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Výuka budoucích časů u vysokoškolských studentů oboru Anglistika

Teaching Future Tenses to University Students of English Philology

Dizertační práce

Vedoucí práce – PhDr. Marcela Malá, M.A., Ph.D.

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Prohlašuji, že jsem dizertační práci napsala samostatně s využitím pouze uvedených a řádně citovaných pramenů a literatury a že práce nebyla využita v rámci jiného vysokoškolského studia či k získání jiného nebo stejného titulu.

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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, 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

Abstrakt

Tato dizertační práce se zabývá výukou následujících sedmi budoucích tvarů: budoucí čas prostý, vazba *Be going to*, přítomný čas prostý a přítomný čas průběhový pro vyjádření budoucnosti, budoucí čas průběhový, předbudoucí čas prostý a předbudoucí čas průběhový studentů oboru Anglistika. Pro výuku budoucích tvarů byly použity deduktivní a induktivní metody výuky gramatiky.

Kvantitativní část výzkumu měla dva hlavní cíle. Prvním cílem bylo zopakovat a zlepšit u studentů znalost budoucích časů. Výsledky ukázaly, že ze všech sedmi budoucích tvarů v tomto výzkumu studenti prokázali neuspokojivou znalost budoucího času průběhového, předbudoucího času prostého a předbudoucího času průběhového. Tyto budoucí časy vyžadovaly dodatečné vysvětlení a procvičení. Znalost pravidel používání všech sedmi budoucích tvarů u studentů byla velmi nízká a vyžadovala značné zlepšení. Druhým cílem bylo zjistit, která z metod výuky budoucích časů, deduktivní nebo induktivní, je efektivnější. Deduktivní metoda se ukázala jako efektivnější pro výuku všech sedmi budoucích tvarů. Znalost budoucího času průběhového, předbudoucího času prostého a předbudoucího času průběhového byla dle výsledků pre-testu a post-testu o 8 % vyšší ve prospěch skupin, kde výuka probíhala deduktivní metodou. Výsledky pre-testu a post-testu na znalost budoucího času prostého, vazby *Be going to*, přítomného času prostého a přítomného času průběhového pro vyjádření budoucnosti se také ukázaly být ve prospěch skupin, kde výuka probíhala deduktivní metodou, avšak s nesignifikantním rozdílem 2%. Kvantitativní metody sběru dat zahrnovaly pre-testy, post-testy, materiály vypracované pro skupiny, kde výuka probíhala induktivní metodou, praktická cvičení a opakovací testy.

Kvalitativní část práce zkoumala preference studentů oboru Anglistika vůči deduktivní nebo induktivní metodě výuky gramatiky. Kvalitativní metodou sběru dat bylo dotazníkové šetření. 69% studentů vyjádřilo preferenci pro deduktivní metodu pro výuku anglické gramatiky, zatímco 31% preferovalo metodu induktivní. Jako důvody pro své preference studenti uváděli svůj styl učení a předchozí zkušenosti ze studia anglické gramatiky. Při výuce by proto učitelé měli využívat obě metody, protože studenti mají různé preference metod výuky a způsob osvojení si gramatiky a také různé styly učení. Z těchto důvodů mohou mít studenti největší prospěch z kombinace obou metod.

Klíčová slova: budoucí časy, studenti oboru Anglistika, deduktivní metoda výuky, induktivní metoda výuky, preference studentů

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Abbreviations

CEFR   Common European Framework of Reference for Languages

CLT   Communicative Language Teaching

AEE   the Association of Experimental Education

ELT   English Language Teaching

Ex.   exercise

F.C.   the Future Continuous

F.P.S.   the Future Perfect Simple

F.P.C.   the Future Perfect Continuous

Gr.   groups

NSEE   the National Society for Experimental Education

S   student

s.   sentence

1   INTRODUCTION

The question of whether to teach or not to teach grammar has been discussed and argued in the ELT literature for a very long time. Richards and Renandya (2002, p. 145) believe that it is "perhaps one of the most controversial issues in language teaching." This thesis deals with teaching English grammar, specifically future tenses, to students of English Philology. The participants of this study, who are future teachers of English, must know and understand grammatical rules in order to be able to teach them to their students. At the beginning of the research the attitude of today's students of English Philology to learning and teaching grammar was investigated. The students were asked the following question in a short questionnaire: *Do you believe that studying the English tenses system is important? Please explain your opinion.* The question was restricted to the English tenses system for the reason the study dealt with future tenses of English. All the students who responded to this question gave the same affirmative answer: Yes. Definitely. The students believed that the knowledge of English tenses was essential for communication, for understanding other people and for explaining ourselves correctly. The students provided a number of interesting and reflective comments:

> ➤ *"Yes, it is the main part of English and it is what is beautifull about English."*[1];
> ➤ *"It is! As you know, czech students make a lot of mistakes in tenses."*,
> ➤ *"Absolutly, because without this sentences the language is nothing."*,
> ➤ *"I think it is very important because a system of tenses in English is very complicate and it is important to use it right because than the sentence has the right meaning."*, etc.

In the course of this research, the participants proved their interest in learning the rules of the future forms and grammar in general, which allowed them to improve significantly in the course of the study.

The main two approaches to teaching future tense were employed in this thesis: the deductive and inductive approaches. In a deductive approach a language teacher provides their learners with a grammatical rule accompanied by examples in which this

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[1] The students' answers are presented as given by students, will all their errors.

rule is applied. The leaners further apply the new language in phrases and sentences of their own

(Harmer, 2007b, p. 203). On the other hand, in the inductive approach, the language learners study the examples, without having first encountered the grammatical rule, and attempt to work out the understanding of the rule for themselves (Harmer, 2007b, p. 207). Both approaches are used for the presentation of grammar, and each of them has its advantages and disadvantages. According to Thornbury (2011, p. 30), "Many rules – especially rules of form – can be more simply and quickly explained than elicited from examples. This will allow more time for practice and application." Therefore, the deductive approach is more straightforward and time-saving. It can also be more appropriate for learners with an analytical style of learning (Thornbury, 2011, p. 30). However, Shaffer (1989, p. 395) believes that the deductive approach "tends to emphasise grammar at the expense of meaning and to promote passive rather than active participation of the students". As far as the inductive approach is concerned, it puts greater emphasis on learners' problem solving skills, creativity and autonomy, and encourages their greater involvement in the learning process, and it further positively influences the learners' motivation and attention (Thornbury 2011, p. 54). However, when learners are asked to discover the grammatical rule by themselves, they may hypothesise the rule incorrectly and learn the grammar incorrectly. Moreover, presenting new grammar with this approach can be time consuming and it can minimise the time, which can be used in the classroom to put the grammatical rule "to some sort of productive practice" (Thornbury 2011, 54).

Both approaches have their strengths and weaknesses. Therefore, language teachers should try to integrate both approaches into their teaching, as both of these approaches promote different skills, and language learners can benefit from both of them.

1.1 Objectives of the thesis

The topic of the effectiveness of the deductive and inductive approaches to teaching grammar is an unresearched area in foreign language teaching literature for the reason that a limited number of studies on this topic have been carried out. Therefore, the ultimate objective of this thesis is to contribute to the general knowledge concerning the

effectiveness of the deductive and inductive approaches to teaching English grammar, namely future tenses.

The quantitative part of this study has two main objectives. Its first objective is to review and to improve the participants' knowledge of the 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, as well as the rules of their usage. Its second objective was to investigate which approach, deductive or inductive, is more effective for teaching future tenses to students of English Philology.

The qualitative part also has two main objectives: 1) to obtain feedback from the students about the research and its usefulness to them, and 2) to get an insight into the research participants' preferences for the respective approaches to teaching/learning English grammar.

1.2   Structure of the thesis

This thesis consists of both theoretical and empirical parts, which reflect the objectives of the thesis.

Chapter 1 starts with the Introduction, is which the research participants' attitudes to studying the English tense system are given a brief context. The deductive and inductive approaches, their definitions, advantages and disadvantages, as well as and their classroom application are described next.

Chapter 2 presents the overview of the seven future forms discussed in this study: the Future Simple, *Be going to*, the Present Continuous, and the Present Simple with a future reference, the Future Continuous, the Future Perfect Simple, and the Future Perfect Continuous. The overview is divided into three parts. Firstly, the future forms are presented as discussed in the book *Meaning and the English Verb* by Leech (1971) as well as in three descriptive reference grammars of English: *The Cambridge Grammar of the English Language* by Huddleston and Pullum (2002), *A Comprehensive Grammar of the English Language* by Quirk et al. (1985), and *Longman Grammar of Spoken and Written English* by Biber et al. (1999). Secondly, the presentation of the future tenses in English grammars for teachers, *Grammar for English Language Teachers* by Parrott (2000) and

Teaching English Grammar by Scrivener (2010), are discussed. Thirdly, a short overview of the way future tenses are described in the students' coursebook, the *FCE Gold Plus* coursebook (Newbrook, Wilson, and Acklam, 2004), is presented.

Chapter 3 concerns the opinions of different authors in ELT to the question of teaching English grammar. This chapter explores various attitudes in support and against teaching English grammar.

Chapter 4 deals with the deductive and inductive approaches to teaching English grammar. It discussed the following: the acceptance or rejection of deduction or induction through different methods and approaches to teaching grammar in the history of ELT, as well as the advantages and disadvantages of the deductive and inductive approaches. Chapter 4 further discusses the factors that can possibly influence student preference for either approach, such as learning styles and previous learning experiences. The classroom application of both approaches is discussed at the end of this chapter.

Chapter 5 presents the review of existing studies focused on the deductive and inductive approaches. It consists of two parts. Firstly, the research studies present what is known about effectiveness of the deductive and inductive approaches. Secondly, research on learner preferences for the deductive and inductive approaches is explored.

Chapter 6 presents brief conclusions of the theoretical part.

In Chapter 7, the empirical part of the study starts and its methodology, specifically the research procedure, is presented.

Chapter 8 deals with the first part of the quantitative research, in which the Future Simple, Be going to, the Present Continuous and the Present Simple with a future reference were taught. In this chapter the procedures of Sessions 1, 2&3 are described and the chapter further presents the results of a short questionnaire about the students, of the pre-test, the inductive handout, the post-test, Exercise 3 and the revision test as well as the discussion of the results.

Chapter 9 concerns with the second part of the quantitative research, in which the Future Continuous, the Future Perfect Simple and the Future Perfect Continuous were taught. In this chapter the procedures of Sessions 4,5, 6&7 are described and it further presents the results of the pre-test, the inductive handout, the post-test, Exercise 3 and the revision test as well as the discussion of the results.

Chapter 10 presents the qualitative part of the research. The main instrument of this part was the Future Tenses Questionnaire, in which the students were asked to provide their feedback on the research and their usefulness to them. The participants were also asked to express their preference for either of the approaches, deductive or inductive.

Chapter 11 summarises the findings of the study and its limitations.

1.3   Research Methodology

The research was carried out at the English Department of the Faculty of Science, Humanities and Education at the Technical University of Liberec, the Czech Republic in both terms of the academic year of 2013/2014. The participants in the study were 136 students in the Bachelor programme English for Education.

The following future forms were discussed and practised with the students in the course of the research: the Future Simple, *Be going to*, the Present Continuous, and the Present Simple with a future reference, the Future Continuous, the Future Perfect Simple, and the Future Perfect Continuous.

This thesis consists of theoretical and empirical parts. The theoretical parts present an analysis of the available specialist literature on foreign language teaching.

The empirical part of the thesis followed a sequential implementation strategy (Creswell, 2003, p. 228): quantitative data were collected first, and qualitative data were collected at the end of the research, during the last two sessions with the research participants. The qualitative data were collected through a series of pre-tests, handouts developed for the inductive groups, post-tests, practice exercises, and revision tests. Their results were processed and represented in tables.

The main instrument of the qualitative part was a post study questionnaire, which was distributed to the students at the end of the study. 70 questionnaires were collected, and the response rate was 100%. The questionnaire was anonymous. The results of the post study questionnaires were analysed and interpreted.

Finally, the interpretations of the results and conclusions were presented. The detail description of the research procedure is available in Chapter 7.

THEORETICAL OVERVIEW

2 Overview of the ways of expressing the future

2.1 Distinction between time and tense

Quirk et al. (1985, pp. 175-176) distinguish between the past, present and future on a referential and semantic level. They further claim that 'past' and 'present' are discussed on a grammatical level with reference to tense. However, "morphologically English has no future form of the verb in addition to present and past forms" (Quirk et al., 1971, pp. 175-176). Quirk et al. (1985) further claim that, while some grammarians recognise a third, future tense, by saying that this tense is realised in English by means of an auxiliary verb construction (e.g. will + infinitive), they prefer to follow grammarians who "treated tense strictly as a category realised by verb inflection" (p.176). Quirk et al. (1985, p. 176) do not consider the future to be "a formal category". They assert that "certain grammatical constructions are capable of expressing the semantic category of future time" (p. 176).

Biber et al. (1999) express a similar view that "there is no formal future tense in English. Instead, future time is typically marked in the verb phrase by modal or semi-modal verbs such as *will*, *shall*, *be going to*" (p. 456).

Huddleston and Pullum (2002) are further authors who do not recognise a future tense in English by claiming that "while there are numerous ways of indicating future **time**, there is no grammatical category that can properly be analysed as a future **tense**" (pp. 208-209). They argue against what they refer to as traditional grammar or traditional analysis, which treats *will* and *shall* as a future tense auxiliary suggesting "a tense system with three terms": past (took), present (takes), and future (will take) (Heddleston and Pullum, 2002, p. 209). Huddleston and Pullum (2002) claim that despite the fact that English does not have future tense, it has "a range of constructions which select or permit a future time interpretation" (p. 210), which are:

    i.   "<u>Give </u>her my regards.   [imperative]

    ii.   It is essential [that she <u>tell</u> the truth].   [mandative]

    iii.   The match <u>starts</u> tomorrow.   [main clause present futurate]

iv.	If [she <u>goes</u>], I'll go too.	[subordinate present]
v.	I may/will [<u>see</u> her tomorrow].	[bare infinitival]
vi.	I intend/want [to <u>see</u> her tomorrow].	[*to*-infinitival]
vii.	I intend/am [<u>seeing</u> her tomorrow].	[gerund-participial]"

<div align="right">(Huddleston and Pullum, 2002, p. 210)</div>

However, reference grammars for teachers and practical coursebooks for teaching English usually talk about future verb forms or future tenses, and this latter approach will be employed in this thesis.

2.2 Descriptive reference grammars of English and *Meaning and the English Verb* by Leech (1971)

The overview of the future forms will be presented as described in *Meaning and the English Verb* by Leech (1971), as well as in the following three descriptive reference grammars of English: *The Cambridge Grammar of the English Language* by Huddleston and Pullum (2002), *A Comprehensive Grammar of the English Language* by Quirk et al. (1985), and *Longman Grammar of Spoken and Written English* by Biber et al. (1999).

Taking into consideration the fact that Leech's book *Meaning and the English Verb* focuses on the verb and describes the future forms in a very detailed form, it will be used as the main source of information in this overview. The descriptive reference grammars mentioned above present a less detailed presentation of the future forms and will thus be used only to contribute to Leech's presentation. All four sources discuss the main future tenses/forms to describe the future (the Future Simple (will/shall), Be going to, the Present Continuous and the Present Simple with a future reference, the Future Continuous, the Future Perfect Simple, and the Future Perfect Continuous in a similar way but with a difference in terminology. The names of tenses (e.g. the Future Simple) will be used as titles of each part of the overview to be consistent with the empirical part of the research. The examples will be presented in the graphic form given by the authors.

It is necessary to outline that it is not the objective of this overview to cover all existing ways of expressing the future but to only discuss the future forms and their meanings, which have relevance to the empirical part of the thesis.

2.2.1 The Future Simple (Will)

Leech (1971) asserts that *will* has "the function of a modal auxiliary as well as an auxiliary of the future. In fact, these two functions are closely intermingled that it is difficult to separate them" (p. 56).   According to Leech (1971), a good reason for discussing modal uses of *will* and its future use together is "the nature of futurity": "We cannot be as certain of future happenings as we are of events in the past and present, and even the most confident prediction about the future must reflect something of the speaker's uncertainty and so be tingled with modality." (p. 56).

The Future Simple (will) is used to express a number of meanings:

❖ **Predictions**

All four authors discuss this use of *will*.

According to Leech (1971), "The word which most usefully characterises the future meaning of *will* is prediction – something involving the speaker's judgement." (p. 56):

"*Tomorrow's weather will be cold and cloudy.*"

"*Perhaps I'll change my mind after I've spoken to my wife*" (Leech, 1971, p. 57).

Biber et al. (1999) assert that *will* is commonly used to "mark logical (extrinsic) prediction as well as personal volition (and prediction of one's future actions)":

"*It **won't** be that difficult to do.*"

"***Will** my coat be dry*?" (p. 496).

Biber et al. (1999) further state that *will* is commonly used "for predictions of events or states not involving personal agency":

"*Such deviations **will** often be the clue to special interpretations*" (p. 496).

❖ **Volition**

All four authors describe the meaning of *will* to express volition. However, they describe it in a slightly different way.

Quirk et al. (1985) and Leech (1971) speak about three meanings of volition. Quirk et al. (1985) refer to them as "subsenses" (p. 229). They are:

a) **Intention** (Leech (1971) refers to it as to "immediate volition" (p. 87)):

"You *won't* get any help from us" (Leech, 1971, p. 87).

"I*'ll* write as soon as I can" (Quirk et al., 1985, p. 229).

b) **Willingness** (both Leech (1971, p. 87) and Quirk et al. (1985, p. 229) refer to it as "weak volition"):

"Jim*'ll* help you – he's always ready to oblige to a friend" (Leech, 1971, p. 87).

"I*'ll* do it, if you like" (Quirk et al., 1985, p. 229).

c) **Insistence** (both Leech (1971, p. 88) and Quirk et al. (1985, p. 229) refer to it as "strong volition"):

"We *will* go swimming in dangerous waters ('He insists on going swimming…')" (Leech, 1971, p. 88).

"If you *will* go out without your overcoat, what can you expect?" (Quirk et al., 1985, p. 229).

It should be mentioned that the meaning of insistence was not discussed with the students in this study.

Biber et al. (1999), state that "The distinction between volition and prediction is often blurred" (p. 496). Biber et al. (1999) give the following examples:

"I**'ll** come and show you it in registration Tuesday morning."

"I **won't** be here early enough to show you before school" (Biber et al., 1999, p. 496).

Huddleston and Pullum (2002, p. 192) provide the following three examples to illustrate volition:

[i] "*Jill <u>won't</u> sign the form.*"

[ii] "*They have found someone [who <u>will</u> stand in for you while you are away].*"

[iii] "*I <u>will</u> be back before six.*"

Huddleston and Pullum (2002, p. 192) provide the following comments about the examples above: "Example [i] implies unwillingness or refusal on Jill's part; in [ii] *will* might be glossed as "is prepared/willing to"; and [iii] the auxiliary conveys the idea of intention."

❖ **Forecasts about the future**

Leech (1971) is the only one of the four authors who writes about the use of w*ill* "for both **long-range and short-range forecasts about the future"**:

"*In twenty years' time, no one will work more than a thirty-hour hour week.*"

"*There will be a fire-alarm drill at 3 o'clock this afternoon*" (p. 57).

2.2.2 The Future Simple (Shall)

Shall is an alternative to *will*, which is becoming infrequent, especially in American English Leech (1971, pp. 56).

The only meaning of *shall* the author of this thesis discussed with the students was to express a suggestion or offer. All authors featured in this overview discuss this use of *shall*. According to Biber et al. (1999), "In conversation, *shall* is typically used as a volition modal in questions acting as offers or suggestions" (p. 497):

"***Shall** we wait for them?*"

"***Shall** I tell you who Sally fancies?*" (Biber et al., 1999, p. 497).

Leech (1971) claims that "Questions beginning with *Shall I* or *Shall we*, which are a way of offering help, an invitation or a suggestion to another person, obviously consult the wish of the hearer, not that of a speaker." (p. 91). Leech (1971) provides the following examples:

"*Shall* I carry your suitcase? ('Do you want me to carry your suitcase?')"

"*Shall* we have dinner? ('Do you agree with my intention to have dinner?')" (p. 91).

However, Huddleston and G. Pullum (2002) neither use the word "suggestion" nor "offer". They refer to this use as "direction-seeking" and "*shall* in direct questions" (Huddleston and Pullum, 2002, pp. 194-195). They give the following example: "*Shall* I close the window?" and provide the comment that this example is "what we call a direct question: I'm asking you to tell me whether to close the window or not" (Huddleston and Pullum, 2002, pp. 194-195).

2.2.3 Be going to

According to Leech (1971), the construction *be going to* + Infinitive is "the next most important way of expressing future time" after *will*, and it is "especially common in informal spoken English" (p. 58).

Leech (1971, pp. 58) distinguishes between two meanings: "*the future outcome of present intention"* and "*the future outcome of present cause*."

❖ **"The future outcome of present intention"** (Leech, 1971, p. 58)

Leech (1971) illustrates *"the future outcome of present intention"* by the following examples:

> " '*What are you going to do today?*' '*I'm going to stay at home and write letters.*' "
> "*They are going to get married in a registry office*" (Leech, 1971, p. 58).

This meaning is "is found chiefly with human subjects, and with 'doing' (or agentive) verbs which imply conscious exercise of the will" (Leech, 1971, pp. 59).

Quirk et al. (1985) refer to this meaning as "fulfilment of the present" (p. 214) and provide the following examples:

> "*When are you going to get married*?"
> "*Leila is going to lend us her camera*" (Quirk et al., 1985, p. 214).

Biber et al. (1999) refer to this meaning as "personal volition": "The semi-modal verb *be going to* in conversation is noteworthy because it is quite common but used mainly for making personal volition":

> "*I'm going to put my feet up and rest*" (p. 496).

❖ "**The future outcome of present cause**" (Leech, 1971, p. 58)

According to Leech*, "the future outcome of present cause* is found with animals and inanimate subjects, as well as with human subjects; it is also common to both 'agentive' and 'non-agentive' verbs. It thus covers a wide range of contexts than the intentional meaning of *be going to*" (p. 59):

> "*There's going to be a storm in a minute*. (i.e. '*I can see the black clouds gathering*')"
> "*She's going to have twins*. (i.e. '*She's already pregnant*')" (Leech, 1971, p. 59).

Each of the examples above implies that "there is a feeling that factors giving rise to the future event are already present; or (to be more exact) it is as if the train of events leading to future happening is already under way" (Leech, 1971, p. 59).

According to Leech (1971), *be going to* can be used "in reference to the immediate future" (p. 59)**:**

> "*Just look! She's definitely going to win the race*! ('*She's starting to overtake the other runners*')" (Leech, 1971, p. 59).

Quirk et al. (1985) use a slightly different term to Leech's "*future of present cause*", and refer to it as "*future result of present cause"* (p. 214) and provide the following example:

> "*It's going to rain*" (Quirk et al. ,1985, p. 214).

