form of the future continuous:

a- Subject + will+ be +the ing form of the verb?

b- Will +subject +be +the ing form of the verb?

c- Will+ be+ subject+ the ing form of the verb?

d- Did +subject +will +be +the ing of the verb?

16. Did you hear that Liza..... a baby.

a-will have. b-is going to have. c-will be having.

17. We .....a grammar lesson next week for two hours.

a-will have. b-will going to have. c-will be having. d-will do have.

18. He .....that I am jealous.

a-is thinking. b-was thinking. c-thinks. d-think.

19. This time tomorrow, I .....

a-sleep. b-will sleep. c-will be sleeping. d-will be sleep.

20. ....John .....to help the widow.

a-did/ trying . b-was/ trying. c-have/trying. d-have/try.”.

**(Our work).**

## Appendix F

**Class Level:** First-Year LMD

**Group 01:** Control Group

**Module:** Grammar

**Time:** 30 Minutes

**Session One:** Present simple tense

### PRESENT SIMPLE TENSE

#### Form

Affirmative form	negative form	interrogative form
I work	do not work	do I work ?
He/she/it works	does not work	does he/she/it work ?
We /you/they work	do not work	do they work ?

**Examples:** you work every day      you do not work everyday      do you work every day?

We use the present simple to:

- 1) **to talk about general truth / facts :**
    - It rains a lot in autumn.
    - I speak English and French.
  - 2) **to talk about repeated actions and habits :**
    - He gets up at 8 o'clock **every morning**.
    - They **never** listen to their teacher .
- It is formed with the base form of the verb, except the third person singular where you have to add an "s".

Note: after s/ch/sh we add es. **For example:** passes, watches, finishes

- The simple present tense is used to show how often something happens with adverbs of frequency: **always, every day/month/year never, often, normally, seldom, sometimes, usually, twice a week/day..., all the time**

(All English Tenses in a Table,2020)



**Practice 01: Complete the sentences using these verbs. Sometimes you need the negative.**

- 1) The earth ..... round the sun. (go)
- 2) Rice .....in cold climates. (not/grow)
- 3) The sun..... in the east. (rise)
- 4) Bees .....honey. (make)
- 5) Vegetarians..... meat.(not/eat)
- 6) An atheist..... in God.(not/believe)
- 7) An interpreter .....from one language into another.(translate)
- 8) Liars are people who.....the truth.(not/tell)
- 9) The River Amazon.....into the Atlantic Ocean(flow)
- 10) The children .....in the garden (play).

**Extracted from Grammar in use (Murphy,2019,p.05)**

## Appendix G

**Class Level:** First-year LMD

**Group 01:** Control Group

**Module:** Grammar

**Time:** 30 Minutes

**Session Two:** Past Simple Tense

### The past simple Tense

**Form :**

Affirmative form	Negative form	Question form
I                    worked	<b>did not</b> (didn't) work	Did I work?
he /she it        worked	<b>did not</b> didn't work.	Did he/she/it work ?
you/they/we    worked	<b>did not</b> (didn't) work.	Did you/we/they work?

- Past tense has two forms regular and irregular

A) Regular	b)irregular
only when the infinitive verb ends with e we add <b>ed</b> or only <b>d</b> <b><u>Examples:</u></b> Worked _stayed_ cleaned_ lived _started_ danced ...etc ✓ when it ends with consonant +y the y is changed to I ex: cry: cried/carry:carried	The past simple does not end with -ed <b><u>Example:</u></b> Write : wrote See : saw go: went Shut : Shut

**Note:** some verbs can be both **regular** and **irregular**. for example:

- ✓ To learn: learned/learnt
- ✓ To smell: smelled/smelt
- ✓ To burn: burned/burnt
- ✓ To dream : dreamed/dreamt

**Use**

**1)We use past simple tense to talk about actions or events that happened at a specific time in the past.**

- ✓ I **met** my friend yesterday
- ✓ **Did** you **go** to the seaside last summer ?

## 2) To talk about an action taking place in the middle of another action

✓ He **fell** asleep while the teacher was explaining new grammar rules.

