

## **Abstract**

This thesis deals with teaching the following seven future forms: the Future Simple, *Be going to*, the Present Simple and the Present Continuous with a future reference, the Future Continuous, the Future Perfect Simple and the Future Perfect Continuous to students of English Philology. The deductive and inductive approaches to teaching grammar were employed to teach these future forms.

The quantitative part of the study had two main objectives. The first objective was to revise and improve the students' knowledge of the seven future forms taught by the study. The results revealed that out of all the seven future forms, the students' knowledge of the Future Continuous, the Future Perfect Simple and the Future Perfect Continuous was the least satisfactory, and these tenses required further explanation and practice. The participants' knowledge of the rules of use for all seven future forms was rather low in general and required significant improvement. The second objective was to investigate which approach to teaching grammar, the deductive or inductive approach, was more effective for teaching future tenses. The deductive approach proved to be more effective for teaching all seven future forms. The difference between the results of the pre-test and the post-test for the Future Continuous, the Future Perfect Simple and the Future Perfect Continuous was 8% in favour of the deductive groups. The difference between the results of the pre-test and the post-test for the Future Simple, *Be going to*, the Present Simple and the Present Continuous with a future reference was insignificant: a mere 2% in favour of the deductive groups. The quantitative data were collected through the pre-tests, post-tests, and materials specifically designed for the inductive groups, such as exercises and the revision tests.

The qualitative part of this study examined the research respondents' preferences for one approach over the other, deductive or inductive. The qualitative data were collected through a learning preference questionnaire. 69% of the research participants expressed greater preference for the deductive approach, while 31% preferred the inductive approach. Among the reasons for their choices the students mainly named their learning styles and previous learning experiences. Therefore, in the classroom teachers of English should use both approaches for the reason that all learners have different preferences and different styles of learning, and they can best benefit from a combination of both approaches.

**Key words:** future tenses, students of English Philology, the deductive approach, the inductive approach, learners' preferences