Biber et al. (1999) claim that *be going to* "is particularly common marking volition but less commonly used to mark prediction" (p. 495).

2.2.4   Differences between *will* and *be going to*

Huddleston and Pullum (2002) look at *be going to* in contrast to *will* and they indicate the following further differences between *will* and *be going to* (pp. 211-212):

(a) While *be going to* is rather used in a "relatively informal style", *will* is "entirely neutral".

(b) The *be* component of *be going to* has "the full set of inflectional forms except for the gerund-participle" (e.g. *being going). Consequently, *be going to* "occurs in a wider range of environments than *will*": e.g. "*She had been going to tell me, He may be going to resign*" (Huddleston and Pullum, 2003, p. 211).

(c) "I have asked her to join us but <u>she's not going to</u> / <u>won't</u>." According to Huddleston and Pullum (2003), *be going to* carries "a dynamic volition, but it tends to be a matter of intention rather than willingness.", while "*won't* suggests explicit refusal more than *isn't going*" (p. 212).

2.2.5   The Present Continuous with future meaning

There is a difference in terminology used by the authors featured in this overview: Leech (1971) uses the term "Futurate Present Progressive" (p. 61); Quirk et al. (1985, p. 215) and

Huddleston and Pullum (2002, p. 133) use the term "the Present Progressive", while Biber et al. (1999) use the term "Progressive aspect" (p. 470).

The Present Continuous with reference to the future is used to express the following:

❖ **Plan, programme or arrangement**

Leech (1971) defines "the Present Progressive futurate" as a "future event anticipated by a virtue of a present plan, programme or arrangement" (p. 61). Leech (1971) gives the following examples:

"*She's getting married in spring.*"

"*We're having fish for dinner*" (p. 61).

In each of the examples above there is "an implication of an arrangement already made" (Leech, 1971, p. 61).

Leech (1971) further claims that the difference between 'intention' and 'arrangement' is rather slight, therefore, *be going to* + Infinitive can be used in all of the above examples instead of the Present Progressive (p. 62). However, there is "a small change of emphasis", as can be seen from the following examples:

"*I'm going to take Mary out for dinner this evening.*"

"*I'm taking Mary out for dinner this evening*" (Leech, 1971, p. 62).

According to Leech (1971), "an intention is part of one's present state of mind, while an arrangement is something socially predetermined in the past, regardless of how the speaker feels now" (p. 62). Therefore, "the second sentence, but not the first, could conceivably be uttered with some reluctance by someone who now regrets the arrangement" (Leech, 1971, p. 62).

Quirk et al. (1985) provide a very similar meaning of "the Present Progressive": "future arising from present arrangement, plan or programme":

"*The orchestra is playing a Mozart symphony after this*" (p. 215).

Biber et al. (1999) claim that "the present progressive aspect describes events that […] are about to take place in the near future…" (p. 470). They further provide the following two examples of "present progressive with future reference":

"*But she's coming back tomorrow*."

"*I'm going with him next week*" (p. 471).

Huddleston and Pullum (2002) talk about the use of the present progressive to express "scheduled events" (p. 133): "The new Kevin Costner film *is opening* at the Eldorado on Saturday" (p. 133).

2.2.6 The Simple Present with future meaning

All four authors, use the term "the Simple Present" to refer to this tense. They discuss its following uses:

❖ **"Future assumed to be fact"** (Leech, 1971, p. 65)

According to Leech (1971), "future assumed to be fact" […] attributes to the future the same degree of certainty we normally accord to present or past events" (p. 65). "Statements about the calendar are the most obvious illustrations" (Leech, 1971, p. 65):

"*Tomorrow's Saturday.*"

"*Next Christmas falls on a Thursday*" (Leech, 1971, p. 65).

Quirk et al. (1985) discusses the same meaning of the Simple present: "it is used, for example, for statements about the calendar" (p. 215), and they give the following examples:

"Tomorrow *is* Thursday."

"School *finishes* on 21st March" (Quirk et al., 1985, p. 216).

❖ **"Immutable" future** (Leech, 1971, p. 65)

According to Leech (1971), the future Simple Present can be used to express "any aspect of the future which is regarded as immutable" (p. 65):

"*The semester starts on 1st February*."

"*The train leaves at 7.30 this evening*" (Leech, 1971, p. 65).

Quirk et al. (1985) talk about the same use of the Simple present: "to describe immutable events or 'fixtures', whether or not these are determined by human planning" (p. 216):

"When *is* high tide?"

"What time *does* the match *begin*?" (Quirk et al., 1985, p. 216).

Huddleston and Pullum (2002) refer to this use as to "cyclic events in nature": "The present tense is used for recurrent events whose time of occurrence can be scientifically calculated" (p. 132). They give the following examples:

"The next high tide is around 4 this afternoon."

"When *is* the next full moon?" (Huddleston and Pullum, 2002, p. 131).

❖ **"A plan or arrangement regarded as unalterable"** (Leech, 1971, p. 65)

Leech (1971) further claims that the Simple Present can further signify 'a plan or arrangement regarded as unalterable', which can be illustrated by the following examples (p. 65):

"The President gives his inaugural address tomorrow afternoon. "

"Her case comes before the magistrate next week" (Leech, 1971, p. 65).

❖ Quirk et al. (1985) point out that "the simple present, like the progressive, is used with dynamic transitional verbs *arrive*, *come*, *leave*, etc.; both constructions having the meaning of 'plan' and 'programme'":

"The plane takes off at 20:30 tonight. [1a]

The plane is taking off at 20:30 tonight" [1b] (p. 216).

Quirk et al. (1985) describe the following difference between these two sentences: "The simple present, however, stresses the predetermined nature of the happening: while [1b] could well refer to a rescheduled take-off time (as a result, say, of a delay), this interpretation of [1a] would be unlikely."

Huddleston and Pullum (2002) use the term "scheduled events" (p. 132):

"When <u>do</u> lectures end this year?"

"She is president until next May" (p. 131).

Biber et al. (1999) do not provide extensive explanation for usage of "Simple present marking future time". They limit their explanation to the following:

> "Nearly all occurrences of present tense referring to future time occur in one of two related grammatical contexts – either with an accompanying time adverbial that explicitly refers to the future, or in a conditional or temporal adverbial clause that has future time reference" (p. 455).

They support this statement with four examples: one for the first context stated above, and three other for the use of Simple present in conditional or temporal adverbial clauses. As the use of the future forms in adverbial clauses was not the focus of this thesis, those three examples will be omitted in this description, and only the following example will be mentioned:

1. "*It's open day on Wednesday*" (Biber et al., 1999, p. 455).

Biber et al. (1999) explains this example by saying that "The Simple present accompanied by an adverbial of time, as in 1, is used particularly where a future event is felt to be fixed and certain at the time of speech" (p. 455).

2.2.7   The Future Continuous

Leech (1971, p. 66) and Quirk et al. (1985, p. 216) use the same terminology: "*will +* Progressive Infinitive", Biber et al. (1999) use the term "modal with progressive aspect" (p. 497), while Huddleston and Pullum (2002, p. 171) use the term "will + progressive." Out of all four authors, Leech (1971) provides the most detailed overview of this tense.

❖ **"Temporary situations in the future"** (Leech, 1971, p. 66)

According to Leech (1971), *will +* Progressive Infinitive can "refer to temporary situations in the future" (p. 66):

> "*Don't phone me at 7 o'clock. - I'll be watching my favourite TV programme.*"
> "*This time next week they will be sailing across the North Sea*" (Leech, 1971, p. 66).

Leech (1971) asserts that in the examples above "the activity is often associated with a future point of time round which it forms a 'temporal frame.' " (p. 66). However, in other examples, where there is no "framing effect", *will* + Progressive Infinitive "conveys the idea of an ongoing happening or state of affairs in the future", which can be illustrated by the following example: "*The whole factory will be working overtime next month*" (Leech, 1971, p. 67).

Quirk et al. (1985) also discuss the same use of the Progressive Infinitive: "The modal verb construction […] can be used with the progressive infinitive in a way which simply combines reference to a future time with 'temporal frame' associated with the progressive" (p. 216), and they give the following example:
  "When you reach the end of the bridge, I'*ll be waiting* there to show you the way" (Quirk et al., 1985, p. 216).

Huddleston and Pullum (2002) provide the following example:
"*When we get there, they'll probably still <u>be having lunch</u>*" (p. 171).

Huddleston and Pullum (2002) claim that in the above stated example "we simply have the ordinary use of the progressive to express progressive aspectuality: the lunch will be in progress at the time of our arrival" (p. 172).

❖ **"Future-as-a-matter-of-course"** (Leech, 1971, p. 67)

Leech (1971) goes on to discuss "a special use" of the *will* + Progressive Infinitive, which "applies to a single happening viewed in its entirety (and therefore without the characteristic 'framing effect' or non-completeness normally associated with the Progressive)" (p. 67). This use can be illustrated by the following examples:
  "*When will you be moving to your new house?*"
  "*The parties will be meeting for final negotiations on July 25th*" (Leech, 1971, p. 67).

Leech (1971) claims that the text above cannot be regarded simply as "a combination of the future meaning of *will* with the 'in progress' meaning of the Progressive" (p. 67). This use can be described as "future-as-a-matter-of-course", which suggests that "the predicted

happening will come to pass without the interference of the volition or intention of anyone concerned" (Leech, 1971, p. 67). Leech (1971) further claims that it "appears to combine the future meaning of *will* ('prediction') with the 'arrangement' meaning of the Progressive futurate" (p. 67). Quirk et al. (1985) also discusses the "separate use of the *will/shall* + progressive construction to denote 'future as a matter of course'" (p. 216). They further claim that "The use of this combination avoids the interpretation (to which *will*, *shall*, and *be going to* are liable) of volition, intention, promise, etc." (Quirk et al., 1971, p. 216). Quirk et al. (1971) provide the following example: "We'*ll be flying* at 30 000 feet" (p. 216).

According to Leech (1971), the use of *will* + Progressive "has become quite common in everyday speech is that it is often a more polite for the reason it is often a more tactful and polite alternative to the non-progressive form (p. 68). For example, in the sentence "*Will you be putting on another play soon?*" *will* + Progressive Infinitive expresses polite interest in the future programme of the theatre, and at the same time avoids putting pressure on the person who is questioned (Leech, 1971, p. 68).

Biber et al. (1999) provide the following example: "All these people I know **will be trying out** for the new series" (p. 497).
They do not provide any further explanation. Biber et al. (1999) further mention that *will* with progressive aspect can be used in news (p. 501). However, this use does not relate to the uses discussed in this thesis.

2.2.8   The Future Perfect Simple

The authors featured in this overview do not provide much information about uses of the Future Perfect Simple and the Future Perfect Continuous relevant to this thesis.

According to Leech (1971), "*Will* followed by the Perfect Infinitive, though not common, is the usual means of expressing Past in Future in English; i.e., of referring to a state or event seen in the past from a viewpoint in the future":

> "*By the age of 20, as a typical American child you will have watched 700,000 TV commercials*" (Leech, 1971, p. 57-58).

Quirk et al. (1985) state that "the Present predictive sense of *will*, which is similar in meaning to must in the 'logical necessity' sense" (p. 228). They provide the following example:

"She *will* have had her dinner by now" (Quirk et al., 1985, p. 228).

2.2.9   The Future Perfect Continuous

Leech (1971) talks about this tense after discussing the previous example in the Future Perfect Simple by saying that a similar construction exists with *will* + Perfect Progressive Infinitive:

"*When she moves out in August, she'll have been staying here in my house for six months*" (Leech, 1971, p. 58).

According to Quirk et al. (1985), the meaning of the "perfective progressive" can be combined with modal verbs (p. 212):

"By Friday, we *will have been living* here for ten years" (Quirk et al., 1985, p. 212).
This sentence requires "an appropriate shift of the time of orientation from "now'' (T_1) to a point (T_2) in the past or the future" (Quirk et al., 1985, p. 212).

2.3   English grammars for teachers

The ways English grammars for teachers look at the future will be described and compared in this chapter based on: *Grammar for English Language Teachers* by Parrott (2000) and *Teaching English Grammar* by Scrivener (2010).

Parrott (2000) in his *Grammar for English Language Teachers* asserts that English has a number of verb forms which can be used to refer to future time (e.g., *will, going to, will be ... - ing*), and as a result learners find it difficult to choose the correct form, and in general, the choice of the correct form is "more problematic than constructing them" (p. 167). Parrott (2000) further continues that learners usually want to hear "rules of thumb" in order to help them make a choice of appropriate forms, but such rules can be sometimes problematic for the following reasons (p. 167):

❖ Some of these "rules of thumb" depend on vague distinctions (e.g. the distinction between 'a plan' and 'an arrangement', between a prediction which is based on past or present evidence and one which is not) (Parrott, 2000, p. 167).

❖ "The rules of thumb" for choosing the correct future tense are approximate and are mostly based on the meaning we want to express. We are influenced by our personal preferences and stylistic factors when making choices (Parrott, 2000, p. 167).

Both authors provide the overview of the future forms. Parrott (2000, pp. 167-182) further provides the factors that influence the learners' choice of the future form, typical difficulties for learners as well as consolidation exercises. Scrivener (2010, pp. 184) begins the description of each future tenses by providing its affirmative, negative and interrogative forms for each future tense. This is then followed by the Presentation and Practice sections, in which Scrivener (2000) provides teachers with practical advice on how to present and practise the future forms with their learners. The Presentation section rather follows the inductive approach, where the teacher first presents examples of a certain use, makes sure the students understand the use and how sentences are formed. After that students are requested to make their own sentences. Here follows one example of such activities:

"Ask students to help you list some things that they think will definitely happen over the coming week. Start with some answers of your own (*School will end at 3.30 today. School will be closed on Sunday. The sun will rise tomorrow morning.*). Once they are clear how to form sentences, get more ideas from the class" (Scrivener, 2010, p. 46).

Scrivener (2010) further provides advice to teachers on how to teach correct pronunciation of some forms, diagrams as well as the problems learners may encounter when dealing with future tenses. Scrivener (2010) focuses a lot on providing interesting communicative practice activities to be used in the classroom.

The future form and their meanings as discussed in Parrott (2000) and Scrivener (2010) will be presented and compared below.

2.3.1 The Future Simple (Will)

Scrivener (2010) claims that "*Will* is sometime called the 'simple future' but in fact, it has a number of different functional uses related to future actions. In some ways, if students want an all-purpose future, they might do better with *going to*" (p. 189).

Parrott (2000) present the following two main uses of *will*:

❖ "for **UNplanned future events.**"
❖ "to make **predictions** that aren't based on present or past evidence" (p. 170).

Parrott (2000) further states that unplanned events are often taught in the context of making offers or decisions spontaneously: "*I'll do that for you*" (p. 170).

Predictions which are not based on past or present evidence are often taught as:
❖ "guesses based on characteristic behaviour": "I bet he'll bring his mother."
❖ "assertions of faith about the future": "*We'll never lose an election in this constituency*" (Parrott, 2000: 170).

Unlike Parrott (2001), Scrivener (2010) provides an impressive extensive list of 14 uses of *will*. According to Scrivener (2010), *will* is used for:

1. "'certain' future events":
   "*Interviews will be held on 2 December*" (Scrivener, 2010, p. 189).

2. "making predictions about the future":
   "*When you are my age, you'll understand*" (Scrivener, 2010, p. 190).

   Scrivener (2012) makes a comment that "the line between certainty and prediction is slippery. In reality, all statements about the future are to some degree predictions – even when saying *The sun will rise tomorrow*!" (p. 190).

   Parrott (2000) refers to this use as "predictions that aren't based on present or past evidence" (see the explanation above).

3. "announcing decisions about the future as they are made":

"We'll give the plan an airing at the next meeting." (Scrivener, 2010, p. 190).

Parrott (2000) refers to this use as "UNplanned future events" (see the explanation above).

4. "promises":

    "I'll give you a definite answer tomorrow." (Scrivener, 2010, p. 190).

5. "confirming intentions, decisions, arrangements, agreements":

    "So, you cook the lunch, and I'll look after the children."

    "I'll book a table for 8 o'clock then" (Scrivener, 2010, p. 190).

6. "requests":

    "Will you get me a glass of water?" (Scrivener, 2010, p. 190).

7. "indirect requests":

    "I'll need your name and address" (Scrivener, 2010, p. 190).

8. "shows of willingness and offers":

    "I'll take you to the station in the car" (Scrivener, 2010, p. 190).

9. "invitations and suggestions":

    "Call me and we'll do lunch" (Scrivener, 2010, p. 191).

10. "accepting offers":

    "I'll just have some water, thanks" (Scrivener, 2010, p. 191).

11. "advice":

    "Take a couple of aspirin – you'll soon feel better" (Scrivener, 2010, p. 191).

12. "warnings and threats":

    "Don't have any more chocolate – it'll spoil your appetite."

    "Stop or I'll shoot" (Scrivener, 2012, p. 190).

13. "giving directions":

    "A little further ahead, you'll come to a crossroads" (Scrivener, 2010, p. 191).

14. "asking or ordering someone to do something":

    "Will you hurry up? I haven't got all day" (Scrivener, 2010, p. 191).

The author of this thesis considered this list to be very informative and she was inspired by it when compiling the handout with grammatical rules for the research participants (see Appendix 6).

2.3.2   The Future Simple (Shall)

According to Parrott (2000), "Some people consistently choose *shall* and *shan't* in preference to *will* and *won't* after *I* and *we*. Other people never use these forms" (p. 170). Parrott (2000) provides a short explanation that "in question forms we generally use *shall* to make offers and suggestions" (p. 171). Parrott (2000) provides the following example:

"*Shall we go?*" (p. 170).

Scrivener (2010) gives a slightly wider range of uses: "to suggest doing something, offer help, ask for agreement or permission" (p. 191):

"*Shall I call you a cab?*

Gentlemen, shall we begin?" (Scrivener, 2010, p. 191).

2.3.3   Be going to

Parrott (2000) claims that "we generally refer to this form as "the 'going to' future, and teach it as *be + going to +* bare infinitive. It is also logical to think of this form as the present continuous form of *go +* the full infinitive" (p. 168). Scrivener (2010) refers to this future form as "going to" (p. 193).

Parrott (2001) talks about two uses of 'going to':

❖ **"planned future events"** (i.e. "the intention is premediated").
   "*We're going to spend a few days with my Mother.*"
❖ **"predictions based on past or present evidence":**
   "*It's going to rain*" (p. 168).

According to Parrott (2001), these two uses are often taught quite separately, but in fact they are closely related for the reason both of them have a basis in past or present evidence (p. 168).

Scrivener (2010, p. 196) presents a list of five uses of *going to*:
1. **"all-purpose future"**
   Scrivener (2012: 196) believes that *going to* is an "all-purpose way of talking about the future", and it is suitable for most, but not all, sentences with a future meaning.
2. **"events initiated before now"**

According to Scrivener (2010), going to is "particularly likely when talking about future events that have been thought about, mentioned, decided, planned or arranged before now": "*She's going to buy that Ferrari*" (Scrivener, 2010, p. 196).

3. **"present evidence"**

Scrivener (2010) states that we use *going to* to talk about "imminent events based on evidence in the present (something you can see, hear, smell or feel)." (p. 196):

"*It's going to rain*. (You can see the clouds or feel the temperature change.)"

I'm going to be sick! (You feel nauseous.)" (Scrivener, 2010, p. 196).

4. **"predictions"**

Scrivener (2010) acknowledges that this meaning is closely linked to meaning (3) with the difference that "the supposed 'evidence' for the prediction may only be in our thoughts inside our heads" (p. 196):

"*It looks as if the negotiations are going to fail*" Scrivener (2010, p. 196).

5. **"emphatic intentions"**

According to Scrivener (2010), g*oing to* is used to articulate "a strong decision to do something" (p. 196):

"*No, you can't persuade me. I AM going to tell him the truth*" (Scrivener, 2010, p. 197).

2.3.4   The Present Continuous

While Parrott (2000) refers to this future tense as "the Present Continuous" (p. 168), Scrivener (2000) uses the term "the Present Progressive" (p. 203).

Both authors discuss the main use of the Present Continuous with the future meaning, which is **arrangements**.

According to Parrott (2000), the Present continuous with the reference to the future is used "when arrangements have been made (for example, we have made a booking, bought tickets, or someone is expecting us to do something or be somewhere at a particular time), and this use is often referred to as the 'arranged future' " (Parrott, 2001, p. 169). Parrott (2000) further claims that "we usually specify a time such as *next week, at Christmas* etc. unless it is already clear that we are referring to the future rather than the present" (p. 169):

"*Nobody's working on Monday the 5th*" (Parrott, 2000, p. 169).

Go **and** *come*

Parrott (2000) also states that some people do not like to write or say *going to come* and *going to go*, so they use *going* and *coming* instead. According to Parrott (2000, p. 169), "In this case the events can only be planned and not necessarily 'arranged'":

"*I'm coming (going) home early on Friday*" (Parrott, 2000, p. 169).

Scrivener (2010) provides the same information that the present progressive is used to talk about "events in the future that (in the speaker's view) have already been arranged" (pp. 204). However, he mostly focuses on discussing the items of information which accompany this use, and which are the following:

a) "a specific time reference":

 "*We're going there tomorrow*" (Scrivener, 2010, p. 204).

b) "an implied time reference through mention of an event that suggests a time":

"*We're having the meeting before lunch*" (Scrivener, 2010, p. 205).

c) "a reference to a location":

"*I'm flying out from Heathrow*" (Scrivener, 2010, p. 205).

 d) "something earlier in the conversation that clarifies that it is the future not the present that is referred to" (Scrivener, 2010, p. 205).

Scrivener (2010) concludes the presentation of the above items by saying that "future reference is also possible without any of these. The context will give the clue as to what time is meant" (p. 205).

2.3.5   The Present Simple

According to Parrott (2000), the Present Simple is used to talk about (p. 171):

❖ **"Timetables and programmes"**

Parrott (2000) asserts that we use the present simple to "anticipate things on the basis of a timetable or programme, often when we are referring to itineraries and travel arrangements, or entertainments and planned public events" (p. 171):

"*The next train **leaves** at 6.30.*

***Does** the play **start** at 8.00 or 8.15?*" (Parrott, 2000, p. 171).

We further usually indicate definite times and use the following verbs: *arrive, come, go, leave (depart), start (begin), finish (end)* (Parrott, 2000, p. 171).

While Parrott (2010) discusses the uses of the Present Simple with reference to the future in the chapter "The future", Scrivener (2010) covers its use earlier in his book when he discusses the Present Simple and all its possible uses. As far the use of the Present Simple with reference to the future is concerned, Scrivener (2010), provides a very similar use to the one stated by Parrott (2000): "timetabled or planned events in the future" (p. 104). Scrivener provides the following two examples:

"*That match starts at 3 o'clock.*"

"*The London train gets in at 10.05*" (Scrivener, 2010, p. 104).