## 3) the simple past tense is usually used with these time expressions

Yesterday, for a long time, in the past, last(week,month, year),Ago(minutes,hours,days).

(All English Tenses in a Table,2020)

(English Grammar,2016,October4)

### Exercise 01

9.1 Complete these sentences. Use one of these verbs in the past simple:

clean    die    enjoy    finish    happen    live    open    play    rain  
smoke    start    stay    want    ~~watch~~

- 1 Yesterday evening I ..... watched..... television.
- 2 I ..... my teeth three times yesterday.
- 3 Bernard ..... 20 cigarettes yesterday evening.
- 4 The concert last night ..... at 7.30 and ..... at 10 o'clock.
- 5 The accident ..... last Sunday afternoon.
- 6 When I was a child, I ..... to be a doctor.
- 7 Mozart ..... from 1756 to 1791.
- 8 We ..... our holiday last year. We ..... at a very good hotel.
- 9 Today the weather is nice, but yesterday it .....
- 10 It was hot in the room, so I ..... the window.
- 11 The weather was good yesterday afternoon, so we ..... tennis.
- 12 William Shakespeare ..... in 1616.

Extracted from : (Murphy,2012).

## Appendix H

**Class Level:** First-year LMD

**Group 01:** Control Group

**Module:** Grammar

**Time:** 30 Minutes

**Session Three:** Future Simple Tense

### Future Simple Tense

<b>Affirmative</b>	<b>Negative</b>	<b>Interrogative</b>
I will/shall work	will/ shall not work	will/shall I work?
he she it will work	will not work	will/ he she it work?
you we they will work	will not work	will you we they work?

**We use also “ be going to” to express a future action.**

Ex: I'm going to Canada next year.

It is cloudy, it is going to rain.

**We use the future simple tense to**

- 1) To talk about the future actions .for example:**
  - I will call you tomorrow .
- 2) To predict the future with probably, I expect, I think, I wonder...**
  - I think it will rain tomorrow.
  - I don't think the exam will be very difficult.
- 3) To make a request:**
  - Will you buy me a drink please?
- 4) In the 1<sup>st</sup> type of conditional sentences .For example :**
  - If the weather is fine, we'll go to the cinema .
- 5) express a decision at the moment of speaking .For example:**
  - The telephone is ringing. I'll answer it.
- 6) We use” be going to” to express the already decided action in the future :**
  - I'm going to visit my grandparent tomorrow.

**If we are certain about something:**They are getting married next week, they invited me to their wedding.

**Or a prediction based on something we can see now:**

- The Conservatives are going to win the election. They already have most of the votes.
- 7) If we use a time expression like (while, when, as soon as, before, after, unless etc)**
  - 8) at the beginning of a clause, then we do not use a future simple, we must use present simple.**
    - When I arrive to the cinema I'll call you.

➤ I will remember you as long as I live.

**(All English Tenses in a Table(2020))**

**Exercise 01**

**Complete the sentences using will ('ll) or (be) going to.**

1 a: Why are you turning on the TV?

b: .....the news. (I / watch)

2 a: I forgot my wallet. I don't have any money.

b: not to worry. ....you some. (I / lend)

3 a: Why are you filling that bucket with water?

b:..... the car. (I / wash)

4 a: I don't know how to use the washing machine.

b: It's easy..... you. (I / show)

5 a: I've decided to paint this room.

b: That's nice. What colour .....it? (you / paint)

6 a: Where are you going? Are you going shopping?

b: Yes,..... some things for dinner tonight. (I / buy)

7 a: What would you like to eat?

b: .....a pizza, please. (I / have)

8 a: This food doesn't taste very good, does it?

b: No, it's horrible..... it. (I / not / finish)

9 a: Tom is starting an evening class next month.

b: Is he? What..... ? (he / study)

10 a: Did you call Lisa?

b: Oh, no. I completely forgot..... her now. (I / call)

11 a: Has Dan decided what to do when he leaves school?

b: Yes. Everything is planned.

First..... a holiday for a few weeks. (he / have)

Then..... a management training course. (he / do)

**(Murphy,2019,p.47)**

## Appendix I

**Class Level:** First-year LMD

**Group 01:** Control Group

**Module:** Grammar

**Time:** 30 Minutes

**Session Four:** Present Continuous Tense

### Present Continuous Tense

**Form:**

<div style="border: 1px solid black; border-radius: 20px; padding: 5px; display: inline-block;">To be(am/is/are)+verb+ing</div>		
<b>Affirmative :</b>	I	am working
	He/she/it	is working
	We/you/they	are working
<b>Negative :</b>	I	am not working
	He/she/it	is not working
	We/you/they	are not working
<b>Question:</b>	am	I working ?
	is	He/she/it working?
	are	We/you/they working ?

**1-to talk about actions that are happening now, at the moment of speaking:**

- Look! The boys are playing football.
- Hurry up! The train is coming.

**2- to talk about actions that are happening around now, but not exactly at the moment of speaking:**

- We are studying very hard these days. We have to prepare for our exams.

**3-to speak about what you have already arranged to do:**

- -What are you doing on Saturday?
- -I am meeting my friend at the station. She is arriving at 8 pm.

**4-the present continuous is usually used with these time expressions**

- now, at the moment, at present; Look!, Listen! these days, this morning, today...

**5- There are certain verbs that cannot be used in the present continuous tense. The following verbs are non-continuous:**

- Communication: agree, promise, surprise
- Feelings: like, love, hate
- Senses: hear, see, smell, taste
- Thinking: believe, know, understand .

**(All English Tenses in a Table,2020)**

**(Present Continuous Tense Examples,2020)**

**Exercise 01**

**Put the verb into the correct form, positive (I'm doing etc.) or negative (I'm not doing etc.).**

- 1 Please don't make so much noise. .... *I'm trying*..... (I / try) to work.
- 2 Let's go out now. .... *It isn't raining*..... (it / rain) any more.
- 3 You can turn off the radio. .... (I / listen) to it.
- 4 Kate phoned last night. She's on holiday with friends. .... (She / have) a great time and doesn't want to come back.
- 5 Andrew started evening classes recently. .... (He / learn) Japanese.
- 6 Paul and Sarah have had an argument and now ..... (they / speak) to one another.
- 7 The situation is already very bad and now ..... (it / get) worse.
- 8 Tim ..... (work) today. He's taken the day off.
- 9 ..... (I / look) for Sophie. Do you know where she is?
- 10 The washing machine has been repaired. .... (It / work) now.
- 11 ..... (They / build) a new hospital. It will be finished next year.
- 12 Ben is a student, but he's not very happy. .... (He / enjoy) his course.
- 13 ..... (The weather / change). Look at those clouds. I think it's going to rain.
- 14 Dan has been in the same job for a long time. .... (He / start) to get bored with it.

**Exercise extracted from Murphy, R. (2019,p.03).**

## Appendix J

**Class Level:** First-year LMD

**Group 01:** Control Group

**Module:** Grammar

**Time:** 30 Minutes

**Session Five:** Past Continuous Tense

### Past Continuous tense

**Form:**

<div style="border: 1px solid black; border-radius: 50%; padding: 10px; display: inline-block;">To be(was/were )+verb+ing</div>			
<b>Affirmative :</b>	I		was working
	He/she/it		was working
	We/you/they		were working
<b>Negative :</b>	I		was not (wasn't) working
	He/she/it		was not (wasn't) working
	We/you/they		were not (weren't)working
<b>Questions:</b>	was	i	working ?
	Was	he/she/It	working?
	Were	we/you/they	working ?

**Use**

**1-To talk about a temporary action taking place at a given moment in the past:**

What **were** you **doing** at 6 o'clock yesterday?

**2-Two or more actions happening at the same time in the past:**

She **was cooking** dinner and her kids **were watching** TV.

**3- Action interrupted by another shorter action in the past:**

I **was working** on computer when the telephone rang.