2.3.6   The Future Continuous

Parrott (2000) refers to this tense as "the continuous form of future tenses" (p. 172), while Scrivener (2010) uses the term "Future progressive" (p. 206).

According to Parrott (2000), the continuous form has two distinct uses:

❖ **"future events in progress"**, which is used "to refer to something that is predicted or programmed to begin before a particular point in the future (and possibly, to continue after this time, e.g. '*I'll working then*' " (Parrott, 2000, p. 173).

❖ **"future as a matter of course"**, which is used "as a very neutral way of referring to the future, when we want to avoid suggesting anything about intention, arrangement, prediction or willingness, e.g. '*They'll be bringing the children*'" (Parrott, 2000, p. 173).

This use of future continuous forms is used in the following contexts:

❖ to reassure people "that we are not putting ourselves (or someone else) out": "*She'll be going there anyway*" (Parrott, 2000, p. 173).

❖ "sounding out plans before making a request or an offer": "*Will you be using your car?*" (Parrott, 2000, p. 173).

Scrivener (2010, p. 209), like Parrott (2001), provides two uses of the future progressive. The first use is the same as provided by Parrott (2000), the second one is different:

1) "a planned action that will be in progress at a certain time in the future or when something else happens (p. 209)". This use can be demonstrated by the following examples:

"*They'll be tidying the office when she calls*" (Scrivener, 2012, p. 209).

2) "a planned action in progress over a certain period of time in the future", which can be illustrated by the following example:

"*I'll be working there all next month*" (Scrivener, 2012, p. 209).

2.3.7   The Future Perfect

Parrott (2000) refers to this tense as "the perfect form of future tenses" (p. 174). Parrott (2000) claims that future perfect forms are used "to view things from a particular point in the future as already having taken place or as having been completed" (p. 173). He further asserts that these forms are frequently used with expressions beginning *by ....* or *before.....*, and gives the following example:

"*She will have finished work by 6.00*" (Scrivener, 2001, p. 173).

According to Scrivener (2012), the future perfect is complex and it involves the following three components (p. 210):

a) "looking into the future to a certain time (midnight)."

b) "looking backwards from that future time towards the present."

c) "noticing what actions will be done (and possibly completed) in the period between that future and the present."

Scrivener (2012) illustrates the use of the future perfect with the following example (p. 210):

"*I'll have finished work by midnight*."

2.3.8   The Present Perfect Continuous

According to Parrott (2001), we use "the perfect continuous forms to view things from a particular point in the future when we are interested in how long they have been happening" (p. 174). These forms are usually used with expressions beginning with *for....*:

"*She**'ll have been working** there for over twenty-five years when she retires*" Parrott (2001, p. 174).

Scrivener (2010) does not talk about the future perfect continuous tense.

2.3.9 Typical difficulties in using future tenses for learners

According to Parrott (2000), the biggest problem most learners address is choosing the right tense which is most appropriate for the meaning they want to express; and some learners have a problem with the forms of future tenses they want to use (p. 177). Parrott identifies two main problems: "choosing tenses" and "form" (pp. 177-179), and they will be discussed below:

1. Choosing correct future tenses

Parrott (2000) divided this broad category into smaller sub-categories:

❖ **"Over-generalising and simplifying"** (Parrott, 2000, p. 177)

Both Parrott (2000) and Scrivener (2010) state the most common problems students encounter when they use future tenses. Parrott (2000) presents rather detailed explanations about the most common problems, while Scrivener (2010) provides some information about the problems only when he discusses *will* and *going to*, but not other future forms. Scrivener (2010) calls this section: "Watch out for these problems" (p. 192, 197-198, 202).

Parrott (2000) asserts that learners tend to choose one future tense in English and use it every time they make reference to the future (p. 177). They often choose the first form they learnt or the form which is similar to the way of expressing future time in their own language (Parrott, 2001, p. 177).

According to Parrott (2000), learners often choose *will* as their "all-purpose future tense", and they use it in inappropriate contexts (p. 177):

"(*) *Will you go out this weekend?*
(instead of *Are you going out ….?* Or *Are you going to go out …?*)"

"(*) *I'm sorry I can't stay late. I'll play squash tonight.*
(instead of *I'm playing*)" (Parrott, 2000, p. 177).

Scrivener (2010) provides very similar information that "Students at low level overuse *will* as an 'all-purpose future' to the avoidance of all other ways of talking about the future" (p. 192). He believes that the reason for this is *will* "is met early on, quickly learnt and then it is easy to place the single word into any sentence where they wish to convey a future meaning" (Scrivener, 2010, p. 192).

Scrivener (2010) states another problem: students tend to use the Present Simple instead of *will* to express instant decisions: "*I check the dates.*" (p. 192). Students also use *going to* for spontaneous decisions: "*I'm going to get it!*" (Scrivener, 2010, p. 202). On the contrary, students tend to use *will*, instead of *going to* for things which have been already decided: "*Hey Frida – did you know? I will have a party next Saturday!*" (Scrivener, 2010, p. 202).

Parrott (2000) continues by saying that other learners have a tendency to overuse '*be going*':

> "A: *I'm afraid she isn't here this week.*
> B: *Don't worry, (*) I'm going to phone him tomorrow then.* (instead of *I'll phone him...*)" (Parrott, 2001, p. 178).

As far as *going to* is concerned, Scrivener (2010) mentions the following two common problems:

1). "Students omit the main verb after *going to*: I'm going to football. Sahar's going to shopping" (p. 198).

2). "Students use different forms (possibly also omit *be*): He's go to leave now. He does to play tennis next week" (p. 198).

According to Parrott (2001, p. 178), such mistakes are not always systematic: "Some learners mix up the rules or simply forget them under the pressure of communicating. Other learners consciously or unconsciously use inappropriate rules" (Parrott, 2000, p. 178).

Many learners tend to avoid the complex forms, as the continuous, perfect and perfect/continuous forms, for the reason their form and meaning "may seem daunting and unnecessarily complicated" (Parrott, 2000, p. 178).

❖ **Time conjunctions**

Learners tend to use a future tense instead of a present tense after time conjunctions:

"** We'll call you as soon as he'll get here*" (Parrott, 2000, p. 178).

❖ **Present tenses**

According to Parrott (2000), leaners tend to over-use present tenses to refer to the future (p. 178):

"Tomorrow I go on a trip to Salisbury and Stonehenge. We enjoy the whole day by bus. I hope it isn't rain" (Parrott, 2000, p. 178).

2. **Mistakes in form of future tenses**

Parrott (2000, p. 179) identifies the following three mistakes in using the auxiliary verbs:

❖ **Use of auxiliary verbs**

According to Parrott (2000, p. 179), leaners sometimes omit auxiliary verbs:

"** What you going to do*?   * Will you staying here?" (Parrott, 2000, p. 179).

Learners may also use infinitives instead of –*ing* forms as auxiliaries and vice versa:

"** The family is go get into the car.   * It'll getting colder this evening*" (Parrott, 2001, p. 179).

Learners may use unnecessary auxiliaries:

"** With music on the Internet, we will don't need to buy CDs any more*" (Parrott, 2001, p. 179).

❖ **Infinitives**

Leaners may further feel unsure about where to use a full or bare infinitive:

"*I shall to see her again next week*" (Parrott, 2001, p. 179).

❖ **Word order**

Word order, especially in question forms, may cause additional problems to leaners:

"** When you will come back?   * Why you won't come with me?*" (Parrott, 2001, p. 179).

Scrivener (2010) does not discuss typical mistakes in the use of the forms of future tenses.

2.4   The FCE Gold Plus coursebook

The research participants used the FCE Gold Plus coursebook (Newbrook, Wilson, and Acklam, 2004) in their lessons of Practical English published by the Pearson Longman publishing house. This coursebook corresponds to level B2 of English according to the Common European Framework of Reference for Languages (CEFR). The future forms are discussed in Unit 4 of the FCE Gold Plus coursebook. Six future forms (*shall/will* + infinitive, *going to* + infinitive, Present continuous, Present Simple, Future continuous, and Future Perfect) are presented at the back of the book in the Grammar reference section under the name '19.8. The future.' (Appendix 1). The Present continuous and Present Simple are not discussed in 'The future' section but the students are referred to the previous sections of the Grammar reference, where those tenses were previously discussed (i.e. section 19.2 for the Present Continuous and section 19.1. for the Present Simple, Appendix 1). The Future perfect continuous tense is not presented in the FCE Gold Plus coursebook.

Four exercises where devoted to practising the future forms in Unit 4 of the coursebook (pp. 49-50 of the FCE Gold Plus coursebook, Appendix 2). Exercise 1 consisted of two tasks. In task 1 students were asked to look at the picture of the doctor and patient, to read 8 statements under the picture, to decide which statements were made by the doctor and which were made by the patient, and to underline the future forms. Those statements covered all six future forms described in the Grammar reference section (p. 204, Appendix 1). In task 2 of Exercise 1 students were asked the question "*When do we use the different future forms?*" This was followed by the reference to the Grammar reference section (19.8). From this exercise and the future forms used in it, it is possible to assume that the authors of the coursebook were expecting the students to be familiar with all six future forms. Exercise 1 was followed by three more exercises. In Exercise 2 students were given 6 sentences. Each sentence contained two future forms, one correct and one incorrect, and the students were requested to cross out the incorrect form. Exercise 3 consisted of 3 short dialogues and the task was to put the verbs in brackets in the correct future forms. Exercise 4 was a speaking exercise. Students were asked to draw five bubbles and to write notes on

one of the four points provided (e.g. "something you are definitely going to do some time this week", p. 50, Appendix 2). Students further had to discuss their notes with a partner.

All those four exercises described above were done by the students with their regular lecturers, and were not discussed with the author of this thesis.

3   Teaching English Grammar

3.1   Attitudes to teaching grammar

A debate whether to teach or not to teach English grammar has been led by teachers of English and theorist for years. According to Thornbury, "differences in attitude to the role of grammar underpin the differences between methods, between teachers, and between learners" (p. 14). Many opinions have been expressed on the topic by the experts involved in English language teaching, some of the opinions and attitudes can be illustrated by the following examples:

Opinions in support of teaching grammar:

"There is no doubt that a knowledge – implicit or explicit – of grammatical rules is essential for the mastery of a language: you cannot use words unless you know how they should be put together" (Ur, 2009, p. 4).
"… explicit teaching of grammar rules leads to better learning and to unconscious knowledge, and this knowledge lasts over time" (Walter, 2012, para. 3).
"A sound knowledge of grammar is essential if pupils are going to use English creatively" (Hutchinson as cited in Thornbury, 2011, p. 14).

Opinions against teaching grammar:

"Grammar is not the basis of language acquisition, and the balance of linguistic research clearly invalidates any view to the contrary" (Lewis, 1994, p. 133).
"The effects of grammar teaching … appear to be peripheral and fragile" (Krashen in Thornbury, 2011, p. 14).

"Grammar is not very important: The majority of languages have a very complex grammar. English has little grammar and consequently it is not very important to understand it" (the publicity of a London language school in Thornbury, 2011, p. 14).

"The important point is that the study of grammar as such is neither necessary nor sufficient to use a language" (Newmark, 1979, p. 165)

The arguments in support of and against teaching English grammar will be further discussed.

3.2   Arguments in support of teaching grammar

❖ According to Thornbury (2011), "grammar is a description of the regularities in a language, and the knowledge of these regularities provides the learner with the means to generate a potentially enormous number of original sentences" (p. 15). Thornbury (2011) further calls grammar a "sentence-making machine", which offers the learner "the means for potentially limitless linguistic activity" (p. 15).

❖ Teaching of grammar helps learners avoid making ambiguous sentences, such as the following example:"

"*After speaking a lot time with him I thought that him attracted me"* (Thornbury, 2011, p. 15).

❖ Swan (2002) asserts that it is difficult for learners and speakers of English to make comprehensive sentences without knowing how to build and how to use certain structures of English (p. 151). Therefore, teachers of English should carefully choose grammatical points to teach to their students depending on learners' aims and their circumstances, and they must teach them well (p. 151).

❖ Swan (2002) further claims that "In some social contexts, serious deviance from native-speaker norms can hinder integration and excite prejudice - a person who speaks 'badly' may not be taken seriously, or may be considered uneducated or stupid (p. 152). Therefore, students may need or want a higher level of English grammar correctness than which is necessary for "mere comprehensibility" (Swan, 2002, p. 152).

❖ According to Thornbury (2011, p. 16), highly motivated leaners with a talent for languages may "achieve amazing levels of proficiency of English without any formal study", but at some point such learners reach a language level "beyond which it is very difficult to progress", and they reach the stage, which is known as **fossilisation.** Lightbown and Spada (2013) define fossilisation as "a persistent lack of change in interlanguage patterns, even after extended exposure to or instruction in the target language" (p. 218). Previous research suggests that learners who do not receive any instruction are at a greater risk of fossilising earlier than those learners who receive instruction (Thornbury, 2011, p. 16).

❖ According to Thornbury (2011), "the need for rules, order and discipline is particularly acute in large classes of unruly and unmotivated teenagers – a situation that many teachers of English are confronted with daily" (p. 17). In such classrooms discovery of English grammar through communicative activities may be out of the question, and therefore, grammar "offers the teacher a structured system that can be taught and tested in methodical steps" (Thornbury, 2011, p. 17).

3.3 Arguments against teaching grammar

As there are a number of arguments in support of teaching grammar, likewise there are arguments against teaching it.

❖ Thornbury (2011) compares learning a foreign language to a skill of riding a bicycle, by saying that we learn it by doing it, not by studying how to do it. This kind of learning by doing is called "**experimental learning**" (p. 18). The Association of Experimental Education (AEE) defines it as "a process through which a learner constructs knowledge, skill and value from direct experience" (as cited in Wurdinger, 2005, p. 7). The National Society for Experimental Education (NSEE) defines it as "inductive, beginning with raw experience that is processed through an international learning format and transformed into working, usable knowledge" (as cited in Wurdinger, 2005, p. 7). According to Thornbury (2011), proponents of the experimental learning argue that learners do not so much need the knowledge of numerous grammar rules but rather simulated conditions in which they would eventually use the language (p. 18).

❖ Thornbury (2011, p. 18) argues that knowing the grammar of a language does not equal to knowing that language. For example, one thing is to know that *Shall we go to the cinema?* is a Future Simple question but another thing is for the learner to know that it can further function as a suggestion. This observation lies in the core of the **Communicative Approach**, or **Communicative Language Teaching** (CLT) (Thornbury, 2011, p. 18). According to Larsen-Freeman and Anderson (2011), "being able to communicate required more than **linguistic competence**; it required **communicative competence** (Hymes 1971) – knowing when and how to say what to whom" (p. 115). Thornbury (2011) further claims that the supporters of the CLT argue that "by means of activities that engage the learner in life-like communication, the grammar will be acquired virtually unconsciously. Studying the rules of grammar is simply a waste of valuable time" (pp. 18-19).

❖ According to Krashen (1987), it is necessary to distinguish between *learning*, on the one hand, and *acquisition*, on the other hand (p. 10). Krashen (1987) claims that the term "learning" is used to refer to "conscious knowledge of a second language, knowing the rules, being aware of them, and being able to talk about them" (p. 10). He further states that "learning is 'knowing about' a language, known to most people as 'grammar' or 'rules'" (Krashen, 1987, p. 10). Language acquisition, however, according to Krashen (1987), is a subconscious process, as "language acquirers are not always aware of the fact that they are acquiring a language, but are only aware of the fact that they are using the language for communication" (p. 10). He further claims that "the result of language acquisition, acquired knowledge, is also subconscious" (Krashen, 1987, p. 10). According to Krashen (1987), "previous conscious learning is not necessary for language acquisition", and "learning does not 'turn into' acquisition." (p. 83).

❖ According to Thornbury (2011), "…language learning seems to involve item-learning. Vocabulary is largely item-learning. So too is the retention of whole phrases, idioms, social formulae, etc. in the form of what are sometimes called **chunks** of language" (p. 19). Schmitt (2000, as cited in Selivan, 2013, p. 14) refers to lexical chunks as "'individual wholes' stored in the brain ready for retrieval when called upon, thus allowing speakers to reduce their cognitive effort and save processing time" Thornbury (2011) claims that chunks are larger than words but they are often shorter than sentences (p. 19). He further provides the following examples of chunks: "*excuse me?; so far so good; what on earth?; have a nice day; if you ask me; here you are*" (Thornbury (2011,

p. 19). According to Selivan (2013), "it has been suggested that holistically memorised chunks can serve as a basis for abstracting grammar rules. Proponents of such an approach to grammar […] believe that learning chunks leads to grammar acquisition" (p. 15).

Thornbury (2011) claims that it is still an open question to what degree second language "involves item-learning as opposed to rule-learning" (p. 19). However, Thornbury (2011, p. 20) further asserts that in recent years there has been "a growing recognition of the importance of word - and – chunk learning, such that some authors have proposed a **lexical approach** to teaching, in contrast to the traditional emphasis on sentence grammar" (p. 20). Lexical approach advocates the learning of "formulaic expressions", which are frequently used, e.g. *Have you ever been …?; Would you like …. ?*,rather than studying abstract categories, such as conditionals or the present perfect (Thornbury, 2011, p. 20).

❖ The next argument can be used both in support of teaching grammar and against teaching it, and it is the learners' expectation argument. Language learners are different and expect different things from their language classes. Learners, who have years of previous experience of learning a foreign language, may expect greater focus on practising the language in communicative activities, while other learners prefer studying grammar in the language classroom (Thornbury, 2011, p. 20). According to Thornbury (2011), "it's the teacher's job to respond sensitively to these expectations, to provide a balance where possible, and even to negotiate a compromise" (p. 20).

4 The Deductive and Inductive Approaches

4.1 "The deduction/induction controversy"

Hammerly (1975, pp. 15-18) suggests his thoughts about the deductive and inductive approaches and uses the term "the deduction/induction controversy". According to Hammerly (1975), it has been one of the most interesting controversies in second language teaching, and like many other aspects of second language teaching is has been influenced more by fashion than logic and facts (p.15).

In the deductive approach, a teacher first presents a grammatical rule to the students which is further followed by the examples in which this grammatical rule is applied (Thornbury, 2011, p.29). In the inductive approach, a teacher first presents several examples to the students and they are further requested to decide what the grammatical rule is, and how a particular grammatical structure is used (Thornbury, 2011, p.29).

According to Vogel at al. (2011), "inductive and deductive teaching approaches have existed for many years but have evolved as a result of the influence of various movements and theories" (p. 355).

The deductive approach was at the core of the **grammar-translation method**. This method is characterised by total dependence on deduction: "Grammar is taught deductively – that is, by presentation and study of grammar rules, which are then practiced through translation exercises" (Richards and Rodgers, 1991, p. 4). Hammerly (1975) claims that the **direct method**, and its direct descendant, the **audio-visual method**, advocated the total avoidance of the learner's native language and total dependence on induction, that is, "on the students acquiring subconscious control over grammatical structures without conscious analysis, the way a child does, by sheer exposure to the language" (p. 15).

In 1960 the **Audio-Lingual Method** was introduced and it brought "a shift towards induction" (Hammerly, 1975, pp. 15-16). Howatt and Widdowson (2004) argue that "audiolingualism relied almost exclusively on the habit-formation theories of late behaviourism", and it employed "the excessive use of drills" (p.319). Shaffer (1989) claims that learners, who were taught by the Audio-Lingual Method, learned by

memorizing numerous examples of a particular grammatical structure until the use of that particular structure became automatised (p.395). Students were not aware of the grammatical structure unless they were given the appropriate rule at the end of the lesson (Shaffer, 1989, p.395). Shaffer (1989) further claims that there was "general agreement at the end of the sixties that a method treating language acquisition as habit formation was inadequate" (p. 395). The way of a foreign language acquisition as habit formation was rejected by cognitive psychologists. Piaget believed that memorisation of grammatical structures could not be considered to be equal with comprehension (Piaget as cited in Neubauer, 1976, p. 172).

Hammerly (1975) makes a good point by claiming that there is a middle ground in the deduction-induction issue, which is to "present inductively those grammatical points that the students can learn without an overt rule and deductively, with rules, those grammatical points that require such an approach" (p. 18). Hammerly (1975) further asserts that the grammatical points that can best benefit from a deductive approach are the points which are based on concepts missing in the learner's native language (p. 18). As far as the inductive approach is concerned, its advantage is that it "allows the learners to "discover" by themselves how a part of the language works", and it "makes the learning process more interesting" (Hammerly, 1975, p. 18).

According to Krashen (1987), many teachers and scholars considered deductive teaching more reasonable than inductive learning because they could not see any reason in asking their leaners to guess the rule (pp. 113-114). Instead they believed in presenting a clear explanation of the rule and had students practise it until it was "internalised" (Krashen, 1987, p. 113). Supporters of inductive teaching argued that requesting the learners to work out the rules by themselves would be "the best way to insure learning" (Krashen, 1987, p. 113).

4.2   The deductive and inductive approaches to teaching grammar

Different terms are used in literature to refer to the deductive and inductive approaches to teaching grammar. Brown (2007) uses more general terms: "inductive reasoning" and "deductive reasoning" (p. 104). Brown (2007) defines "deductive reasoning" as "a

movement from a generalization to specific instances: specific subsumed facts are inferred or deducted from a general principle" (p. 104). In the "inductive reasoning", on the other hand, "one stores a number of specific instances and induces a general law or rule or conclusion that governs or subsumes the specific instances" (Brown, 2007, p. 104). According to Brown (2007), second language learning in a natural environment, without a teacher, "involves a largely inductive process, in which learners must infer certain rules and meanings from all data around them" (p. 104). On the other hand, Brown (2007) believes that language learning in the classroom relies on the deductive leaning more than it should (p. 104).

Thornbury (2011) uses the term "rule-driven learning" to refer to the deductive approach and "discovery learning" for the inductive approach (p. 29).

Harmer (2007) states that in a lesson taught inductively, the following elements occur in a certain sequence: "engage → activate → study", while in a lesson which employs the deductive approach the sequence is "engage → study → activate" (p. 82).

The advantages and disadvantages of each approach will be now examined.

4.2.1 The advantages of the deductive approach

Thornbury (2011) presents the advantages and disadvantages of both approaches in a structured and detailed way compared to other authors. Therefore, Thornbury will be used as the main source for describing the advantages and disadvantages of both approaches combined with supplemental information from other authors.

Thornbury (2011) suggests the following advantages of the deductive approach:

❖ This approach is straightforward and time-saving. Many grammatical rules can be explained more easily and more quickly than induced from examples, and this will save time in classroom for practice and rule application (p. 30).

❖ It is more appropriate for learners with an analytical style of learning, thus this approach confirms more to their expectations about the language classroom (p. 30).

❖ It acknowledges cognitive processes present in language acquisition and conforms with the maturity and intelligence of many students, especially adult learners (p. 30).

❖ This approach "allows the teacher to deal with language points as they come up, rather than having to anticipate them and prepare for them in advance" (Thornbury, 2011, p. 30).