**4- The past continuous tense is usually used with these times expressions**

at 6 o'clock yesterday, from 3 to 6 On Monday, when Mum came, while

**(All English Tenses in a Table,2020)**



**Exercise 01:**

**Put the verbs into the correct form (past progressive).**

- 1) When I phoned my friends, they (play) ..... monopoly.
- 2) Yesterday at six I (prepare) ..... dinner.
- 3) The kids (play) ..... in the garden when it suddenly began to rain.
- 4) I (practise) ..... the guitar when he came home.
- 5) While Aaron (work) ..... in his room, his
- 6) friends (swim) ..... in the pool.
- 7) I tried to tell them the truth but they (listen / not) .....
- 8) What (you / do) ..... yesterday?
- 9) Most of the time we (sit) ..... in the park

**Exercise on past progressive extracted from English Grammar Online (n.d)**

## Appendix K

**Class Level:** First-year LMD

**Group 01:** Control Group

**Module:** Grammar

**Time:** 30 Minutes

**Session Six:** Future Continuous Tense

### Future Continuous Tense

#### Form:

##### **Affirmative Form**

I/we **will be working.**

He/she/it **will be working**

You/they **will be working.**

##### **Negative Form**

I/we **will not be working**

He/sh/it **will not be working**

You/they **will not be working**

##### **Interrogative Form**

**will I/we be working ?**

**will He/Sh/It be working?**

**Will you/they be working?**

#### Use :

Action that is going on at a certain time in the future, it means that something will be in progress at or around a time in the future .**for example,**

➤ Don't phone me between seven and eight I will be studying for the English test.

❖ We use the future continuous for an action which is a results of **a routine** or the results of a **previous decision** or arrangement. For example:  
as usual they'll be meeting tomorrow after school.

❖ To talk about an action at a particular moment in the future. The action will start before that moment but it will not have finished at that moment: I will be playing tennis at 10am tomorrow.,

❖ We also use will be -ing to talk about complete actions in the future.

For example: The government will be making a statement about the crisis later today.(  
*grammar in use*)

❖ **Signal Words** : at 5 o'clock tomorrow, this time on Sunday, when I come

**note: non continuous verbs cannot be used in any continuous tenses**

like: like, love, hate, need mean, believe .... instead of using future continuous with these verbs ,use simple future.

(All English Tenses in a Table,2020)

**Exercise 01**

**Put the verbs into the correct form (future I progressive).**

1. At midnight we (sleep) .
2. This time next week we (sit)  at the beach.
3. At nine I (watch)  the news.
4. Tonight we (cram up)  for our English test.
5. They (dance)  all night.
6. He (not / play)  all afternoon.
7. I (not / work)  all day.
8. (eat / you)  at six?
9. (drive / she)  to London?
10. (fight / they)  again?

**Exercise on future progressive extracted from English Grammar online (n.d)**

## Appendix L

**Class Level:** First-year LMD/Group 04: Experimental Group/Module: Grammar/ **Time:** 30 Minutes/ **Session one:** Present simple Tense

### The present Simple Tense

Unit

2

*the present simple*

#### Getting started

1 The text below is from an interview with Jodie Foster, a Hollywood actress and director. Read the text and answer the questions.

- a) In what ways is Jodie Foster's life not like a star's life? .....
- b) Why does Jodie want to have an ordinary life? .....

**J**odie enjoys living a life around Los Angeles that is as un-starlike as she can make it. She refuses to have a personal assistant, does her own food shopping and takes her own letters to the post office. 'I have always lived like that,' she says, 'and I always will. I don't want to become someone who doesn't know how to do things. If I'm in Calcutta and I need to get to Bombay and a flight gets cancelled so I need to take the train, I want to know how to do that.' She lives in a rented apartment in Hollywood and says that, when she is not working, her favourite thing is to do absolutely nothing!



2 Look at these present simple sentences from the text:

She refuses to have a personal assistant, does her own food shopping and takes her own letters to the post office.

I don't want to become someone who doesn't know how to do things.

She lives in a rented apartment in Hollywood ...