4.2.2 The disadvantages of the deductive approach

Thornbury (2011) suggests the following disadvantages of the deductive approach:

❖ Leaners may have insufficient knowledge of metalanguage and as a result they will fail to understand the concepts that are involved in the explanations of the rules (p. 30).
❖ This approach "encourages the belief that learning a language is simply a case of knowing the rules" (p. 30).
❖ In this approach grammar explanation involves more speaking from the teacher and it involves less student interaction and involvement (Thornbury (2011, p. 30). Shaffer (1989) supports this point of view by saying that the deductive approach "tends to emphasize grammar at the expense of meaning and to promote passive rather than active participation of the students" (p. 395).

Herron and Tomasello (1992) believe that the deductive approach "may deprive students of the opportunity to develop their own powers of linguistic observation and construction" (p. 716).

4.2.3 The advantages of the inductive approach

Thornbury (2011) suggests the following advantages of the inductive approach:

❖ In this approach the involvement of students is greater than with the deductive approach. They take more active part in the lesson, which encourages their motivation and attention, as well as greater "learner autonomy" (p.54).
❖ When learners have to work out the rules for themselves, the rules become "more meaningful, memorable, and serviceable" (p. 54).
❖ "The mental effort involved ensures a greater degree of cognitive depth which, again, ensures greater memorability" (p. 54).

❖ This approach encourages the abilities of problem-solving, which may be especially suitable for language learners who prefer these kinds of activities in the language classroom (p. 54).

4.2.4   The disadvantages of the inductive approach:

Thornbury (2011) suggests the following disadvantages of the inductive approach:

❖ The time devoted to working out rules in the language classroom may minimise the time devoted to practising grammatical rules in exercises (p. 54).
❖ "The time and energy spent in working out rules may mislead students into believing that rules are the objective of language learning, rather than a means" (p. 54).
❖ When language learners are asked to discover a grammatical rule for themselves, they "may hypothesise the wrong rule or their version of the rule may be either too broad or too narrow in its application (p. 54).
❖ This approach may be time-consuming in terms of lesson preparation for teachers. "They need to select and organise the data carefully so as to guide learners to an accurate formulation of the rule, while also ensuring the data is intelligible" (p. 55).
❖ The inductive approach may not be favoured by language learners who would prefer to be told the rule by the teacher at once due to their language style or previous learning experience (Thornbury, 2011, p. 55).

4.2.5   Factors that possibly influence student preference for either approach

The results of previous research studies on learners' preferences for either the deductive approach or inductive approach implied that the learners' preferences could have been influenced by their previous learning experiences and their learning styles (Jean and Simard, 2013; Vogel et al., 2011). Therefore, these factors will now be examined further.

Learning styles

Jean & Simard (2013) argue that a limited number of previous studies have investigated student preference for approaches to learning grammar, and how students' attitudes "could be affected by who they are, and in this instance by what they perceive as being their learning styles" (p. 1026). Dornyei and Shekan (2003) define learning styles as "a typical

preference for approaching learning", and they should not be confused with the cognitive style, which is defined as "a predisposition to process information in a characteristic manner" (p. 602). According to Reid (1995), learning styles are an "individual's 'natural, habitual, and preferred way(s) of absorbing, processing, and retaining new information and skills'" (p. viii).

Much evidence that learning styles seem to have influence on students' results and preferences can be found in the literature. Selinger (1975) "presents data suggesting that retention over time is better with a deductive approach" (as cited in Krashen 1987, p. 114). According to Krashen (1987), Hartnett's data (1974) shows support for the hypothesis that students who show good results in deductive foreign language classes "employ different neurological mechanisms than learners successful in more inductive classes, deductive learners being left-brained, analytical thinkers, and inductive learners being more right-brained, analogic thinkers" (p. 114). Ellis (2008) suggests that results in favour of the deductive or inductive form-focus instruction may "in part depend on learner's preferred learning style" (p. 882).

Thompson (2005) further emphasises that awareness of the students' learning styles is important, and "students who have some awareness of the ways they need to process information have a distinct advantage over those who do not" (p. 13).

Previous learning experiences

Some authors believe that previous learning experiences play an important role in second language acquisition. For instance, Jespersen (1946) claims that "In every single person's mind there lie, thrust into the background at the moment, many memories of previous linguistic experiences: what is meant by saying they 'lie' there, is for psychologists to explain: the rest of us take memory as a fact we cannot get away from" (p. 21). According to Taylor (2012), "we are not able to consciously recall past experiences. Nevertheless, these past experiences must have been recorded, for they influence our behavior on subsequent tasks" (p. 2). Baauw et al. (2013) claim that "in adult acquisition previous linguistic experiences, conditioned by universal constrains, are relevant" (p. 235).

4.2.6 Classroom application

As has been mentioned above, both the deductive and inductive approaches to teaching and learning English grammar have their advantages and disadvantages, and both of them can be used in a foreign language classroom. Learners can benefit from both approaches, and therefore both of them should be used in the classroom by the teacher. According to Shaffer (1989), "Teachers need to be flexible enough to incorporate various approaches into their lessons depending on the particular situation" (p. 401). When planning classroom activities, teachers should take into consideration a number of factors: the learners' level of English, the objective of each task and how much time it will take. Teachers further need to consider, which approach for each specific task their learners will benefit most from, etc. Teachers should further take into account their learners' preferences for the approaches to learning grammar and their learning styles. However, in a class of 15 or 30 students, all of whom have different preferences, learning styles and expectations from the language classroom, it is rather difficult, or even impossible, to fit expectations of every learner. Therefore, a combination of both approaches in the language classroom appears to be the best solution.

5 Literature review of the research about the deductive and inductive approaches

5.1 Research on the effectiveness of the deductive and inductive approaches

The number of existing research studies that deal with the deductive and inductive approaches is limited, and they vary in their implementation designs, research populations and they focus on teaching different structures. The research studies about the deductive and inductive approach can be divided into 3 types: 1) research studies that investigate which of the approaches is more effective for teaching foreign languages (Herron and Tomasello, 1992, pp. 708-718; Shaffer, 1989, pp. 395-403); 2) studies which investigate preferences of learners for one approach or the other, and 3) studies which research the effectiveness of both approaches as well as the learners' preferences for either of them. The studies that investigated the effectiveness of the deductive and inductive approaches for teaching foreign languages will be discussed first.

One study by Herron and Tomasello (1992, pp. 708-718) imparticular is most often quoted in the literature. The study investigated the effectiveness of the guided inductive approach and the deductive approaches. Their research participants were 26 students of beginning-level French at Emory University in the USA. All of the instructional activities in this study were based on a mystery story. The research involved 10 grammatical structures in French, which were chosen from the students' course video/audio programme manual. In the deductive approach, or "the deductive condition", as Herron and Tomasello refer to it, at the beginning of the lesson the teacher wrote a model sentence on the board, which exemplified the grammatical rule being studied. The model sentence was always related to a topic covered by a video that week. The teacher then read the model sentence aloud and provided a brief explanation of the rule. After that the teacher practiced correct use of that particular grammatical structure with the students in a "contextualised oral drill" which was comprised of 10 items and the drill was accompanied by flashcards in order to reinforce meaning. In "the guided induction condition", as Herron and Tomasello (1992, p. 712) refer to it, at the beginning of the lesson the teacher introduced the topic of the exercise and then practised "the same ten-item drill" as in the deductive approach. After completion of the oral drill, the teacher directed the students' attention to the modal sentence written on the board. The students were asked to complete the blanks in the sentence chorally as a group. The teacher then completed their response into the sentence on the board. As far as testing is concerned, target structures were tested two times by a written test. Test I was given to the students one day after the structure was presented to them, the second test fell one week after the structure was taught. The results of the two tests performed were in favour of the guided inductive approach and suggested that the guided induction presentation was more effective than the deductive approach for teaching certain grammatical structures to beginning-level foreign language students (Herron and Tomasello, 1992, p. 713). Herron and Tomasello (1992, p. 716) provided the following possibilities for their results: "the Guided Induction presentation involves more active learning than the Deductive one in the sense that students are actively forming the hypothesis for themselves. Being given the rule, either before or after oral practice, does not engage the students cognitively to nearly the same degree." Besides, their research indicated that students acquired grammatical structures better when provided with the immediate teacher feedback compared to the situations when they were provided with a number of examples without the teacher's feedback (Tomasello, 1992, p. 716).

One of the most quoted research studies about teaching by the deductive and inductive approaches is that by Shaffer (1989, pp. 395-403). 319 students of Spanish and French from three high schools participated in her study, and four grammatical structures of French and Spanish were employed. Due to the fact that the research was conducted by a number of teachers, Shaffer (1989, p. 396) believed their ability to teach either approach would be "a serious variable influencing the outcome" of the study; she decided to conduct the experiment in the written form. In the inductive presentation the students received a "sheet containing two columns of about ten carefully organised contrasting examples of a structure" (Shaffer, 1989, p. 397). The students were asked to read the examples and then to write what they considered to be the explanation or the underlying pattern. In the deductive presentation the students were provided with a sheet containing the appropriate rule as well as the same examples which were used in the inductive presentation, although the number of the examples was smaller. Both groups of students then received "an exercise sheet to assess their comprehension" (Shaffer, 1989, p. 397). The students were asked to decide in a cloze test which mood, tense, or verb was correct. As far as the results of the study are concerned, Shaffer (1989, p. 399) claimed that "No significant differences were found between the results using the two presentations. However, the trend was in favour of an inductive approach …." However, Herron and Tomasello (1992) pointed out several design flaws in Shaffer's research: teachers in the classrooms involved in the research did not assign the students to conditions randomly; students taught inductively were provided with more examples than students who participated in the deductive condition (20 vs. 6 examples); any student who was taught inductively and could not verbalise the rule prior to taking the test was excluded from the analysis of the research, however, no students were excluded from the deductive group (p. 709).

Another highly quoted research study was carried out by Vogel et al. (2011, pp. 353-380) with 40 intermediate level students of French at a private liberal arts university. 10 grammatical structures were selected from the students' course curriculum for the research. The learners in the research were randomly split into two groups and each group was exposed to both of the conditions, inductive and deductive. In the inductive approach or "the guided inductive treatment condition", as Vogel et al. (2011, p. 359) refer to it, the teacher presented the targeted grammatical structures through an "interactive, meaning-based, contextualised question/answer oral activity using a PowerPoint presentation for visual support" (p. 359). A specific grammatical structure was drilled orally through a

series of 12 examples. The first two slides of the PowerPoint presentation "served as examples", and, for these two first slides, the teacher asked a question, and the learners repeated the answer to this question chorally after the teacher (Vogel et al., 2011, p. 359). The research participants answered the questions related to the same targeted grammatical structure during the rest of this activity. Following the initial practice, the learners and the teacher cooperated on the co-construction of the particular grammatical rule by looking at a number of model sentences containing blanks that were presented on the last slide of the PowerPoint presentation. This cooperation was carried out in a form of questions formulated by the teacher. For each question, the students responded orally and chorally, and their answers were followed by the teacher's oral response. The teacher did not state the grammatical rule after this phase. After the "co-construction" phase the students were requested to complete the blanks in the model sentences orally and chorally, and the correct answer consequently appeared on the screen. In the deductive presentation, the grammatical rule was explained by the teacher orally in French. The rules were further illustrated by the same model sentences as in the inductive presentation but without blanks. This time, the model sentences appeared at the beginning of the PowerPoint presentation. After the explanation, the learners participated in the same oral activity as in the inductive approach. Immediate tests were administered after the presentation of each grammatical structure in both the deductive and inductive conditions. The results of the research by Vogel et al. (2011) revealed that the students' results were more significant in the inductive approach than in the deductive approach in terms of short-term learning (p. 366). According to Vogel et al. (2011), the result could have been obtained due to students' active participation in the oral practice exercises (p. 367). Vogel et al. (2011), the findings were "consistent with cognitive theories that view learning as an active process, requiring the engagement of the student" (p. 367). As far as the long-term learning of grammar, the results did not indicate any significant effect for any of the approaches as the increases in scores of the pre-tests and post-tests were significant for both approaches (Vogel et al., 2011, p. 367).

The study carried out by Erlam (2003, pp. 242-260) in one of the secondary schools in New Zealand involved 69 learners of French. Her research focused on direct object pronouns in French, which were selected for the reason they represented a number of difficulties for learners of French. The students in the deductive group were provided with an initial exercise, in which they had to identify a direct object noun; the instructor further

explained to students that the direct object noun could be replaced by a pronoun, and she showed example sentences to students. The rule of direct object pronouns was elicited from one student and presented to the class. The students were then shown a chart with all direct object pronoun forms as well as further grammatical information. The students were subsequently requested to complete a number of exercises (Erlam, 2003, p. 246). The inductive group was not provided with any grammatical explanation but immediately started doing practice activities. The students were first given a handout with a series of pictures with two statements written under each picture, each of which contained a direct object pronoun, and the students were requested to decide correctly which statement related to the picture. The same activity was done with a series of overheads. After that the students in this groups had to complete the same exercises as the students from the deductive group did (Erlam, 2003, p. 246). The results of the research by Erlam (2003) revealed a significant advantage in favour of the deductive instructional groups (p. 242).

From the four research studies concerning the effectiveness of either the deductive or inductive approach described above, it may seem that the results tend to be slightly in favour of the inductive approach: the results of the research by Herron and Tomasello (1992) revealed an advantage for the inductive instruction (p. 713), Shaffer (1989) detected no significant difference between the two approaches but she revealed a trend in favour of the inductive approach (p. 399). The results of the research by Vogel et al. (2011) uncovered an advantage in favour of the inductive approach in terms of short-term learning but revealed no significant effect for either of the approaches in terms of the long-term learning of grammar (p. 366). However, other existing studies found the advantage in favour of the deductive approach. The study by Erlam (2003) described above showed an advantage in favour of the deductive group (p. 242). Erlam (2003, p. 243) further mentions the results of other existing studies on the effectiveness of the deductive and inductive approaches: Robinson (1996, pp. 27-77) and Seliger (1975, pp. 1-18) detected an advantage for the deductive approach. Rosa and O'Neil (1999, pp. 511-556), and Abraham (1985, pp. 689-702, as cited in Erlam, 2003, p. 243) revealed no significant difference between the two approaches.

5.2 Research on learner preferences for the deductive and inductive approaches

The number of studies that investigate the preferences of learners for the approaches to learning new grammar are limited. In their study Vogel et al. (2011, pp. 353-380) investigated both the effectiveness of both approaches, as well as their participants' preferences for either of them. At the end of their research, Vogel et al. (2011) administered a post-study, learning preference questionnaire to their participants in order to assess their preferences for both instructional approaches. 80% of the respondents (n=32) showed preference for the deductive approach, 15% (n=6) preferred the inductive approach, and 5% (n=2) reported no preference for the instructional approach (Vogel et al., 2011, p. 363). According to Vogel et al. (2011, p. 368), the findings of their investigation provided "additional evidence that a large majority of students prefer an explanation of grammatical rules prior to practice" Vogel et al. (2011) further state that "students perceived that explicit rule explanations provide them with a more extensive "knowledge" of the language and could enable them to form "good grammatical habits" (p. 368). However, students in the research acknowledged that the deductive approach is a rather passive way of learning compared to learning through examples first (Vogel et al. 2011, p. 364). Some research participants recognised that the inductive approach makes learners think more, however, students believed that "it creates a greater chance for error, a lack of confidence, and confusion" (Vogel et al. 2011, p. 364). The authors further believed that their participants' preferences often related to their previous foreign language learning experiences, as most of them were used to learning the rules first (Vogel et al. 2011, p. 369).

Mohamed (2004) carried out a research study with 51 adult learners of English at a tertiary institution in New Zealand (pp. 228-237). The research participants were exposed to only one of the instructional approaches, either inductive or deductive. At the end of the experiment the learners were requested to complete a task evaluation questionnaire in order to investigate their opinions about the tasks in the research. The results in both groups did not show any strong preference for either of the instructional approaches: 73% of the learners from the inductive group and 72% of learners in the deductive group were in favour of the tasks they were requested to perform. However, according to Vogel et al. (2011, p. 357), this research failed to reveal any significant differences in learner

preference for either of the approaches due to the fact that "the researcher failed to expose students to both conditions prior to inquiring about their preferences and opinions."

Research by Jean and Simard (2013) aimed at investigating possible relations between their research participants' learning gains, preferences for the deductive or inductive approach, and their learning styles (pp. 1023-1042). The study by Jean and Simard (2013) involved 138 students of French from two secondary schools in Montreal, Canada. The authors of the research developed two "teaching units", the deductive and inductive, in order for the research participants to experience both approaches and grasp the differences between them (Jean and Simard, 2013, p. 1027). Both units started with the introduction of the texts to be read, "similar types of texts were chosen: tales (or fairy tales) one unit, and fables for the other unit" (Simard, 2013, p. 1027). Determiners and object pronouns were selected as the main grammar features of the research. The students in the study were requested to read texts with the grammatical feature in question highlighted. Each reading text was followed by comprehension exercises; the exercise books further provided students with grammatical rules in case of the deductive approach, or they had to discover the rule in case of the inductive approach. One or two practice exercises then followed each presentation or discovery of a grammatical rule or its part; and finally, a written production task was given to students in order to reuse the grammatical feature. The deductive unit was always taught first, and was then immediately followed by the inductive unit (Jean and Simard 2013, p. 1027). At the end of each unit the respondents were asked six questions about how much they had enjoyed different aspects of it. As far as the enjoyment of the grammar presentation was concerned, the results showed that, overall, research participants liked the deductive unit, showed a greater preference for the activities from the deductive unit, and furthermore preferred the structure of the deductive unit (Jean and Simard 2013, p. 1030). At the beginning of the research students were requested to complete a self-reporting learning style survey. Results revealed that the majority of students (86 out of 138) considered themselves to be deductive learners, while 35 students assessed themselves as inductive learners. According to Jean and Simard (2013), the possible explanation of those results could be "extensive past experiences with such an approach" (p. 1034). At the end of each unit the students were asked which unit they preferred most. 57% of students (n=78) preferred the deductive unit, while 43% (n=59) chose the inductive unit as their preferred one. These results can be explained by the students' preferred learning styles: the number of students who preferred the deductive unit

(78) is close to the number of students who considered themselves to be deductive learners (86) (Jean and Simard 2013, p. 1034).

To sum up, two out of three studies concerning learners' preferences to for learning the grammar described above clearly revealed participant preference for the deductive approach (Vogel et al., 2011; Jean and Simard, 2013), while the research study by Mohamed (2004) showed no significant difference in learners' preferences.

6. Conclusion of the Theoretical Part

The overview of the ways of expressing the future presented in three descriptive reference grammars of English (*The Cambridge Grammar of the English Language* by R. Huddleston and G. Pullum (2002), *A Comprehensive Grammar of the English Language* by Quirk et al. (1985), *and Longman Grammar of Spoken and Written English* by Biber et al. (1999), as well as in the book *Meaning and the English Verb* by Leech (1971) was explicated at the beginning of the theoretical part of the thesis. All authors above covered the most important usages of the future forms, which were reviewed in this thesis (the Future Simple, Be going to, the Present Continuous and the Present Simple for describing the future, the Future Continuous, the Future Perfect Simple and the Future Perfect Continuous). However, the terminology used by all the authors varied slightly. After that, the thesis compared the future forms in two English grammars for teachers, *Grammar for English Language Teachers* by Parrott (2000) and *Teaching English Grammar* by Scrivener (2010). Besides covering the uses of each future form, both authors provided the most commons difficulties the learners encounter while learning each of the future forms. Scrivener (2010) further provided concrete speaking activities for practising each future form. The way or presentation and practice of the future forms in the students' coursebook, FCE Gold Plus coursebook (2004, Newbrook, Wilson, and Acklam), was briefly discussed.

Chapter 3 was devoted to attitudes and arguments in favour and against teaching English grammar. It was followed by offering a look at "the deduction/induction controversy" over the years and throughout different teaching methods; and it further focused on the advantages and disadvantages of both the deductive and inductive approaches to teaching grammar and their classroom application.

The last chapter of the theoretical part provided insight into the previous research on the effectiveness of teaching English grammar deductively or inductively. The lack of research in this area was revealed. Results of existing research studies presented opposite results: Robinson (1996), Seliger (1975), and Erlam (2003) revealed an advantage for the deductive approach, the results of Herron and Tomasello (1992) were in favour of the inductive approach, while Shaffer (1989) detected no significant difference between the two approaches, however, with a slight favour for the inductive approach.

The number of research studies concerning learners' preferences for approaches to learning grammar is limited as well. Two studies about learners' preferences for approaches to learning grammar clearly showed participant preference for the deductive approach (Vogel et al., 2011; Jean and Simard, 2013), while one research study (Mohamed, 2004) revealed no significant difference in learners' preferences.

EMPIRICAL PART

7   RESEARCH METHODOLOGY

7.1   Research participants

A total number of 136 students from the Bachelor programme English for Education at the English Department of the Faculty of Science, Humanities and Education at the Technical University of Liberec, the Czech Republic, took part in the study. The number of the students who participated in each session was the following:

Winter term 2013/2014:

> Session 1: 115 participants
>
> Session 2: 90 students
>
> Session 3: 88 students (however, two students were excluded from the revision test result for the reason they had not participated in Sessions 1&2)

Summer term 2013/2014:

> Session 4: 85 participants
>
> Session 5: 66 research participants
>
> Session 6: 55 students
>
> Session 7: 64 students

136 students participated in at least one session of the study. The number of students who participated in all seven sessions was 16.

During the year of the research implementation, the author built a friendly relationship with the research participants. The students eagerly cooperated with the author at all times, approached her with kind words, made positive remarks about usefulness of the research, and praised the materials employed in the process of the research implementation.

The author dealt with two different regular lecturers of Practice English, one of whom displayed tremendous understanding and support of the author. The second lecturer expressed his/her understanding and support likewise. However, he/she was very time conscious, which put the author under considerable stress at times.

7.2 Challenges of the research

During the research the author encountered several major challenges. 1) The time available for each session with the students was limited. The participants had a very tight syllabus and it was necessary to consider it when planning each session. 2). The Practical English lessons were non-compulsory and this was a major challenge. This fact meant that not every student attended all of the research sessions. Therefore, in each session there were students who had not attended the previous session/sessions. Besides, the composition of groups changed in the summer semester. Therefore, there were some students who had previously attended the deductive or inductive groups and repeated attendance in the summer semester. This meant there were students who experienced one of the approaches twice.

7.3 Pilot study

Taking into consideration that the author was not the participants' regular lecturer and was only given limited time for the realisation of her research, it was not possible to carry out the pilot study with the same participants. However, the author had previously worked as a Lecturer of Practical English and ELT Methodology at the Department of English at West Bohemia University in Plzeň. It means she had prior experience teaching students of English Philology, and used her experience when designing and preparing this study. The author anticipated that the students would know the Future Simple, *Be going to*, the Present Simple and the Present Continuous for expressing the future well and would be able to apply them in exercises. However, their knowledge of the Future Continuous, the Future Perfect Simple and the Future Perfect Continuous, as well as the knowledge of the rules of usage for all seven future forms would not be sufficient. The research was designed based on those assumptions, all of which were confirmed in the course of the research.

7.4 Research procedure

In winter term 2013/2014 the following future tenses were discussed and practised with the students: the Future Simple, *Be going to*, the Present Continuous, and the Present Simple. In summer term 2013/2014 the focus was on the Future Continuous, the Future Perfect, and the Future Perfect Continuous.

The teaching procedure employed in both terms of the research was the same, and it is detailed below as follows:

- ❖ Session1: pre-test, teaching the Future Simple, *Be going to*, the Present Continuous and the Present Simple with a future reference, either deductively or inductively, and the immediate post-test.

- ❖ Session 2: discussion of the corrected handouts from Session 1, discussion of the homework, and application of future tenses in exercises.

- ❖ Session 3: discussion of the corrected handouts from Session 2, and the revision test.

Summer term 2013/2014:

- ❖ Session 4: discussion of the corrected handouts from Session 3, the pre-test, teaching the Future Continuous, the Future Perfect Simple and the Future Perfect Continuous either deductively or inductively, and the immediate post-test.

- ❖ Session 5: discussion of the corrected handouts from Session 4, discussion of the homework, and application of future tenses in exercises.

- ❖ Session 6: discussion of the corrected handouts from Session 5, the revision test, and the completion of the Future Tenses Questionnaire.

- ❖ Session 7: the corrected revision tests from Session 6 were returned to the students, and discussed with them. Prior to the start of the lesson, 15 new students completed the Future Tenses Questionnaire (Appendix 31).

Sessions 1&4 require further explanation. Session 1 started with the pre-test (see Appendix 3), which consisted of three tasks and three exercises. The pre-test was the same for all groups.

After that the actual teaching of future tenses, deductively in the deductive groups or inductively in the inductive groups, took place. The students in the deductive groups received a handout with grammatical rules (Appendix 6) immediately after the pre-test. It was discussed with the students. The next stage was to complete the post-test (see Appendix 7), which consisted of the grammatical rules and Exercises 1, 2&3 used in the pre-test. Tasks 1, 2&3, which were also a part of the pre-test, were not used in the post-test. It means that the students in the deductive groups were allowed to keep the grammatical rules while completing the post-test. The reason for that will be explained below.

The students in the inductive groups were given an inductive handout (Appendix 8) immediately after the pre-test. The inductive handout consisted of the examples for each of future tenses under study (the examples used for the inductive and deductive groups were the same). The students were requested to answer several questions about their forms, meaning, usage of each future tense. This means they had to discover the rules and grammatical information about each tense from the examples. In the next stage the students were given the post-test to complete (Appendix 10). It consisted of the same Exercises 1, 2&3 as in the pre-test. The students in the inductive groups could not use the grammatical rules during the post-test completion. The procedure was the same in Session 4. However, different future tenses were discussed.

Considering the above statements, students in the deductive groups had to complete two handouts (the pre-test and the immediate post-test), while the students in the inductive groups were asked to complete three handouts (the pre-test, the inductive handout, and the immediate post-test). Furthermore, all students had to complete the same exercises in the pre-test and the post-test. It was done in order to see and measure the immediate difference in results between the pre-test and the same exercises in the post-test. Session 2 took place one month after Session 1. One week prior to the session, the students received the homework handout (Appendix 7), which consisted of the grammatical rules and again the same exercises as in the pre-test and the post-test. It was done for the reason there was no time to discuss the results of the exercises straight after the pre-test and the post-test completion. Therefore, approximately three weeks after Session 1, the students were asked to read the rules and do the exercises again in order to see if they had any problems understanding the rules and if they had any further questions.

The above described research design and procedure need further explanation. The study was designed in this way in order to investigate the difference between the deductive groups, in which students had a handout with the rules at their disposal when completing the post-test and how well they could work with grammatical rules, and the inductive groups in which students had to rely on their previous knowledge, language intuition and the examples they had worked with in the inductive handout. It may be believed that it was rather easy for the students in the deductive groups to complete the post-test with the rules and the examples in front of them. However, the students were not told which form to use in each sentence. They had to analyse each situation and to decide for themselves which

tense to use in each case. The aim was to see how well the respondents would be able to analyse the rules and apply them correctly in exercises, because future teachers of English must be able to work with grammatical rules. In the inductive groups the students had to rely on their language intuition and on new (or revised) knowledge they had acquired from the inductive handout they had worked with prior to completing the immediate post-test. The purpose was to examine the possible difference between the groups, and specifically to see how large the difference, if any, would be.

The pre-test, teaching future tenses deductively and inductively and the post-test took place during one session for two reasons: 1) the time limit given for the research; and 2) because of the non-compulsory attendance of the lessons of Practical language for the students. It was obvious that it would not be possible to have the same students at the pre-test and post-test if they took place at difference sessions.

Sessions 2&5 aimed at discussing the results of the pre-test, post-test, as well as the homework. Practice exercises were done during those sessions with the students with a special emphasise on the rules of usage for each tense in each sentence. This means that the deductive approach was applied in those sessions. Therefore, its results will be presented for all students and will not be divided according to different approaches.
The exercises used in those sessions were different from the ones used in the pre-test and the post-test.

In Sessions 3&6 the results of Exercise 3 from the previous session was discussed. The students then had to complete a revision test. It consisted of several exercises different from those used in pre-test, the immediate post-test, and the previous session (Session 2 or Session 5 respectively).

In Sessions 6&7 the qualitative data was collected. The students were asked to complete the Future Tenses Questionnaire about the usefulness of the research to them and their preferences for either the deductive or inductive approach.

Each procedure and its results will be further discussed in the thesis in greater detail.

The following important pieces of information related to the research procedure should be stated and explained:

1. The students in general made a lot of grammatical mistakes. Therefore, it is important to explain which sentences were accepted as correct in this study: 1) the sentences with the correct form used and without any further mistakes were obviously accepted as correct. 2) incomplete sentences with the correct future form used if the missing part did not hinder the meaning of the sentence (e.g. "*She will not have finished her studies in this university by the ... .*" It was accepted as correct because the research involved a lot of writing. 3) minor mistakes which did not hinder the sense of the sentences (e.g. mistakes in prepositions: "*On Saturday at 7 p.m. I'll be waiting for my sister on the airport.*")

   Grammatically incorrect sentences were counted as incorrect (e.g. "*I will swimming in a swimming pool.*", "*You will have been read",* etc.)

2. In both revision tests (Appendices 16A and 29) the students were asked to provide the meaning expressed by the future forms they had to complete to the exercises. The correct answers were counted according to the sense expressed and not according to exact wording. For example, if the students did not provide the word "arrangement" but provided the correct meaning, e.g. "*something what we know that we will do. We also know the exact time. It is already set.*", such answers were accepted as correct, because they showed the students' understanding of the meaning.

3. The results of the pre-tests, post-tests and the revision tests presented in tables are always presented according to tenses, not according to the exercises, in order to investigate how the students' knowledge of each tense developed throughout the study.

4. All the handouts completed by the students, except for the Future Tenses Questionnaire (Appendix 31), contained the participants' names and other personal information (e.g. their regular teachers' names, etc.). Therefore, for confidentiality reasons, those handouts cannot be submitted together with this thesis. However, all the students' answers from all the handouts are presented in the appendices. The answers are presented as they were given by the students, i.e. with all their errors. The number

assigned to each student is the same throughout every handout. The black spaces in the handouts with the students' answers signify that no answer was provided.

8 QUANTITATIVE RESEARCH, PART 1: the Future Simple, Be going to, the Present Continuous and the Present Simple

This stage of the reasearch took place in the winter term of the academic tear of 2013/2014. Its main focus was on teaching the following future tenses/forms: the Future Simple, Be going to, the Present Continuous, and the Present Simple for expressing the future.

8.1 Objectives and research questions

This stage of the research had multiple objectives:

➢ To collect background information about the research participants through a questionnaire.

➢ To revise and improve the participants' knowledge of the forms and rules of usage of

the Future Simple, *Be going to*, the Present Continuous and the Present Simple with a future reference through a number of exercises.

➢ To teach the Future Simple, *Be going to*, the Present Continuous and the Present Simple for expressing the future to the research participants using two main approaches to teaching grammar: the deductive and inductive approaches.

The following **research questions** were based in the objectives of this part of the study:

1. What are the research participants' areas of knowledge concerning the Future Simple, *Be going to*, the Present Continuous and the Present Simple with a future reference that require revision and improvement?
2. Which of the research participants' areas of knowledge concerning the Future Simple, Be going to, the Present Continuous and the Present Simple with a future reference improved and which did not improve in the course of the research?
3. Which of the approaches to teaching grammar, deductive or inductive, proves to be more effective for teaching future tenses to students of English Philology?

8.2   The questionnaire about the participants

Prior to completing the pre-test, the research participants were asked to fill-in a questionnaire (Appendix 3). Its main aim was to collect background information about the students. The total number of 115 questionnaires was collected (100% response rate). In questions 1, 2&3 the students were asked to provide their age, gender and nationality. The results showed that the average age of the research participants was 20 (the youngest students were 19 years old and the oldest student was 39 years old). All of the students were of Czech nationality, except for one Ukrainian. 76% of students (n=87) were female, and 24% (n=28) were male.

Question 4 of the questionnaire dealt with the students' field of study. All the research participants were students of English Philology. Their secondary field of study was as follows: the Czech language (17%, n=20), the Spanish language (15%, n=17), Humanities (15%, n=17), Physical education (10%, n=12), History (7%, n=8), the German language (6%, n=7), Geography (5%, n=6), Informatics (3%, n=4), Psychology (2%, n=2), 12% (n=14) of students provided other answers (e.g. "English", "Czech Republic", etc.), and 7% (n=8) provided no answer.

The results of Question 5 revealed that the average number of years participants had studied English prior to the research to the research was 10,5, ranging from 4 to 15 years of previous English language studies.

The aim of Question 6 was to investigate the percentage of students who had their level of the English certified by a recognised English test. 76% (n=87) of students stated they had not taken any recognised English test prior to commenting their studies at the university, while 24% (n=28) had taken a recognised English test. Out of those 28 students, 13 students took the FCE test, 4 took the City&Guilds test, two students took the PET test, two participants indicated the CAE test, the TELC test was taken by two students, one student indicated the TKT test, and 4 students provided other responses ("test", "test", "B1", "state examination"). 24 students indicated when they had taken the test, and the periods ranged from 2008 to 4 months prior to the research. 25 students provided the following results of a recognised English test they had taken: 12% (n=3) indicated level B1, 84% (n=21) stated level B2, and 4% (n=1) provided level C1.

In Question 7 of the Questionnaire students were asked what level of English they believed they had at the moment of completing the questionnaire according to the Common European Framework of Reference for Languages (CEFR). 98% (n=113) of students provided their responses: level A2 - 3% (n=4) of students, level B1 – 35% (n=40), level B2 – 42% (n=47), C1 - 3% (n=4) of students, and one student (1%) indicated level B1+.. Other students believed that their knowledge of English was between two levels: A2/B1 - 2% (n=2), B1/B2 - 12% (n=13), B2/C1 – 2% (n=2).

15% (n=17) of students provided two responses (e.g. "A2-B1", "B1/B2", etc.). Therefore, the total number of 130 responses was provided by 113 students, and the following levels were provided by students: A2: 5% (n=6) of students; B1: 43% (n=56); B2: 47% (n=62); C1 5% (n=6). The results reveal that most of the students, 47%, believed their level of English was B2, which corresponded to the level of the course and the coursebook used in the course (FCE Gold Plus).

In Question 8 students were asked if they believed that studying English tenses was important and were asked to provide the reasons for their response. This question was asked in order to investigate the attitude of future teachers of English to learning English grammar, and English tenses in particular. 79% (n=91) of all students answered the question. 100% of those answers were positive and students affirmed that they believed it was necessary to study the English tense system. Students' responses can be further divided into several categories. All the answers are presented as given by the students, with all their errors.

➢ Knowledge of English tenses is important for communication, for understanding other people and for explaining ourselves correctly. This opinion was affirmed by 67% (n=62) of students. They further made the following comments in support of their point of view:

> "*It is important because when you talk to English native speaker it sounds strange and it looks like you can't speak and use that language.*"

> "*I think it is important because you can say something differently than you wanted to.*"

> "*Yes, I think it's important as studying vocabulary. It helps us to express ourselfs in more various ways and more specifically.*"

"Yes, I think it is very important, because we can express exactly what we want. The other people can understand us."

➢ 9% (n=8) of all students compared English to the Czech language:

"I think it is important, because they have different tense system then us. And it is also important for communication with native speakers."

"Yes, I do. The tense system is different in each language, so it's important to learn and know the tense system of English language."

➢ 8% (n=7) of the students provided personal reasons for studying English tenses:

"Yes it is important an interesting, because people who studying tense system have big chance founding work."

"It is important because we have to feel what tense should be used. That takes certainly lots of studying. I don't mind learning the tense system".

"It is important for me because I would like to live abroad."

"I think this system is important, because we can use it in our lifes (when we go to abroad an so on)."

➢ 8% (n=7) provided other reasons:

"It is! As you know, czech students make a lot of mistakes in tenses."

"I think it is. If you want to know a language really well, you have to learn these things, that native speakers use."

"Yes, I do think it is important. My opinion is that if you want to speak English, go to the English speaking countries etc…It's good know how English tenses work".

"Yes because for me it is sometimes hard to use these tenses correctly."

➢ 8% (n=7) indicated positive response but no further explanation.

Complete answers of the research participants to the Questionnaire can be found in Appendix 4.

8.3   Session 1: Pre-test

The research started with Session 1, which took place in October, 2013.

8.3.1 Pre-test procedure

At the beginning of 1st session the author greeted the students, provided some information about herself and about the research and said she would really appreciate the students' cooperation and eager participation in the research. The students were informed that in the winter term the main focus of the research would be on future forms such as the Future Simple, *Be going to*, Present Continuous and Present Simple for expressing the future. After that the pre-test handout was distributed to each student (Appendix 3). Prior to the pre-test completion the students were requested to give their names on the pre-test handout. They were informed that the study was anonymous, and their names would not be disclosed. The aim of the pre-test was to investigate the actual knowledge of the participants about the Future Simple, Be going to, Present Continuous and Present Simple for expressing the future. In Task 1 the students were requested to give their own sentences for each of the future tenses. In Task 2 they had to indicate the affirmative, negative and interrogative forms of each tense. In Task 3 students had to provide the meanings expressed by each of the future forms. The aim of Tasks 1, 2&3 was to investigate the students' knowledge of the form and meanings/rules of usage of each of future forms, and their ability to use them correctly in sentences. Tasks 1, 2&3 were followed by exercises 1, 2&3. In exercise 1 the students were asked to put 10 verb forms in the correct future tense. The task in Exercise 2 was to translate 7 sentences from Czech into English. In Exercise 3, the students were requested to provide one future plan, one arrangement, and one prediction about the world in 2053. In all of the exercises, the students were asked to use four future forms: the Future Simple, Be going to, Present Continuous and Present Simple for expressing the future. This information was emphasised to the students two times during the pre-test process: once prior to the pre-test completion and then again during the completion of the pre-test.

The students were asked to work individually and not to cooperate with other students. The time required for the pre-test completion ranged from 25 to 30 minutes in each group. 115 students took part in the pre-test: 39 students in the inductive groups (Gr. 1&2), and 76 students in the deductive groups (Gr. 3, 4&5).

Complete answers given by all students in the pre-test can be found in Appendix 5.

8.3.2 Pre-test results: Task 1

Table 1 shows the number of correct answers provided by the students in Task 1 of the pre-test. In this task students were requested to provide one sentence of their own for each of the future forms: the Future Simple, *Be going to*, the Present Continuous and the Present Simple. The results are presented according to the respective tenses and approaches.

It should be explained how the "total correct, N" and "total correct, %" results in Table 1 are calculated. For example, the total number of correct answers for all 115 students for the Future Simple was 110 (i.e. 37 correct answers given by the inductive groups + 73 correct answers given by the deductive groups). 110 correct answers given by all students constitute 96% of all correct answers which could be provided by 115 respondents (=110 *100% / 115).

All answers in the comments below Table 1 are presented as given by the students, i.e. with all their errors.

Table 1: Results of Task 1 of the pre-test, Session 1, winter term

Tenses	Inductive (Gr. 1&2, n=39)		Deductive (Gr. 3,4&5, n=76)		Total correct, N	Total correct, %
	correct, N	correct, %	correct, N	correct, %		
Future Simple	37	95	73	96	110	**96**
Be going to	33	85	66	87	99	**86**
Present Simple	16	41	38	50	54	**47**
Present Continuous	13	33	29	38	42	**37**
Total	**99**	**63**	**207**	**68**	**306**	**67**

The results of Task 1 of the pre-test revealed that all research respondents provided 67% (n=306) of 115 research participants submitted correct sentences   As far as groups are concerned, the inductive groups gave 63% (n=99) of composed correct sentences of their own, while the deductive groups provided 68% (n=207) correct sentences. The highest number of correct sentences was given for the Future Simple with the future reference (95% for the inductive groups, and 96% for the deductive groups). Actually, only three incorrect sentences for the Future Simple were stated by all students: one of them was incomplete ("I will"), and two other were for the incorrect tenses ("*I played tennis yesterday.*" and "*I go to the school every day.*"). The second highest number of correct

sentences was for *Be going to* (85% for the inductive groups, and 87% for the deductive groups). All but three of the students' answers were for to the same rule of usage of *Be going to*, which is 'future plans or intentions' (e.g. "*I am going to study hard this term.*", "*I'm going to watch TV in the evening.*", etc.). Three responses related to another rule, which is 'prediction based on evidence' ("*It's so dark. It's going to rain.*", "*It's going to rain, look at those clouds.*", "*The sky is grey. It's going to rain. *"). Correct sentences for the Present Simple with the future reference was given by 47% (n=54) of all respondents (41% by the inductive groups and 50% by the inductive groups). Those sentences referred to time-tables and programmes (e.g. "*The train leaves at 7:30.*", "*Football match starts at 8 pm*"). The incorrect sentences provided can be further divided into the following categories: incorrect tenses ("*I would like to be there*", "*What have we been doing last few days?*", "*I'm learning English*", etc.); the reference was made to students' daily routines or present facts ("*We have a dog.*", "*Everyday I eat potatoes, because is healthy.*", "*I play football every evening*"). The least amount of correct sentences, 37% (33% by the inductive groups and 39% by the deductive groups), was provided by the research respondents for the Present Continuous to express the future. In all the correct sentences, students expressed their future arrangements (e.g. "*I am having dinner at 6 o'clock. I'm meeting Jane tonight.*", "*I am meeting Barbora at 3 o'clock.*").

The incorrect sentences can be divided into the following categories: incorrect tenses used ("*I had never been in New York.*", "*I have a lunch with my friends at 11.00. Now it's 10 o'clock.*", etc.), and the Present Continuous used to refer to actions happening at the moment of speaking (e.g. "*I m reading book, I don't have a time now.*", "*I am going to London by bus at the moment*").

The results in general reveal that most of the research participants were familiar with the usage of the Future Simple and *Be going to*, while less than 50% of all respondents could use the Present Simple and the Present Continuous to refer to the future in sentences of their own.

8.3.3   Pre-test results: Task 2

Table 2 presents the number and percentage of correct forms (affirmative, negative and interrogative) provided by the students in Task 2 of the pre-test. It should be explained how the "total correct, N" and "total correct, %" results in Table 2 are calculated. For example, the number of correct affirmative Future Simple forms given by all 115 students was 97

(i.e. 34 correct answers given by the inductive groups + 63 correct answers given by the deductive groups). 97 correct answers constitute 84% of all the answers possible for 115 respondents (=97 *100% / 115).

Table 2: Results of task 2 of the pre-test, Session 1, winter term

Tenses/forms	Inductive (Gr. 1&2, n=39)		Deductive (Gr. 3,4&5, n=76)		Total correct, N	Total correct, %
	correct, N	correct, %	correct, N	correct, %	N	, %
Future Simple						
affirmative	34	87	63	83	97	84
negative	34	87	62	82	96	83
interrogative	34	87	57	75	91	79
total	**102**	**87**	**182**	**80**	**284**	**82**
Be going to						0
affirmative	31	79	66	87	97	84
negative	30	77	66	87	96	83
interrogative	33	85	61	80	94	82
total	**94**	**80**	**193**	**85**	**287**	**83**
Present Simple						0
affirmative	25	64	43	57	68	59
negative	28	72	45	59	73	63
interrogative	30	77	50	66	80	70
total	**83**	**71**	**138**	**61**	**221**	**64**
Present Continuous						0
affirmative	29	74	65	84	94	82
negative	29	74	58	76	87	76
interrogative	32	82	62	82	94	82
total	**90**	**77**	**185**	**81**	**274**	**79**
TOTAL correct for all tenses	**369**	**79**	**698**	**77**	**1067**	**77**

The results presented in Table 2 reveal that 77% of all participants provided correct forms for all four tenses, which is a rather high figure and signifies good knowledge of the four future tense forms. In the instructions to this task, students were given an example of how to describe the form: *was/were + verb + ing*, which is the form of the Past Continuous. The example illustrated how to provide the components of each form. While the majority of students followed this example, there were students who did not describe the components but instead created sentences of their own to illustrate the form (e.g. "*I will not work at home*" for the Future Simple or "*I'm going to work*" for Be going to). Though

those forms did not follow the example, they were counted as correct because they showed the students' knowledge of the particular form. The percentage of all correct forms indicated by the students was 82%. Erroneous forms were of two types: incorrect tense (e.g. "*I was (reading)*", "*I will be having break*", etc.), and incorrect form (e.g. "*No, I will*", "*will+verb+noun I will work until Julie*", etc.) The percentage of all correct forms for *Be going to* was 83%, which was the highest result out of all four future forms. The highest number of correct forms (79%) occurred for the Present Continuous. The lowest number of correct forms, 64% occurred for the Present Simple. The reason for this can lie in the confusing instruction for the task, as it did not specifically provide a formula for the Present Simple form. For that reason, the word "verb" was given by 14% of all students (n=16), and 10% (n=12) indicated the "work" as their answer, and one student wrote "works". Those answers were counted as incorrect. Further mistakes included incorrect tense ("*Are you working?*", "*Where have you been working?*"), and incorrect forms (e.g. "*Aren't you work?*", "*Work you tomorrow?*", "*Does the match starts at 8 o'clock?*", etc.).

8.3.4 Pre-test results: Task 3

The results of Task 3 for the pre-test are presented in Table 3 according to meanings expressed by each future form and according to the respective approaches.

It should be explained how the "total correct, N" and "total correct, %" results in Table 3 were calculated. For example, the number of correct answers for the meaning "instant decision" in the Future Simple was 36 out of a total of 115 (i.e. 8 correct answers given by the inductive groups + 28 correct answers given by the deductive groups). 36 correct answers given by all students constitute 31% of all correct answers which could be indicated by 115 respondents (=36 *100% / 115).