How much do you know about the present simple? Underline the correct choice, i) or ii), below:

- a) The present simple is used to talk about things that are:  
i) generally true                      ii) happening now
- b) It is used to say how often something happens, with words like:  
i) *for* and *since*                      ii) *always*, *sometimes* and *never*
- c) It is made like this:  
i) I / you / we / they *take*              ii) I / you / we / they *takes*  
   she / he / it *takes*                      she / he / it *take*
- d) Negatives and questions are made with:  
i) *do* and *does*                      ii) *did*

### Exercise 01

Look at this extract from a learner's letter to a penfriend. There are 11 mistakes in it. Find them and correct them. The first one has been done for you.

Dear Akram,

Thank you for your very interesting letter. I <sup>am</sup> very pleased to be your penfriend. Are you really have a swimming pool in the garden? It sound wonderful. As you know from my advertisement, I have 17 years old and came from Cartagena in Chile. I've got two sisters, Maria and Fernanda, and they is both older than me. My father own a small paper factory, but my mother don't work. We living in a house just outside the city. I enjoying playing football and I am like science-fiction films.

Extracted from (Nettle and Hopkins ,2003,p.10).

## Appendix M

**Class Level:** First-year LMD

**Group 04:** Experimental Group

**Module:** Grammar

**Time:** 30 Minutes

**Session Two:** Past Simple Tense

### Past simple Tense

#### Text 1

First of all I went to a fashion shop and bought a necklace with a heart. That cost me £1.50. Then I went to the Body Shop<sup>1</sup> and bought shower gel and bubble bath. Then I went to the book shop and bought a *Babysitters*<sup>2</sup> book, which cost me £2.99. Then I went to the music shop and bought a CD holder which included five photos of East 17<sup>3</sup>. After the music shop, I went to the sweet shop and bought some sweets.

<sup>1</sup>a shop selling beauty products

<sup>2</sup>a series of books for children

<sup>3</sup>a former British pop group

#### Text 2

I spented my money on a toy car set. It cost me £6.49. It's got street lights and roads and you put it together and play with your cars on it. I didn't want to buy any sweets. Then I went to the cinema with my dad to watch my favourite film, *James and the Giant Peach*. I ate some popcorn. I wish my Mum would give me popcorn every week.

#### 2 a) Find these verbs in the texts:

Text 1: went bought cost included

Text 2: spended cost put play didn't want went ate wish

Which three are **not** in the past simple? .....

b) There is a mistake in one of the past verbs; can you find it? .....

#### Look at these sentences

- 1) **Underline the verbs**
- 2) **what does each sentence express?**
- 3) **What is the form of these verbs**

-He lived in Paris for 20 years.

-we enjoyed the part last night.we danced a lot and talked to a lot of people

-I visited them every day for a year.

-Did you see joe yesterday?

-I didn't watch television yesterday.

(Murphy,2012).

**3** Are the statements below true or false?

- a) The past simple is used to talk about past, completed actions and events. ....
- b) You do not need to put a verb in the past simple if you use a time expression, for example, *last year*. ....
- c) You need to learn the past form of many verbs as they are irregular. ....

**Extracted from( Nettle and Hopkins, 2003,p.18)**

## Appendix N

**Class Level:** First-year LMD

**Group 04:** Experimental Group

**Module:** Grammar

**Time:** 30 Minutes

**Session Three:** Future simple Tense

### Future Simple Tense

**Look at these sentences and answer the question then compare will and (be) going to**

**sarah:** let's have a party

**Helen:** that's great idea we will invite lots of people.

**later that day, sarah meets max :**

Helen and I have decided to have a party. We are going to invite lots of people.

### Compare between example 1 with the example 2

#### Example 1

A) Sam has been trying to contact you.' 'Has he?

B) OK, I'll call him.

#### Example 2

A) Sam has been trying to contact you.'

B) Yes, I know. I'm going to call him.

#### Example 1

A) Anna is in hospital

B) Really? I didn't know. I'll go and visit her.

#### Example 2

A) Anna is in hospital.

B) Yes, I know. I'm going to visit her this evening. I think it will rain tomorrow.

(Murphy,2019,p.47)

### **Questions:**

1-Which sentence suggests that the speaker decided at the same time of speaking?

2-Which sentence shows that the speaker decided something before speaking ?

3- Look at these sentences .what do you notice

- I do not think the exam will be very difficult.
- I doubt that you will see him tonight.
- the shops will be very busy tomorrow
- he is going to win



Extracted from (Nettle and Hopkins, 2003,p.54)

**Exercise 01 :**

**Complete the sentences using will ('ll) or (be) going to.**

1 a: Why are you turning on the TV?

b: .....the news. (I / watch)

2 a: I forgot my wallet. I don't have any money.

b: not to worry. ....you some. (I / lend)

3 a: Why are you filling that bucket with water?

b:..... the car. (I / wash)

4 a: I don't know how to use the washing machine.

b: It's easy..... you. (I / show)

5 a: I've decided to paint this room.

b: That's nice. What colour .....it? (you / paint)

6 a: Where are you going? Are you going shopping?

b: Yes,..... some things for dinner tonight. (I / buy)

7 a: What would you like to eat?

b: .....a pizza, please. (I / have)

8 a: This food doesn't taste very good, does it?

b: No, it's horrible..... it. (I / not / finish)

9 a: Tom is starting an evening class next month.

b: Is he? What..... ? (he / study)

10 a: Did you call Lisa?

b: Oh, no. I completely forgot..... her now. (I / call)

11 a: Has Dan decided what to do when he leaves school?

b: Yes. Everything is planned.

First..... a holiday for a few weeks. (he / have)

Then..... a management training course. (he / do)

**(Murphy,2019,p.47)**

## Appendix O

**Class Level:** First-year LMD

**Group 04:** Experimental Group

**Module:** Grammar

**Time:** 30 Minutes

**Session Four:** Present Continuous Tense

### Present Continuous Tense

Look at these set of examples

**Example1:**

- Tom **is writing** the letter.
- I **am not standing**.
- Is he **sitting** or **standing**?

**Example2:**

- You **are learning** English now.
- **Are you sleeping**?
- I **am sitting**.
- They **are reading** their books.
- They **are not watching** television.
- What **are you doing**?
- Why **aren't you doing** your homework?
- 

**Example3:**

- I **am studying** to become a doctor.
- I **am not studying** to become a dentist.
- I **am reading** the book *Tom Sawyer*.
- I **am not reading** any books right now.
- **Are you working** on any special projects at work?
- **Aren't you teaching** at the university now?

**Example 4:**

- I **am meeting** some friends after work.
- I **am not going** to the party tonight.
- **Is he visiting** his parents next weekend?
- **Isn't he coming** with us tonight?

**Example5:**

- She **is loving** this chocolate ice cream.
- I **am preferring** to drink tea.
- This food **is tasting** good.

- They are **knowing** what to do.

(Present Continuous,2020)

### Exercise 01

The sentences on the right follow those on the left. Which sentence goes with which?

1 Please don't make so much noise.	a I'm getting hungry.	1 ..f.....
2 We need to leave soon.	b They're lying.	2 .....
3 I don't have anywhere to live right now.	c It's starting to rain.	3 .....
4 I need to eat something soon.	d They're trying to sell it.	4 .....
5 They don't need their car any more.	e It's getting late.	5 .....
6 Things are not so good at work.	f <del>I'm trying to work.</del>	6 .....
7 It isn't true what they say.	g I'm staying with friends.	7 .....
8 We're going to get wet.	h The company is losing money.	8 .....

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Extracted from ( Murphy, 2019,p.03)

## Appendix P

**Class Level:** First-year LMD

**Group 04:** Experimental Group

**Module:** Grammar

**Time:** 30 Minutes

**Session Five:** Past Continuous Tense

### Past Continuous Tense

- **Read these following sentences and figure out the tense in which they are conjugated.**
  1. What were you doing at 6 o'clock yesterday.
  2. She was cooking dinner and her kids were watching TV.
  3. I was working on computer when the telephone rang.
  4. The sun was shining and the birds were singing.
- **Throughout these sentences figure out the different cases in which we can use the tense.**
- **How do we form the tense in:**
  - Affirmative form.
  - Negative form.
  - Interrogative form.