In the Future Simple and *Be going to* there is an extra line "students who provided correct answers" in Table 3. This requires additional explanation. For example, the inductive groups gave 15 corrected answers for the Future Simple. However, 15 correct answers were not provided by 15 students, but by 10 students, as indicated in the "students who provided correct answers" line. This means that several students submitted more than one correct answer.

Table 3: Results of task 3 of the pre-test, Session 1, winter term

Tenses / meanings	Inductive (Gr. 1&2, n=39)	Deductive (Gr. 3,4&5, n=76)	Total correct, N	Total, %
	correct, N	correct, N		
Future Simple				
instant decision	8	28	36	31
prediction	3	8	11	10
opinion	2	4	6	5
promise	0	5	5	4
offer	0	1	2	2
hope	1	0	2	2
request	0	2	1	1
certain future event	1	1	1	1
total correct	**15**	**49**	**64**	**56**
students who provided correct answers	10	35	45	39
incorrect	27	30	57	50
Be going to				
close/near future	6	13	19	17
future plan/intention	23	46	69	60
prediction	3	3	6	5
total correct	**32**	**62**	**94**	**82**
students who provided correct answers	27	56	83	72
incorrect	10	13	23	20
Present Simple				
time-table	9	18	27	**23**
total correct	**9**	**18**	**27**	**23**
incorrect	25	44	69	60
Present Continuous				
arrangement	10	20	30	**26**
total correct	**10**	**20**	**30**	**26**
incorrect	24	38	62	54
Total for all tenses and all meanings	**66**	**149**	**215**	**47**

Table 3 reveals that students showed the best knowledge of the rule of usage of *Be going to* with 82% (n=94) of correct answers. 60% (n=69) of all students knew that *Be going to* is used to express future plans and intentions, 17% (n=19) of all students indicated that Be going to is used to refer to close/near future, and a mere 5% (n=6) all students indicated 'prediction' as their answer. 82% (n=94) of correct answers were provided by 72 students as several students provided more than one answer. 39% (n=45) of students displayed the

knowledge of meanings of the Future Simple as they provided 64 correct answers altogether. The meaning of 'instant decision' was known to 31% (n=36) of all respondents. However, only one student provided the phrase 'instant decision', which is often used in the literature, and one student submitted "immediate decision", while other students did not know the name and described it their own words (e.g. "*a sudden decision*", "*unplanned future*", "*quick decision*", "*decision in moment*", "*When it is our impulsive decision, not planned*", "*Neplán. Budoucnost, okamžité rozhodnutí*", etc.). All these answers were accepted as correct because they showed the students' understanding of the meaning. 10% (n=11) of all students knew that the Future Simple is further used to express prediction, 5% (n=6) indicated 'opinion', 4% (n=5%) provided 'promise', 'offer' and 'hope' were provided by 2 different students each, and one student knew that the Future Simple is used for certain future events.

Furthermore, it is obvious from the results that the knowledge of meanings of the Present Simple and the Present Continuous to express the future was rather low. 23% (n=27) of students knew that the Present Simple with reference to the future is used to talk about time-tables and programmes, while 60% (n=69) of students provided incorrect answers (46 out of 69 students indicated that the Present Simple is used to talk about daily routines, which is the correct rule of its usage in the present but not in the future). 26% (30) of students indicated the correct meaning of the Present Continuous with reference to the future (i.e. future arrangements), while 54% (n=62) gave incorrect answers (33 of 62 students said that the Present Continuous is used to express activities happening right now/at the moment of speaking, which is the use of this tense to express the present meaning, not reference to the future). It should also be mentioned that only one student used the word 'arrangement' and two students use the verb 'to arrange'. The others explained the meaning in their own words (e.g. "an appointment or something important that is going to happen for 100%", "*when it is decided and it's not just our personal intention, we can't change it*", "*something what we know that we will do. We also know the exact time. It is already set.*", etc.). Such answers were considered correct because they revealed the students' understanding of the meaning.

8.3.5 Pre-test results: Exercises 1, 2&3

Table 4 shows the results of exercises 1, 2&3 of the pre-test. Table 4 is divided into four parts according to four future forms (the Future Simple, *Be going to*, Present Continuous and Present Simple) and the sentences in which that particular form occurred.

Prior to discussing the results of exercises 1, 2&3 of the pre-test, it should be mentioned that the author faced a dilemma in which way to approach counting correct answers in the pre-test, post-test and the revision test of this part of the research: whether to accept correct answers strictly according to the rules of their usage or according to the usage of future tenses by the native speaker of English, who was a consultant in this research. Throughout the realisation of this study, the author cooperated with a university educated native speaker of British English, an employee of the University of Kent in England, who proofread all the author's materials prior to handing them out to students. This British consultant would use many more future forms than it was prescribed by grammatical rules. For example, in the sentence "*My lesson _____ (start) at 16:15.*", the British consultant would use the following forms: *starts*, *will start*, *is going to start*, *is starting*, *will be starting*. However, according to the rule only the form *starts* is correct as it is a time-table/programme. It was decided to count the correct answers in the pre-test, post-test and the revision test in compliance with the rules of usage of future tenses due to the following two reasons: 1) accepting all forms according to the native speaker would make the results of the pre-test, post-test and revision test unreliable, 2) in Session 2, in each part of the research the author specifically focused on meanings/rules of each future tense and practised them in exercises with the students. Therefore, the correct forms where accepted in the results, as they were presented to the participants and practised in exercises.

In addition to this, it should also be mentioned that in the calculation of correct answers, the author did not distinguish between future arrangements and future plans, and accepted both the Present Continuous and *Be going to* for future arrangements and future plans, as it was described by the course book FCE Gold Plus used by the research participants in their regular classes of Practical English. Rule 5 of section 19.2 *Present Continuous* says: "plans and arrangements in the future. E.g. **Are you going out** this evening?" (see Appendix 2). Hewings (2013) takes a similar approach to the usage of the Present Continuous:

"We can often use either the present continuous or *be going to* with a similar meaning to talk about planned future events. The present continuous indicates that we have a firm intention or have made a definite decision to do something, although it may not already be arranged:

"**Are** you **seeing** the doctor again next week? (or **Are** you **going to see** …?)

I**'m not asking** Tom to the party. (or I**'m not going to ask** …)" (Hewings, 2013, p. 20).

Even through the difference between future plans and arrangements was explained to the students and the preferable form, *Be going to* or the Present Continuous, in each sentence of each exercise was stressed, finally, however, both variants were accepted as correct. For example, in sentence 2 of exercise 2 of the pre-test: "*What are your plans for the weekend? I _____ (play) football with friends.*", both 'am going to play' and 'playing' were accepted as correct variants, as well in all other similar situations. In case of verbs 'come' and 'go', only the Present Continuous form was accepted.

Furthermore, it is essential to explain the approach to calculating the results of the pre-test, post-test and revision test in each term of the research. All formulas applied in this research were consulted with a specialist in Mathematics. The formula to calculate test results expressed in percentage was designed for this research to consider the following variables: a) the number of students in the inductive verses deductive groups, and the total number of students for the total test results; b) the number of all correct answers according to the respective groups and the total results for all students; c) the number of all possible answers that could be provided by all respondents, and d) quantifying the instances of usage of each tense throughout each test. Besides, as explained above, more than one variant was accepted as correct in several sentences, e.g. in sentence 7B (1) of exercise 1 three variants were accepted as correct: 'are taking' (as future arrangement), 'are going to take' (as a future plan), and 'will take' (as a certain future fact). It was necessary to consider this fact as well when calculating test results into percentage.

The sentences in exercises where more than one answer was accepted (see the explanation above) require extra comment. For example, the pre-test was designed for 20 possible answers (ten in Exercise 1, seven in Exercise 2 and three in Exercise 3). However, the sentences with more than one correct answer (they will be hereafter referred to as 'shared' sentences, and will be marked in orange in all tables) increased this number to 30 possible answers. However, sentence 7A of exercise 1 was technically one correct sentence, not three different sentences, and each of the answers 'are taking', 'are going to take', and

'will take' constituted one third of this particular sentence, not three different sentences. It was essential to reflect this fact in the calculation of the final result.

The exact calculation will be explained in the formula for calculating the total result of correct answers for the inductive groups, for the Future Simple only. The result will be expressed in percentage.

$$\textit{Future simple inductive correct } [\%] =$$

$$\frac{\textit{future simple inductive total correct} * \mathbf{100\%}}{\textit{F.S.inductive total possible (instances of usage}, N * \textit{students}, N) - \textit{correct 'shared' sent.}} =$$

$$\frac{\mathbf{184} * \mathbf{100}}{\mathbf{312}\ (=\mathbf{8} * \mathbf{39})} =$$

$$\frac{\mathbf{18400}}{\mathbf{312} - \textit{Be going to}\ (ex.\mathbf{1}\ s.\mathbf{7B(1)} - ex.\mathbf{1}s.\mathbf{7B(2)}) - \textit{Present Cont.}(ex.\mathbf{2}\ s.\mathbf{7A} - ex.\mathbf{2}\ s.\mathbf{3})} =$$

$$\frac{\mathbf{18400}}{\mathbf{312} - \mathbf{7} - \mathbf{1} - \mathbf{15} - \mathbf{15}} = \mathbf{67\%}$$

The upper part of the formula states: 'future simple inductive correct', which is the number of all correct answers provided by the inductive groups for the Future Simple, i.e. 184 correct answers (see Table 4 below). This number is multiplied by 100%, which is used in mathematical formulas when the result is expressed in percentage, i.e. 184*100%=18400.

This number is divided by the lower part of the formula, which states:
'F.S. inductive total possible (instances of usage, N * students, N)' – correct 'shared' sentences. 'F.S. inductive future possible' is the number of all possible correct answers which could be provided by all 39 students in the inductive groups. The number of 'instances of usage' is how many possible answers in the Future Simple were possible in the pre-test, i.e. 8 instances, as indicated in Table 4 next to the tense name. Therefore, 'F.S. inductive future possible' is calculated in the following way: 8*39=312.

The next step is to subtract the number of 'shared' sentences, i.e. sentences with more correct answers from the 'F.S. inductive future possible', and the third line in the formula indicated exactly which sentences were subtracted. *Be going to* was possible together with the Future Simple in sentences 7B (1) and 7B (2) of exercise 1. Students provided 7 correct answers for *Be going to* in sentences 7B (1) and 1 *Be going to* answer in 7B (2), see Table 4 below. These numbers, 7 and 1, were subtracted from the 'F.S. inductive total possible'.

The Present Continuous was also possible together with the Future Simple in sentence 7A of exercise 1 and in sentence 3 of exercise 2. 15. Answers were provided by the inductive groups for the Present Continuous in sentence 7B (1) of exercise 1 and 15; answers were given in sentence 3 of exercise 2, see Table 4 below. Those numbers, 15 and 15, were subtracted from the 'F.S. inductive total possible'.

The reason for this type of calculation can be also explained in a slightly different way. For example, in sentence 7B (2) of exercise 1, students in the inductive groups submitted one correct answer for *Be going to* (see Table 4). It may seem that the students in the inductive groups did not know the correct answer to this sentence, and only one correct answer was given for this sentence. However, one more result was possible for this sentence, i.e. the Future Simple. When the results for the same sentence, 7B (2) of exercise 1 for the Future Simple was examined, it was observed that 34 correct answers were given by 39 students from the inductive groups (see Table 4). This means that 35 correct answers were provided for the whole sentence 7B (2). For that reason, it was necessary to subtract those 34 correct answers for the Future Simple from the '*Be going to* inductive total possible' in order to balance the total results.

In the Present Simple tense only one option was possible. Therefore, the same calculation was used. However, no subtraction of the 'shared' sentences was possible because there were no 'shared' sentences for this tense.

When calculated without subtracting the 'shared' sentences, the results of all the tests were significantly lower. Therefore, it was necessary to adhere to this model of calculation in order to receive the objective and correct results of the tests expressed in percentage. This type of calculation was used in all tests, where more options were possible in one sentence.

The formulas for calculating the results for the three remaining tenses in the inductive groups are presented below. The results for the deductive groups and the total results were calculated in the same way but the numbers were changed respectively.

$$\textit{Be going to inductive correct } [\%] =$$

$$\frac{\textit{Be going to inductive total correct} * \mathbf{100}\%}{\textit{Be going to inductive correct total possible }(\textit{instances of usage},N * \textit{students},N) - \textit{correct 'shared's}.} =$$

$$\frac{156*100\%}{(10*39)-F.S.(ex.1\ s.7A-\ ex.1\ s.7B)-Pr.Cont\ (ex\ 1\ s3-ex\ 1\ s6-ex\ 1s\ 7A-ex1\ s8B-ex2\ s2-ex2\ s6)} =$$

$$\frac{15600}{390-10-34-20-7-15-14-0-4} = 53\%$$

Present Continuous inductive correct $[\%] =$

$$\frac{Present\ Continuous\ inductive\ total\ correct*100\%}{Pr.Cont.inductive\ correct\ total\ possible\ (instances\ of\ usage,N*students,N)-correct\ 'shared's.} =$$

$$\frac{80*100\%}{(8*39)-\ F.S.(ex.1\ s.7A-ex.2.s3)-Be\ going\ to\ (ex\ 1\ s3-ex\ 1\ s6-ex\ 1s\ 7A-ex1\ s8B-ex2\ s2-ex2\ s6)} =$$

$$\frac{8000}{312-10-8-13-18-7-9-35-18} = 41\%$$

Present simple inductive correct $[\%] =$

$$\frac{Present\ Simple\ inductive\ total\ correct*100\%}{present\ simple\ inductive\ total\ possible\ (instances\ of\ usage,N*students,N)} =$$

$$\frac{71*100}{117\ (=3*39)} = 61\%$$

The results Exercises 1, 2&3 of the pre-test presented in Table 4 are divided into the parts according to future tenses and the numbers of correct answers are presented according to the sentences and exercises in which the particular tense occured.

Table 4: Results of Exercises 1, 2&3 of the pre-test, Session 1, winter term

Exercises and sentences	Inductive (Gr. 1&2, n=39)		Deductive (Gr. 3, 4&5, n=76)		Total correct, N	Total incorrect, N
	correct, N	incorrect, N	correct, N	incorrect, N		
FUTURE SIMPLE (will/shall) – 8 instances of usage						
Exercise 1						
sentence 1	21	13	55	16	76	29
sentence 2	24	14	55	19	79	33
sentence 7B(1)	10	6	9	13	19	19
sentence 7B(2)	34	2	59	4	93	6
Exercise 2						
sentence 1	31	7	65	8	96	15
sentence 3	8	7	8	12	16	19
sentence 7	23	15	50	21	73	36
Exercise 3						0
sentence 3	33	4	48	13	81	17

Total, N	**184**	**68**	**349**	**106**	**533**	**174**
Total, %	**67**	**23**	**67**	**18**	**67**	**20**
BE GOING TO – 10 instances of usage						
Exercise 1						
sentence 3	13	3	27	2	40	5
sentence 5	11	27	17	58	28	85
sentence 6	18	7	47	6	65	13
sentence 7B(1)	7	0	10	3	17	3
sentence 7B(2)	1	1	11	3	12	4
sentence 8B(2)	9	7	22	17	31	24
Exercise 2						
sentence 2	35	2	68	1	103	3
sentence 4	23	15	33	37	56	52
sentence 6	18	10	21	17	39	27
Exercise 3	21	16	37	30	58	46
sentence 2	0	0	0	0	0	0
Total, N	**156**	**88**	**293**	**174**	**449**	**262**
Total, %	**55**	**25**	**53**	**25**	**53**	**25**
PRESENT CONTINUOUS – 8 instances of usage						
Exercise 1						
sentence 3	20	3	46	2	66	5
sentence 6	7	6	18	5	25	11
sentence 7B(1)	15	7	36	17	51	21
sentence 8B(2)	14	8	16	18	30	26
Exercise 2						
sentence 2	0	1	4	0	4	1
sentence 3	15	7	31	15	46	22
sentence 6	4	9	17	19	21	28
Exercise 3						
sentence 1	5	27	9	40	14	67
Total, N	**80**	**68**	**177**	**116**	**257**	**181**
Total, %	**41**	**25**	**45**	**21**	**44**	**22**
PRESENT SIMPLE – 3 instances of usage						
Exercise 1						
sentence 4	17	21	48	28	65	49
sentence 8B(1)	26	12	57	18	83	30
Exercise 2						
sentence 5	28	9	64	9	92	18
Total, N	**71**	**42**	**169**	**55**	**240**	**97**
Total, %	**61**	**36**	**74**	**24**	**70**	**28**
Total, N	**491**	**266**	**988**	**448**	**1479**	**714**
Total, %	**63**	**34**	**65**	**29**	**64**	**31**

The results of exercises 1, 2&3 of the pre-test presented in Table 4 show that students provided 64% (n=1479) of correct answers for all future tenses, 31% of all submitted answers (n=714) were incorrect. This means that 5% of all correct answers were not provided by the students. The total results of the pre-test show that the knowledge of the

Future Simple, Be going to, Present Continuous and Present Simple for expressing the future in the inductive and deductive groups was almost equal with mere 2% difference in favour of students in the deductive groups (65% vs. 63%). This mean students from both groups began the test with almost equal knowledge of the four tenses.

As far as individual tenses are concerned, there is no difference between the groups in the Future Simple as both groups provided 67% of all the correct answers for the Future Simple; the inductive groups show an advantage of 2% for *Be going to* compared to the deductive groups (55% vs. 53%), and it is the only tense where the inductive groups show better result; the result of the Present Continuous for expressing the future shows a difference of 4% in favour of the deductive groups (41% vs. 45%), and the most significant difference of 11% is for the Present Simple to express the future in favour of the deductive groups (61% vs. 74%). Out of all the tenses, all the students show the best knowledge of the Present Simple for expressing the future, which shows that 70% of students from the inductive groups and 75% of students from the deductive groups could apply the Present Simple with reference to the future correctly. The results of the pre-test will be further discussed and interpreted in Subchapter 8.9.1.

8.4   Session 1: Teaching the Future Simple, Be going to, the Present Simple and the Present Continuous for expressing the future deductively

8.4.1   Procedure of teaching the future forms deductively

The procedure of teaching the Future Simple, Be going to, the Present Simple and the Present Continuous for expressing the future in the deductive groups was the following:

1. Immediately after the pre-test the students in the deductive groups (Groups 3, 4 & 5) were provided with a **grammatical handout** which contained the information about the Future Simple, Be going to, the Present Simple and the Present Continuous for expressing the future (Appendix 6). The page was compiled by the author using several grammar reference books, and it contained the name of each of the above mentioned tenses, their forms, the rules of their usage and three examples followed each of the rules. The grammatical handout contained eleven grammatical rules: six rules for the

Future Simple will, one rule for the Future Simple shall, two rules for Be going to, one rule for the Present Simple and the Present Continuous each.

The procedure was as follows. One of the students was always asked to read each of the rules and the examples aloud. The other students listened and followed the text in their own handouts. The students were then asked if they had any further questions about the rule or the examples. The author asked extra questions to verify the students' understanding of the rules, e.g. "What is an arrangement? How would you explain it in your own words?", etc.

The grammar rules presentation and discussion stage took approximately 8 minutes in each of the deductive groups.

2. The students were not provided with any other handout to study or to complete but they were requested to write the **immediate post-test** (Appendix 7). The immediate post-test consisted of grammatical rules (Appendix 6), which had been discussed with the students prior to the post-test completion, and the same exercises 1, 2&3 as in pre-test (Appendix 3). Tasks 1, 2&3 of the pre-test (Appendix 3) were excluded from the post-test for the time reasons. During the post-test students could consult the rules which were a part of the post-test (Appendix 7). The aim of the immediate post-test was to see how well the students could work with grammatical rules and examples which were at their disposal and the effect of the rules in the discussion stage. For that reason, the same exercises were used in the pre-test and the post-test. Unlike the inductive groups, the deductive groups were not asked to complete any handouts between the pre-test and the post-test. The results of the post-test will be presented together for all groups in Subchapter 8.6.

3. The students were further requested to work individually and not to cooperate with each other. While the students were completing the post-test, the author was monitoring their independent work in order to insure objective results. The post-test handouts were collected after completion.

4. The students were further informed that one week prior to the next session their regular lecturers would provide them with the handout containing the grammatical rules and the exercises (Appendix 7), the same handout used as the post-test. The students were asked to read through the rules and examples again and to complete the exercises for their homework. The same exercises as in the pre-test and post-test were given to the

students as their homework intentionally. Unfortunately, there was no time to discuss the results of the exercises directly after the post-test. Therefore, the students had a possibility to go through the rules and exercises again at home and this homework was discussed with the students at the next session.

The homework handout was not given to the students at that point because possibly students could pass it to other groups, which had not participated in the research yet, and this would have influenced the research results.

5. The author expressed her gratitude to the students for their participation in the research, left the classroom and the students proceeded with their regular lesson.

The students in Groups 3, 4&5 required approximately 20 minutes to complete the post-test. The total time for this session with the students (the pre-test, the grammar rules explanation and discussion, and the post-test) was around 60 minutes in each group.

8.5 Session 1: Teaching the Future Simple, Be going to, the Present Simple and the Present Continuous for expressing the future inductively

8.5.1 Procedure of teaching future forms inductively

The procedure of teaching the Future Simple, Be going to, the Present Simple and the Present Continuous for expressing the future in the inductive groups was the following:

1. An Inductive handout was distributed (Appendix 8) which was divided into five parts according to future forms (the Future Simple will, the Future Simple shall, Be going to, the Present Continuous and the Present Simple). The Future Simple part was further divided into six sections, each representing one rule of the usage for the Future Simple. Each part (and each section of the Future Simple part) was represented by three examples (the same examples were used in the grammatical handout (Appendix 6) in the deductive groups but without stating the actual rule). The students were requested to study the examples and to further respond to a number of questions.

2. The students were further requested to work individually and not to cooperate with each other. While the students were completing the handout, the author was monitoring their independent work in order to insure objective results. The handouts were collected immediately upon completion. The students in Group 1

required 40 minutes to complete this handout, while the students in Group 2 required 39 minutes.

3. Straight after this handout completion, students were provided with the post-test (Appendix 10). The exercises in the post-test were the same as exercises 1, 2&3 of the pre-test and the same exercises were also given to students in the deductive groups for their post-test (Appendix 7, however, grammatical rules were excluded in the inductive groups).

4. After the post-test completion, the students were informed they would receive a homework handout from their regular lecturers before the next research session. (Appendix 7). The author expressed her gratitude to the students for their participation in the research, left the classroom and the students proceeded with their regular lesson.

8.5.2 Results of the inductive handout

Table 5 reveals the results of the inductive handout, in which students from the inductive groups (Gr. 1&2, 39 students in total) where requested to study the examples given to them and postulate the future form/tense and meaning, as well as writing a sentence of their own to express the same meaning of the particular future form. All the answers from the inductive groups can be found in Appendix 9. The answers are presented as they were given by the students, with all their errors.