(All English Tenses in a Table,2020)

#### Exercise 01

**Put the verb into the correct form, past continuous or past simple.**

- 1 Jenny was waiting (wait) for me when I arrived (arrive).
- 2 'What..... (you / do) at this time yesterday?' 'I was asleep.'
- 3 '..... (you / go) out last night?' 'No, I was too tired.'
- 4 How fast..... (you / drive) when the accident..... (happen)?
- 5 Sam..... (take) a picture of me while I..... (not / look).
- 6 We were in a very difficult position. We..... (not / know) what to do, so we..... (do) nothing.
- 7 I haven't seen Alan for ages. When I last..... (see) him, he..... (try) to find a job.
- 8 I..... (walk) along the street when suddenly I..... (hear) something behind me. Somebody..... (follow) me. I was scared and I..... (start) to run.
- 9 When I was young, I..... (want) to be a pilot. Later I..... (change) my mind.
- 10 Last night I..... (drop) a plate when I..... (do) the washing up. Fortunately it..... (not / break).

Extracted from (Murphy,2019,p.13).

## Appendix Q

**Class Level:** First-year LMD

**Group 04:** Experimental Group

**Module:** Grammar

**Time:** 30 Minutes

**Session Six:** Future Continuous Tense

### Future continuous Tense

**Read the sentences and try to answer the questions below:**

- In two years she will be speaking English much better than now.
- As usual, they will be meeting tomorrow after school.
- Peter is quiet, he will be doing something wrong. I know it.
- Don't phone Liza now, she will be doing an exam.
- What will they be doing in twenty years' time, I wonder?
- Tomorrow he will not still be suffering from his cold.
- In an hour, she will still be doing her homework.
- The party will be starting at 10 o'clock.

(AMES836 ,2016, 10 November)

1. **In which tense are these sentences conjugated?**
2. **Which sentences show that an event will be happening in progress at or around a time in the future?**
3. **Which sentences show an event which is a result of a routine or a result of a previous decision?**
4. **Which sentences show an event that is happening now and that we expect to continue sometime in the future?**
5. **Which sentences show that something will be happening in the future according to the situation of the moment of speaking?**
6. **Relaying on these sentences try to figure out the rule of future progressive in: Affirmative, interrogative, and negative form.**

### Exercise 01

Put the verbs into the correct form (future I progressive).

11. At midnight we (sleep) .
12. This time next week we (sit)  at the beach.
13. At nine I (watch)  the news.
14. Tonight we (cram up)  for our English test.
15. They (dance)  all night.
16. He (not / play)  all afternoon.
17. I (not / work)  all day.
18. (eat / you)  at six?
19. (drive / she)  to London?
20. (fight / they)  again?

**Exercise on Future progressive extracted from English Grammar online(n.d)**

## **Résumé**

Le but de cette étude était d'examiner l'impact de l'approche inductive sur la maîtrise des temps anglais par les élèves et d'explorer les attitudes des élèves face à l'apprentissage des temps anglais dans le cadre de cette approche. Pour mener à bien cette étude, nous avons opté pour un design quasi expérimental. Deux groupes d'étudiants LMD de première année anglais ont participé à cette étude; le groupe de contrôle a été enseigné sous l'approche déductive tandis que le groupe expérimental a été enseigné sous l'approche inductive. Des pré- et post-tests ont été utilisés avant et après l'expérimentation. Les deux tests ont été analysés en utilisant un test t apparié et un test t indépendant. De plus, nous avons soumis trois questionnaires : deux pour les étudiants et un pour les enseignants. Les résultats des tests ont révélé que la moyenne du groupe expérimental dans le post-test ( $M = 13,84$ ) est supérieure à la moyenne du groupe témoin ( $M = 11,68$ ). Par conséquent, il existe une différence significative dans la maîtrise des temps anglais par les élèves ( $p = .003$ ). En outre, les questionnaires ont montré que les élèves et les enseignants ont une attitude positive envers l'approche inductive pour enseigner les temps anglais. Sur la base des résultats, l'approche inductive semble être une approche alternative que l'enseignant pourrait adopter pour aider ses élèves à apprendre les temps d'anglais.

**Mots clés :** approche inductive, temps anglais, enseignement de la grammaire