The results in Table 5 for the inductive groups' correct/incorrect answers are quantified as a percentage of the correct/incorrect answers that could be provided by 39 students from the inductive groups. For example, 33 correct answers were provided by 39 students concerning the tense name in the Part 'Questions' (the Future Continuous, see the first row of Table 5). These 33 answers constitute 85% of all the answers possible by 39 students (=33*100% / 39).

Table 5: Results of the inductive handout, Session 1, winter term

Parts/sections		correct, N	correct, %	incorrect, N	incorrect, %
All students from the inductive groups, n=39					
PART 1: FUTURE SIMPLE (WILL)					
Part 'Questions'	tense name	33	85	6	15
	form	19	49	18	46

section 1	meaning	8	21	24	62
	example	15	38	21	54
section 2	meaning	4	10	19	49
	example	25	64	7	18
section 3	meaning	18	46	9	23
	example	31	79	9	23
section 4	meaning	10	26	18	46
	example	30	77	6	15
section 5	meaning	21	54	6	15
	example	34	87	2	5
section 6	meaning	19	49	5	13
	example	32	82	2	5
PART 2: FUTURE SIMPLE (SHALL)					
Part 'Questions'	tense name	22	56	14	36
	form	22	56	15	38
	meaning	7	18	23	59
	example	32	82	4	10
PART 3: BE GOING TO					
Part 'Questions'	tense name	22	56	15	38
	form	21	54	16	41
section 1	meaning	17	44	10	26
	example	29	74	4	10
section 2	meaning	19	49	10	26
	example	25	64	9	23
PART 4: PRESENT SIMPLE					
Part 'Questions'	tense name	34	87	4	10
	form	16	41	18	46
	meaning	13	33	13	33
	example	24	62	9	23
PART 5: PRESENT CONTINUOUS					
Part 'Questions'	tense name	35	90	2	5
	form	22	56	14	36
	meaning	17	44	13	33
	example	20	51	15	38
TOTAL RESULTS					
Tense name, total		**146**	**75**	**41**	**21**
Form, total		**100**	**51**	**81**	**42**
Meaning, total		**153**	**36**	**150**	**35**
Example, total		**297**	**69**	**88**	**21**

The results of the inductive part of the research reveal that 75% of all research participants could name and identify future forms correctly, and 51% of all students could provide the form of each tense correctly. However, the handout mostly focused of students' ability to work with the rules and examples. A mere 36% (n=153) of all students identified the meaning of each tense correctly, 35% (n=150) provided incorrect answers. It means that 28% chose not to provide any answer at all. This could have happened for the reason that

those students believed that the handout involved a lot of writing and decided to omit the questions about the meaning in order to focus on writing their own examples for each part/section. It should be mentioned that the meanings in the first two sections in Part 1 (the Future Simple) were rather difficult for the students to work out. The rule behind the first section was "'certain' future events" (Scrivener, 2010, p. 189), and 62% of students failed to identify it (see Table 5, Part 1: The Future Simple, section 1, meaning incorrect, %). This meaning/rule is not always provided in the grammar reference textbooks, and it could be unknown to the students. Therefore, none of the students provided the correct wording "'certain' future events". However, students gave other answers which revealed their understanding of the meaning ("*something will happen in the future and we know when exactly*", "*facts that going to happen (prepared)*", "*future events*", etc.) Those answers were accepted as correct. However, the students in the inductive groups did not have the rules at their disposal. This is just a hypothesis why such a high number of incorrect answers (62%) was provided.

Meaning number 2 (Table 5, Part 1: the Future Simple, section 1, meaning), '*announcing decisions about the future as they are made*' (Scrivener, 2010, p. 190) is very close in meaning to rule three, '*instant decisions*', which is more frequently used in literature. Both of these rules were included in the handout to show to the students that this meaning can be referred to in different ways in literature. Moreover, a slight difference in meaning was pointed out to students during the discussion of the rules at session 2 of the research. The difference is that while with instant decisions the speaker usually, but not always, executes the action after the decision is uttered (e.g. "*I will open the window.*", "*I will have pasta.*", etc.), however, with '*announcing decisions about the future as they are made*' the speaker may speak about decisions which will not be carried out immediately but at some other point in the future (e.g. "*We will discuss the plan at the next meeting*" (Scrivener, 2010, p. 189). As it was stated in the previous example, the students in the inductive groups saw these rules. Again, this is just a hypothesis as to why such a high number of incorrect answers (62%) occurred.

The results further showed that the meanings students could identify best (or perhaps they had previous knowledge of those meanings) were: the Future Simple, section 5: 'predictions based on personals opinions and beliefs' (54% of correct answers), the Future Simple, section 6: 'offers' (49% of correct answers), Be going to (section 2): predictions

based on evidence (49% of correct answers). However, none of the students provided the correct wording "predictions based on evidence" or "predictions based on personal opinion". They either used the word 'prediction', 'opinion' (for 'predictions based on personal opinions') or explained 'predictions based on evidence' in their own words (e.g. "*Predictions, but when someone is really sure about it*", "*based on st. we can see*"). Such answers were accepted as correct because they showed students' understanding of the meaning.

As far as students' own examples for each meaning are concerned, the total result was rather high: 69% of all students provided correct examples of sentences. These results will be further discussed in Subchapter 8.9.1.

8.6   Post-test results

The results of the immediate post-test for both inductive (Appendix 10) and deductive groups (Appendix 7) are presented in Table 6. For the reason the post-test was identical to exercises 1, 2&3 of the pre-test, the same formulas were used to count the results of the post-test (see 8.3.5) but the figures were changed respectively. All the answers provided by all students in the post-test can be found in Appendix 11.

The results presented in Table 6 are divided into the parts according to future tenses and the numbers of correct answers are presented according to the sentences and exercises in which the particular tense occured.

Table 6: Post-test, Session 1, winter term

Exercises and sentences	Inductive (Gr. 1&2, n=39)		Deductive (Gr. 3,4&5, n=76)		Total correct, N	Total incorrect, N
	correct, N	incorrect, N	correct, N	incorrect, N		
FUTURE SIMPLE (will/shall) – 8 instances of usage						
Exercise 1						
sentence 1	28	9	67	7	95	16
sentence 2	34	5	70	4	104	9
sentence 7B(1)	11	0	15	1	26	1
sentence 7B (2)	35	1	64	2	99	3
Exercise 2						
sentence 1	34	5	56	16	90	21
sentence 3	20	3	39	6	59	9
sentence 7	34	5	68	6	102	11
Exercise 3						

sentence 3	33	2	53	5	86	7
Total, N	**229**	**30**	**432**	**47**	**661**	**77**
Total, %	**83**	**13**	**81**	**10**	**82**	**8**
BE GOING TO – 10 instances of usage						
Exercise 1						
sentence 3	8	2	9	3	17	5
sentence 5	22	4	47	5	69	9
sentence 6	20	5	38	6	58	11
sentence 7B(1)	4	1	11	1	15	2
sentence 7B(2)	1	1	6	1	7	2
sentence 8B	6	6	20	15	26	21
Exercise 2						
sentence 2	33	2	60	2	93	4
sentence 4	33	2	65	2	98	4
sentence 6	9	3	10	6	19	9
Exercise 3						
sentence 2	24	15	53	17	77	32
Total, N	**160**	**41**	**319**	**58**	**479**	**99**
Total, %	**63**	**11**	**66**	**8**	**63**	**9**
PRESENT CONTINUOUS – 8 instances of usage						
Exercise 1						
sentence 3	26	3	55	6	81	9
sentence 6	10	4	25	5	35	9
sentence 7B(1)	20	1	37	1	57	2
sentence 8B	18	7	25	14	43	21
Exercise 2						
sentence 2	2	2	13	1	15	3
sentence 3	11	2	21	3	32	5
sentence 6	15	3	42	6	57	9
Exercise 3						
sentence 1	21	15	48	15	69	30
Total, N	**123**	**37**	**266**	**51**	**389**	**88**
Total, %	**61**	**13**	**66**	**9**	**64**	**10**
PRESENT SIMPLE – 3 instances of usage						
Exercise 1						
sentence 4	28	2	69	3	97	5
sentence 8A	32	2	66	3	98	5
Exercise 2						
sentence 5	37	1	71	1	108	2
Total, N	**97**	**5**	**206**	**7**	**303**	**12**
Total, %	**83**	**4**	**90**	**3**	**88**	**3**
Total, N	**609**	**113**	**1223**	**163**	**1832**	**276**
Total, %	**78**	**14**	**80**	**11**	**80**	**12**

The results of the post-test show that 80% (n=1832) of all answers provided by students were correct, 12% (n=276) of all answers were incorrect, and 8% of all answers were omitted by the students. Deductive groups show a slightly higher total result with a mere

difference of 2% compared to the inductive groups (78% vs. 80%). As far as tenses are concerned, in the Future Simple the inductive groups reveal a slightly higher result of 83% while the deductive groups show the result of 81%, and it is the only tense in which the inductive groups demonstrate a better result. In all other tenses deductive groups show higher results. In *Be going to* there is a difference of 3% in favour of the deductive groups (66% vs. 63%), in the Continuous there is difference of 5 % for the deductive groups (66% vs. 61%). In the Present Simple the deductive groups reveal a result with the difference of 7% compared to the deductive groups (90% vs. 83%). The results of the post-test and its comparison to the results of the pre-test will be further discussed and interpreted in Subchapter 8.9.1.

8.7   Session 2: Exercises

Session 2 took place at the beginning of December 2013. There were three goals set for this session. Firstly, to return corrected pre-test and post-test handouts to the students in order to provide them with the feedback on the previous session. Secondly, to correct and discuss the homework given to the students for this session (Appendix 7). Thirdly, to practise the usage as well as grammatical rules for the Future Simple, Be going to, Present Continuous, and Present Simple to express the future in exercises. 90 students took part in this session.

8.7.1   Procedure of Session 2
The procedure of this stage was the following:

1. The students were returned the corrected copies of their pre-tests and post-tests from the previous session, and students were given three minutes to examine their results and contemplate possible improvements as well as learn from their mistakes.

2. The students' homework (Appendix 7) was discussed after that. One week prior to this session with the students, their regular lecturers provided them with a copy of the handout with the rules for the four future forms and the exercises used in both pre-test and post-tests.
    The same exercises as in the pre-test and post-test were given to the students as their homework because there was no time to discuss the exercises immediately after the post-test. Therefore, students were asked to study the rules and do the exercises at home again to see if they had any problems understanding the rules and applying them

in sentences. All the students from all the groups were given the handout. The answers to the exercises were discussed with the students and they were asked to

3. In the next stage the students did three exercises in order to practise the Future Simple, Be going to, the Present Continuous and the Present Simple to express the future with the research participants, their forms and especially the rules of their usage. Those three exercises were different from the exercises in the pre-test and the post-test.

4. The students were first requested to complete Exercise 1 (Appendix 12) individually. They were allowed to use the handout with the rules and examples for each tense (i.e. their homework handout (Appendix 7)). After the students finished completing this exercise, individual students were called upon to provide their answers and to explain the various rules of the usage for the future tense they had used in a particular sentence. If a student failed to provide the correct answer, another student either volunteered or was asked to give the correct answer. After the completion of Exercise 1, Exercise 2 (Appendix 13) was distributed to the students. Students were given 5 minutes to read it through and to put the verb in the brackets in the correct form. The answers and the rules for each answer were then discussed with the students as in the previous practice exercise. Exercise 1 and exercise 2 were used only for the purpose of practice; they were not returned to the author and no written data was collected on those exercises. Data collection was carried out on Exercise 3 (Appendix 14), which was based on Exercise 2. Exercise 3 was personalised for the students. It was done in order for the students to practise the usage of future tenses in sentences that related to them personally. Exercise 3 consisted of seven speech bubbles, and in each of them students were asked to provide two sentences of their own for the following meanings: arrangements, future plans, predictions, suggestions, instant decisions, promises, and time-table events, 14 sentences in total. The students were given a maximum of 20 minutes to complete this exercise. The students were requested to work individually and not to use any materials to help them. The time frame used for Session 2 was approximately 50 minutes in each group. The results of Exercise 3 are discussed below.

All student responses to Exercise 3 can be found in Appendix 15.

8.7.2 Results of Session Exercise 3

The results of Task 3 of the pre-test, in which students were asked to provide the meanings/rules of usage for each tense, indicated that only 47% of students (see Table 3, total correct for all tenses) knew the meanings/rules and when to use each tense. For this reason, this session focused on teaching the rules of usage for each tense. Consequently, in this session students were working with the rules of usage of the Future Simple, Be going to, the Present Continuous and the Present Simple for expressing the future, which means that only the deductive approach was applied. Therefore, the results of this session cannot be divided according to the approaches. The level of influence of Session 1, if any, in which the students were taught future tenses deductively and inductively, on the results of practical exercise 3 and the revision test would be rather disputable and challenging to prove. For those reasons, the common results to both groups will be presented in Table 7.

It should be explained how the "total correct, N" and "total correct, %" results in Table 7 are calculated. For example, the total number of correct answers for the meaning "predictions - opinion" in the Future Simple provided by all 90 students was 68. 68 correct answers given by all students constitute 74% of all correct answers which could be indicated by 90 respondents (=67 *100% / 90).

Table 7: Results of Exercise 3, Session 2, winter term

Tenses/meanings	correct, N	correct, %	incorrect, N	incorrect, %
All students (n=90)				
Future Simple				
Predictions - opinion	67	74	19	21
Suggestions	165	92	15	8
Instant decisions	166	92	9	5
Promises	171	95	7	4
Present Continuous				
Arrangements	155	86	20	11
Be going to				
Plans	145	81	34	19
Prediction - evidence	46	51	37	21
Present Simple				
time-table	147	82	29	16
Total	**1062**	**84**	**170**	**13**

The results in Table 7 show that 84% of all students provided correct sentences for all the tenses, 13% provided incorrect tenses. This means 3% provided no answers. The

average success rate 84% is rather high and shows students' understanding of how to use the four future tenses correctly. This success rate could also be explained by the immediate practice done prior to the Exercise 3 completion and its similarity to Exercise 2. However, in Exercise 2, students were requested to put the verbs in brackets in the correct form, while in Exercise 3 students had to provide their own sentences. The results showed that students knew best which future form to use to express promises (95%), suggestions (92%), and instant decisions (92%). Students were least successful with providing predictions based on evidence (51%). The following mistakes were made by the students when making predictions based on evidence: the form, *Be going to*, was used correctly but with a different meaning (students' future plans/intentions), e.g. "*It is cold outside. I'm going to wear warm coat.*", "*I'm going to school next week, because I'll not going skiing.*", "*I don't have money, so I'm not going to cinema.*"; students used *will* instead of *be going to* in predictions based on evidence, e.g. "*My test will be bad because I was wrong in many questions*", "*I think it will be rain.*" While average success rate for predictions based on personal opinion was 74%, only 51% of the students managed to provide correct answers for predictions based on evidence, and this type of predictions required further practice. While correcting students' handouts with Exercise 3, the author always specified which form should have been used for each meaning. The author further explained the difference between each type of prediction to the students at the beginning of the next session (i.e. Session 3).

8.8 Session 3: Revision test

The revision test took place in the second half of December 2013, two weeks after Session 2. At the beginning of the session, the corrected handouts with Exercise 3 from the previous session were shown to the students and the results and the most frequent mistakes were dicsussed. The difference between 'predicitons based on evidence', and 'predicitons based on personal opinion', and the future forms which are used to express them were explained again because those two meanings/rules were problematic for the students. After that, the students were asked to write the revision test (Appendix 16A). The main aim of this test was to provide the students with an additional chance to practise the Future Simple, Be going to, the Present Continous, and the Present Simple in the exercises. This would give the author the opprtunity to investigate any progress made by the students during the research and to identify any problems students might

still be experienceing with using future tenses. Students needed around 40 minutes in each group to complete the revision test. Answers provided by all students in the revision test can be found in Appendix 16B.

8.8.1 Revision test results: correct forms

The results of the revision test are presented in Table 8. The table is divided into the parts according to future tenses and the numbers of correct answers are presented according to the sentences and exercises in which the particular tense occured.

A total number of 88 students wrote the revision test. However, two of them, one from the deductive groups and one from the inductive groups, were excluded from the final calculation of the result due to the fact they had not participated in either session 1 or session 2 of the research. Thus, the first two colums of Table 8 present the result of the revision test for the 86 students who had participated in either one or both sessions of the research prior to the revision test.

It is necessary to state that situation 3 of exercise 3 of the revision test (Appendix 16A) referred to the present, not the future. It was included into the test by mistake and was excluded from the calculation of the revision test results.

The formulas used for calculating the results in Table 8 are presented below. For more explanation about the calculation procedure please see 8.3.5.

$$future\ simple\ all\ students\ [\%] =$$

$$\frac{future\ simple\ total\ correct * 100\%}{future\ simple\ total\ possible\ (instances\ of\ usage, N * students, N)} = \frac{984 * 100}{1204\ (=14 * 86)} =$$

82%

$$Present\ simple\ all\ students\ [\%] =$$

$$\frac{Present\ Simple\ total\ correct * 100\%}{future\ simple\ total\ possible\ (instances\ of\ usage, N * students, N)} = \frac{79 * 100}{172\ (=2 * 86)} =$$

46%

Be going to all students [%]

$$= \frac{\textbf{\textit{Be going to total correct}} * \textbf{100}\%}{\textbf{\textit{Be going to total possible}} \ (\textbf{\textit{instances of usage}}, N * \textbf{\textit{students}}, N) - '\textbf{\textit{shared}}' \textbf{\textit{sentences}}}$$

$$= \frac{463 * 100}{860 \ (= 10 * 86) - ex.1 \ s.5 - \ ex.1.s.7 - .1.s.9 - ex.2 \ s.5 - ex.2 \ s.7 - ex.2 \ s.8 - ex.3 \ s.1}$$

$$= \frac{46300}{860 \ - 30 - 15 - 42 - 55 - 49 - 4 - 5} = 70\%$$

Present Continuous all students [%]

$$= \frac{\textbf{\textit{Pr. Cont. total correct}} * \textbf{100}\%}{\textbf{\textit{Pr. Cont. total possible}} \ (\textbf{\textit{instances of usage}}, N * \textbf{\textit{students}}, N) - '\textbf{\textit{shared}}' \textbf{\textit{sentences}}}$$

$$= \frac{281 * 100}{774 \ (= 9 * 86) - ex.1 \ s.5 - \ ex.1.s.7 - .1.s.9 - ex.2 \ s.5 - ex.2 \ s.7 - ex.2 \ s.8 - ex.3 \ s.1}$$

$$= \frac{28100}{774 \ - 44 - 34 - 26 - 27 - 18 - 64 - 72} = 57\%$$

The same formulas for calculating the success rate for the inductive and deductive groups were used. For the higher comprehensibility of Table 8 the numbers of correct answers are provided only.

Table 8: Revision test (correct forms), Session 3, winter term

Exercises	correct, N	correct, %	correct, N	correct, %
All students (n=86)				
Future Simple (14 instances of usage)				
Exercise 1				
sentence 3	57	66	27	31
sentence 4	78	91	10	12
sentence 6	77	90	11	13
sentence 10	71	83	17	20
sentence 11	61	71	27	31
sentence 12	86	100	2	2
sentence 13	55	64	26	30
sentence 15	82	95	6	7
Exercise 2				
sentence 1	82	95	6	7
sentence 2	84	98	3	3
sentence 6	35	41	52	60
sentence 9	67	78	19	22
Exercise 3				
sentence 2	79	92	7	8
sentence 5	70	81	15	17

TOTAL	984	**82**	**228**	**19**
Be going to (10 instances of usage)				
Exercise 1				
sentence 1	56	65	32	37
sentence 5	44	51	8	9
sentence 7	34	40	22	26
sentence 9	26	30	9	10
sentence 14	55	64	46	53
Exercise 2				
sentence 3	68	79	20	23
sentence 5	27	31	4	5
sentence 7	18	21	8	9
sentence 8	64	74	11	13
Exercise 3				
sentence 1	72	76	6	7
TOTAL	**464**	**70**	**166**	**19**
Present Continuous (9 instances of usage)				
Exercise 1				
sentence 5	30	35	6	6
sentence 7	15	17	20	20
sentence 8	52	60	15	15
sentence 9	42	49	11	11
Exercise 2				
sentence 5	55	64	4	4
sentence 7	49	57	11	11
sentence 8	4	5	8	8
sentence 10	29	34	35	35
Exercise 3				
sentence 1	5	6	3	3
TOTAL	**281**	**57**	**113**	**15**
Present Simple (2 instances of usage)				
Exercise 1				
sentence 2	31	36	56	56
Exercise 2				
sentence 4	48	56	38	38
TOTAL	**79**	**46**	**94**	**55**
TOTAL, all tenses	**1808**	**75**	**601**	**25**

The results of the revision test reveal that students provided 75% (n=1808) of all correct sentences, 25% (n=601) of incorrect sentences. This means that 5% of all possible answers were not given. As far as the results according to tenses are

concerned, the tenses/forms with the higest success rate are the Future Simple (82% success rate) and Be going to (70%). The success rate of the Present Continuous was 57% and the lowest success rate was revealed for the Present Simple (46%). The possibles reasons for those results will be further discussed in Subchapter 8.9.3.

8.8.2 Revision test results: correct meaning

In all the exercises of the revision test students were requested to specify the meaning expressed in every answer. The meanings/rules of usage of future tenses were practiced in exercises during session 2. Table 9 presents the results according to meanings, sentences of each exercise in which they occurred, the instance of usage of each tense, the total number of correct answers given by students for each meaning, as well as the formulas applied to calculate the result for each particular meaning along with the total success rate expressed in percentage.

The general formula used for calculation the final success rate was the following:

$$meaning\ [\%] = \frac{total\ correct\ answers * 100\%}{total\ possible\ (instances\ of\ usage, N * students, N)}$$

However, in several sentences more than one correct answer was accepted. For example, in sentence 6 of exercise 2 ("I *will* check the Internet for interesting places to visit…") three student options were accepted as correct: instant decision, offer, and promise.

For that reason, the same approach was taken to calculating the results of tenses with 'shared' meanings (marked in orange) as in previous chapters of the research (see 8.3.5 for further explanation). The formula for calculating each result is given in Table 9.

Table 9: Revision test (correct meaning), Session 3, winter term

Meaning	Occured in	Instances of usage, N	Correct answers, N	Formulas	Success rate, %
All students (n=86)					
Future Simple					
suggestion (shall)	ex. 1 s. 3; ex. 1 s. 10	2	94	94*100/(2*86) - ex. 1 s. 10 (offer, n=12)	59
prediction based on	ex. 1, s. 4; ex. 1, s. 12	2	86	86*100/(2*86) - ex.1 s. 12 (hope, n=19)	56

personal					
promise	ex. 1, s. 6; ex. 1, s. 11; ex. 2, s. 2; ex. 3, s. 2	4	137	137*100/(4*86) - ex. 1 s. 6 (instant decision, n = 40) - ex. 1 s. 6 (offer, n=5) – ex. 1 s. 12 (prediction based on personal opinion, n=37) - ex. 1 s. 11 (instant decision, n=41) - ex. 1 s. 11 (offer, n = 4)	**54**
instant decision	ex.1, s.6; ex.1, s.11; ex.1, s. 13; ex.1, s. 15; ex.2, s. 1; ex.2, s.9	6	221	221*100/(6*86) - ex. 1 s. 6 (offer, n=5) - ex. 1 s. 6 (promise, n=3) - ex. 1 s. 11 (promise, n=8) - ex. 1 s. 11 (offer, n=4) - ex. 1 s. 15 (0ffer, n=13) - ex. 2 s. 1 (offer, n=19)	**48**
offer	ex. 1, s. 6; ex. 1, s. 10; ex. 1, s. 11; ex. 1, s. 15; ex. 2 s. 1; ex. 3, s. 5	6	82	82*100/(6*86) - ex. 1 s. 6 (instant decision, n=40) - ex. 1 s. 6 (promise, n=3) - ex.1 s. 10 (suggestion, n=51) - ex. 1 s. 11 (instant decision, n = 41) - ex. 1 s. 11 (promise, n = 8) - ex. 1 s. 15 (instant decision, n = 28) - ex. 2 s. 1 (instant decision, n =34)	**50**
hope	ex.1, s. 12	1	19	19*100/(1*86) - ex. 1 s. 12 (prediction based on personal opinion, n = 37)	**39**
certain future event	ex. 2, s. 6	1	2	2*100/(1*86)	**2**

<p align="center">Be going to</p>

| **prediction based on evidence** | ex. 1, s. 1; ex. 1, s. 14; ex. 2 s. 3 | 3 | 129 | 129*100/(3*86) | **50** |
| **future plan** | ex. 1, s. 5; ex. 1, s. 7; ex. 1, s. 9; ex. 2, s. 5; ex. 2, s. 7; ex. 2, s. 8; ex. 3, s. 1 | 7 | 223 | 129*100/(7*86) - ex. 1 s. 5 (n=23) - ex. 1 s. 7 (n=9) - ex. 1. s. 9 (n=30) - ex. 2 s. 5 (n=42) - ex. 2 s. 7 (n=24) - ex. 1 s. 8 (n=4) - ex. 3 s. 1 (n=5), all 'plan/arrangement' | **48** |

<p align="center">Present Continuous</p>

| **future plan/arrangement** | ex. 1, s. 5; ex. 1, s. 7; ex. 1, s. 8; ex. 1, s. 9; ex. 2, s. 5; ex. 2, s. 7; ex. 2, s. 8; ex. 2, s. 10; | 9 | 196 | 196*100/(9*86) - ex. 1 s. 5 (n=22) - ex. 1 s. 7 (n=27) - ex. 1. s. 9 (n=21) - ex. 2 s. 5 (n=17) - ex. 2 s. 7 (n=20) - ex. 1 s. 8 (n=55) - ex. 3 s. 1 (n=61), all 'plan' | **36** |

	ex. 3, s. 1				
Present Simple					
timetable	ex. 1, s. 2; ex. 2, s. 4	2	62	62*100/(2*86)	36
Total, all meanings		28 instances of usage	1251	1251*100/(28*86)	52

The results of Table 9 reveal a success rate of 52% (the number of all correct answers was 1251). The number of incorrect answers was 233, which is 10% of all answers. This means that students only provided 62% of all possible answers. 38% of all students chose not to provide any answers, which could have happened because they either did not know the correct answer or were unsure and reluctant to give it. Perhaps they preferred to focus on the correct future forms in the revision test. This rather high rate of omitted sentences influenced the total results of this part of the revision test.

The results revealed a success rate of 50% (suggestion, prediction based on personal opinion, promise, offer, prediction based on evidence, future plan). The result of 36% correct answers for both the Present Continuous and the Present Simple was mainly the result of low total response rate (students gave 45% of all possible answers for the Present Continuous (i.e. 36% of correct answers, and 9% (n=27) of incorrect answers), while they only provided 40% of all possible answers for the Present Simple (i.e. 36% of correct answers, and 4% (n=7) of incorrect answers). It can only be speculated whether students did so for the reason they did not know the correct answer, were reluctant to state it, or any other reason. The lowest success rate was for the 'certain future fact', which was only 2% (n=2). Neither of those two students provided the correct wording of this meaning. Their responses were: 'certain future arrangement' and 'future fact'. Those answers were accepted as correct. This result can be speculated about. When practising the meanings of future tenses with the students during session 2, the author did not overly focus on this meaning because of its rather general nature and she did not want students to overuse it and start applying it excessively. When correcting revision tests, all missing responses were supplied to the students in order for them to receive maximum feedback.

It should be emphasised that if a student did not compose an exact wording of the meaning, e.g. 'instant decision' but revealed his/her understanding of the context

described in a particular sentence by writing an answer similar in meaning, e.g. 'decision now', 'spontaneous decision' or 'decision on the spot'; or 'appointment' instead of 'future arrangement' in case of the Present Continuous, such answers were accepted as correct.

8.8.3   Revision test results: correct tense names

In exercise 1 of the revision test, students were asked to state future tense names for their answers. Exercise 1 consisted of 15 sentences. Therefore, the total possible number of correct tense names was 15. This task was inlcuded in the exercise so the students could check and review their knowledge of future tenses. Table 10 reveals the results of this task.

The results for the Future Simple and Present Simple were calculated using the following formulas:

$$\textit{Future Simple } [\%] = \frac{total\ correct * 100}{total\ possible\ (instances\ of\ usage, N*students, N)} = \frac{350 * 100\%}{688\ (8*86)} = 51\%$$

$$\textit{Present Simple } [\%] = \frac{total\ correct * 100}{total\ possible\ (instances\ of\ usage, N*students, N)} = \frac{29 * 100\%}{86\ (1*86)} = 34\%$$

$$\textit{Be going to } [\%] = \frac{total\ correct\ answers * 100\%}{total\ possible\ answers\ (instances\ of\ usage, N*students, N) - 'shared'\ sentences} = \frac{186 * 100}{430\ (5*86) - Present\ Continuous\ (s.5-s.7-s.9\ (25-7-33))} = 51\%$$

$$\textit{Present Continuous } [\%] = \frac{total\ correct\ answers * 100\%}{total\ possible\ answers\ (instances\ of\ usage, N*students, N) - 'shared'\ sentences} = \frac{106 * 100}{344\ (4*86) - Be\ going\ to\ (s.5-s.7-s.9\ (33-31-20))} = 41\%$$

Table 10: Revision test (correct tense names), Session 3, winter term

Future Simple (8 instances of usage)				Be going to (5 instances of usage)		
Exercise 1	Correct, N	Correct, %		Exercise 1	Correct, N	Correct, %

sentence 3	30	35
sentence 4	58	67
sentence 6	52	60
sentence 10	26	30
sentence 11	44	51
sentence 12	52	60
sentence 13	35	41
sentence 15	53	62
TOTAL	**350**	**51**
Present Simple (1 instance of usage)		
sentence 2	**29**	**34**
TOTAL for all tenses	**671**	**52%**

sentence 1	54	63
sentence 5	33	38
sentence 7	31	36
sentence 9	20	23
sentence 14	48	11
TOTAL	**186**	**51**
Present Continuous (4 instances of usage)		
sentence 5	25	29
sentence 7	7	8
sentence 8	41	48
sentence 9	33	38
TOTAL	**106**	**41**

The results presented in Table 10 show that 52% (n=671) of the students answered correctly. 14% (n=185) answered incorrectly. This means that the total percentage of all questions answered was 66%. 34% of students did not provide any answer, which influenced the final results of this part of the revision test. One of the reasons for so many answered ommited could be that students considered this part of the exercise rather easy for them or less important and rather focused on formulating the correct future forms in the revision test. Another reason could be that the instructions in Exercise 1 were confusing. It was unclear whether the students were supposed to state '*will*' or 'the Future Simple'. If students provided '*will*' instead of the ‚*Future Simple*', this answer was not counted as correct. This fact could contribute to the total low result.

8.9   Discussion of the results

8.9.1   Session 1

At the beginning of session 1 the research participants were asked to complete the pre-test (Appendix 3) in order to evaluate their knowledge of the Future Simple, Be going to, the Present Continuous and the Present Simple prior to the research. The results show that students in both inductive and deductive groups entered the research with almost equal knowledge of the four future forms with a mere difference of 2% in favour of the deductive groups (65% vs. 63%, see Table 4 and Table 11 below, which presents the results of pre-test and post-test). The total results of the post-test (Table 6 and Table 11) reveal that the same difference of 2% between the groups in favour of the deductive approach (80% of correct answers for all tenses in the deductive groups vs. 78% of correct answers for all tenses in the inductive groups). This result signifies that the deductive approach proved to be more effective. However, the difference of mere 2% seems insignificant.

The reason for this finding can be explained by the results of the handout, which only the inductive groups had to complete (Appendix 8). In this handout students had to read the examples for each meaning/rule of the four future forms and to write their own sentences to express the same meaning. 69% of students provided correct sentences (see Table 5). It seems that the examples provided and practise of creating their own sentences reinforced the students' previous knowledge of the four future forms, and possibly their language intuition, and served as a revision for them. It allowed them to

succeed in the post-test in the same level as the deductive groups, in which students were directly working with grammatical rules. The inductive groups show a very similar improvement rate as the deductive groups in the Future Simple, the Present Continuous and the Present Simple. However, the inductive groups only show 8% improvement rate in *Be going to* between the pre-test and post-test (from 55% to 63%, see Table 11 below) compared to 13% in the deductive groups (Table 11). The reason for this result can be found in certain sentences, in which *Be going to* was supposed to be used. For example, sentence 5 of exercise 5 of the post-test ("A: They are not playing well. B: I think they _____ (lose)." required the use of *Be going to* and its meaning was 'prediction based on evidence', and only 51% (n=20) of the students in the inductive groups provided this form correctly. Interestingly, in sentence 4 of exercise 2 of the post-test ("It's cloudy. I think it _____ (rain).") with the same meaning of 'prediction based on evidence', 85% (n=33) of all students from the inductive groups provided the correct response. These results probably show some students' confusion about this meaning and its usage and that they were not completely sure how to respond. Another sentence pertaining to the usage of *Be going to*, in which the inductive groups demonstrated a lower result was in sentence 2 of Exercise 3. In this sentence the students were asked to create "one plan/intention you have for this week". 59% (n=23) of students in the inductive groups wrote correct sentences with *Be going to*, while 70% (n=53) did so in the deductive groups. The results of the post-test revealed which of the forms, and especially which meanings/rules of their usage, needed additional attention and discussion with the students.

Table 11: Comparison of the results of the Pre-test and Post-test

Tense	Inductive (Gr. 1&2), %			Deductive (Gr. 3,4&5), %		
	Pre-test	Post-test	Improvement	Pre-test	Post-test	Improvement
Future Simple	67	83	16	67	81	14
Be going to	55	63	8	53	66	13
Present Continuous	41	61	20	45	66	21
Present Simple	61	83	16	74	90	16
All tenses, %	**63**	**78**	**15**	**65**	**80**	**15**

8.9.2   Session 2

Session 2 of the research was devoted to using the four future forms, the Future Simple, Be Going to, the Present Continuous and the Present Simple with reference to the future. At the beginning of Session 2 the students' homework (Appendix 7) was corrected. It consisted of the same exercises used in the pre-test and the post-test, so the students could go through the rules and review the exercises again at home, in order to identify the areas in which they still needed practice or any extra explanation.

In the next stage of Session 2, three exercises were done. Those exercises were different from the exercises in the pre-test and the post-test (Appendices 12-14). Exercises 1&2 were done and discussed in the class. They students did not submit them. However, Exercise 3 was completed and submitted by the students. It focused on practising the following meanings/rules of the four tenses: the Future Simple: predictions based on evidence, suggestions, instant decisions, and promises; *Be going to*: plans and predictions based on evidence; the Present Continuous: arrangements; the Present Simple: time-table. 74% of all students composed correct sentences for predictions based on personal opinion, while only 51% of all students composed correct sentences for predictions based on evidence (see Table 7). Those meanings were discussed with the students from the deductive groups in Session 1 (between the pre-test and the post-test), while the students in the inductive groups only had examples for both predictions in the inductive handout (Appendix 8) and had to understand the difference for themselves. The difference between the predictions was explained to the participants again at the beginning of Session 2, when discussing the homework. However, the results of Exercise 3 revealed that students still experienced difficulties with the sentences to express predictions (both predictions based on personal opinion and predictions based on evidence). A number of students informed the author during their discussions during the research that they had never heard about these meanings/rules prior to the research. Another reason could be that the difference between the two predictions was completely new information for the students who had not participated in Session 1 and had not done their homework. Therefore, they received less explanation and practice compared to the students who had participated in Session 1. The result of students who did not participate in Session 1 contributed to the general finding.

The difference between those two types of predictions were explained to the students at the beginning of Session 3 again.

8.9.3 Session 3

Table 12 presents the comparison of the results of the pre-test, post-test and the revision test for all students. The results of the revision test were presented for all students. Therefore, the total results for each tense in each test are given for all students (see total results for all students in Table 4 for the pre-test, Table 6 for the post-test, and Table 8 for the revision test). The pre-test and the post tests were comprised of the same exercises. However, the revision test consisted of different exercises. It was longer (20 sentences that required an answer in the pre-test/post-test vs. 29 in the revision test). The revision test was more complex (the students had to put the verb forms in the correct future tense, to identify the future meaning expressed by each verb form and to state the tense names in Exercise 1). Therefore, the students had to focus on several aspects of the revision test under a time limit. Besides, the revision test was taken not only by the students who had participated in Session 1 and Session 2 prior to the revision test, but also by the students who had missed either Session 1 or Session 2, and thus they had less practice. Those reasons could contribute to the total result of the revision test (75%), which was lower than the total result of the post-test (80%).

Table 12: Comparison of the results of the pre-test, post-test and the revision test for all students

Tense	Pre-test	Post-test	Revision test
	Results for all students, %		
Future Simple	67	82	82
Be going to	53	63	70
Present Continuous	44	64	57
Present Simple	70	88	46
All tenses, %	**64**	**80**	**75**

The results according to tenses reveal that the success rate of the Future Simple for all students increased from 67% in the pre-test to 82% in the revision test, and the result for the Present Continuous grew from 44% in the pre-test to 57% in the revision test. The total result of *Be going to* increased between the pre-test and the revision test (from 67% to 82% for all students). It could be caused by the fact that the usage of *Be going to* was again explained to the students prior to writing the revision test. The result of the Present Simple to express a time-table/programme in the revision test

revealed a significant decrease between the pre-test and the revision test results (from 70% to 46% for all students, see Table 12). The following explanation may account for this result. In the pre-test/post-test there were four usages of the Present Simple. Due to fact that the result for the Present Simple in the post-test was exceptionally good for both groups (83% for the inductive groups and 90% for the deductive groups, see Table 6), it was decided to included only two usages of the Present Simple in the revision test. This was done in order for the students to practise the forms/rules they still experienced problems with. One of the two instances of usage of the Present Simple was the question ("When _____ (the match/finish?)" (sentence 2 of exercise 1, see Appendix 16A). 44% (n=25) of all students, who participated in the revision test, but produced incorrect answers to this question. 21% (n=12) of those 25 students provided incorrect tense, other 23% of all students (n=13) failed to provide the correct question form of the Present Simple. They gave the incorrect answers ("*the match finishes*", "*does the match finished*", "*the match finishs*"). This result was not anticipated, and it consequently influenced the total result for the Present Simple in the revision test.

8.10 Conclusion

8.10.1 Research question 1

What are the research participants' areas of knowledge concerning the Future Simple, Be going to, the Present Continuous and the Present Simple with a future reference that require revision and improvement?

The results of the pre-test revealed that the students' knowledge and ability to use the Future Simple and the Present Simple to express the future in sentences was rather high (67% for the Future Simple, and 70% for the Present Simple, see Table 4), while their knowledge of the Present Continuous for expressing the future (44%) and *Be going to* (53%) required revision and improvement. Task 3 of the pre-test, further revealed that the research respondents' knowledge of meanings/rules of usage for the Future Simple, *Be going to*, the Present Continuous and the Present Simple for expressing the future was only 47% (see Table 3) and needed revision and improvement. This result was anticipated. According to the students' own words and according to the results of Task 3 of the pre-test (see Table 3), two types of predictions, "predictions based on evidence" and "predictions based on personal opinion" were new to many students

(results in Table 3 reveal that a mere 15% (n=17) were familiar with "predictions based on personal opinion" (10% of students wrote the answer "prediction", and 5% responded "opinion"). As far as 'predictions based on evidence' are concerned, 5% (n=6) provided that *Be going* to is used to express this meaning. Students were not familiar with the rule of usage for the Present Continuous. 26% (n=30) knew when to use this tense with reference to the future; however, only one student used the word "arrangement", two other students used the verb "to arrange" (see comments under Table 3), 27 other students explained this meaning/rule in their own words.

8.10.2 Research question 2

Which of the research participants' areas of knowledge concerning the Future Simple, Be going to, the Present Continuous and the Present Simple with a future reference improved and which did not improve in the course of the research?

Students revealed an increase in the knowledge of the Future Simple (from 67% in the pre-test to 82% in the revision test, see Table 12 above), and Be going to (from 53% in the pre-test to 70% in the revision test, see Table 12 above). The results of the Present Continuous reveal an increase from 44% to 57% between the pre-test and post-test, but show a decrease between the results of the post-test and the revision test (see Table 12 above). The results of the Present Simple decreased from 70% in the pre-test to 46% in the revision test. Possible reasons are described in Subchapter 8.9.3.

8.10.3 Research question 3

Which of the approaches to teaching grammar, deductive or inductive, proves to be more effective for teaching future tenses to students of English Philology?

The comparison of results for the pre-test and post-test revealed that the deductive approach proved to be slightly more effective than the inductive approach. However, with a mere difference of 2% in both the pre-test and post-test (see Tables 4 and 6). In general, both approaches proved to be effective and both groups, inductive and deductive, increased their knowledge of the Future Simple, *Be going to*, the Present Continuous and the Present Simple for expressing the future by 15% (see Table 11). Students in the deductive groups thus demonstrated that they were able to work with grammatical rules and examples well and were able to apply them in exercises in the post-test. The students in the inductive groups demonstrated that they could work with

the examples of usage for the four future forms, and apply their previous knowledge of the Future Simple, *Be going to*, the Present Continuous and the Present Simple successfully in the exercises.

9 QUANTITATIVE RESEARCH, PART 2: the Future Continuous, the Future Perfect Simple and the Future Perfect Continuous

9.1 Objectives and research questions

This stage of the research has the following two main objectives:

➢ To revise and improve the participants' knowledge of the forms and rules of usage for the Future Continuous, the Future Perfect Simple, and the Future Perfect Continuous through a number of exercises.

➢ To teach the Future Simple, *Be going to*, the Present Continuous and the Present Simple for expressing the future to the research participants using two main approaches to teaching grammar: the deductive and inductive approaches.

Based on the objective of the thesis, the **research questions** at this stage of the research are the following:

4. Which areas of knowledge of the research participants concerning the Future Continuous, the Future Perfect Simple, and the Future Perfect Continuous require revision and improvement?
5. Which areas of knowledge of the research participants for the Future Continuous, the Present Perfect Simple, and the Future Perfect Continuous improved and which did not improve in the course of the research?
6. Which of the approaches to teaching grammar, the deductive or inductive, proved to be more effective for teaching future tenses to students of English Philology?

9.2 Session 4: Pre-test

Session 4 of the research took place in March, 2014, and 85 students took part in it. At the beginning of Session 4 the students were informed that in the summer term the main focus of the research would be on the Future Continuous, the Future Perfect Simple, and the Future Perfect Continuous. The corrected handouts with the revision test from Session 3 from the winter term were returned to the students and discussed with them. Straight after that, the pre-test took place.

9.2.1 **Pre-test procedure**

The **pre-test handout** was distributed to each student (Appendix 17). Students were requested to write their names on the pre-test handout, they were informed that the research was anonymous, and their names would not be disclosed in the research. The students were further requested to work individually and not to cooperate with each other.

The pre-test consisted of two parts: Tasks 1, 2&3 and Exercises 1, 2&3. In Task 1 students were requested to provide their own sentences for each of the three future tenses. The aim of this task was to investigate the students' knowledge of the form and use of those particular future tenses, as well as the student's ability to use them in sentences of their own. Task 2 aimed specifically at exploring the students' knowledge of the form of the three tenses. The students were asked to provide the affirmative, negative and interrogative forms of each tense. The aim of Task 3 was to investigate the participants' knowledge of the rules of usage for the Future Continuous, the Future Perfect Simple, and the Future Perfect Continuous.

Tasks 1 ,2&3 were followed by three exercises. In Exercise 1 the students were requested to translate 10 sentences from Czech into English. Exercise 2 was a continuously running text in which the students had to put 7 verb forms into the correct future form (the Future Continuous, the Future Perfect Simple or the Future Perfect Continuous); the last three sentences were left for the students' own sentences related to the topic of the text. In the final exercise, Exercise 3, the students were requested to finish the sentences using one of the tenses. In all of the exercises, the students were requested to use 3 future tenses: the Future Continuous, the Future Perfect and the Future Perfect Continuous. This information was emphasised two times during the pre-test completion.

The time required in each group to complete the pre-test completion as follows: 25 minutes in Group 1, 27 minutes in Group 2 (the inductive groups), and 27 minutes in Group 3 and 28 minutes in Group 4 (the deductive groups).

After the pre-test the actual teaching, either deductively or inductively, took place.

9.2.2 Pre-test results: Task 1 (the Future Continuous)

In Task 1 of the pre-test the students were requested to provide their own sentences for the Future Continuous, the Future Perfect Simple and the Future Perfect Continuous. Table 13 presents the results of Task 1 for the Future Continuous only.

It should be explained how the "total, N" and "total, %" results in Table 13 were calculated. For example, the number of correct Future Continuous sentences given by all 85 students was 51 (i.e. 26 correct sentences given by the inductive groups + 25 correct sentences given by the deductive groups). 51 correct sentences given by all students constitute 60% of all correct answers which could be provided by 85 respondents (=51 *100% / 85).

The examples quoted in the comments in Table 13 are presented as they were given by the students, with all their errors.

Table 13: Results of Task 1 of the pre-test, students' own sentences: the Future Continuous, Session 4

Students' answers	Inductive (Gr. 1&2, n=38)	Deductive (Gr. 3&4, n=47)	Total, N	Total, %
Future Continuous				
correct	**26**	**25**	**51**	**60**
incorrect	0	0	0	0
total	**26**	**25**	**51**	**60**
Incorrect tenses:				
Future Simple	2	5	7	8
Be going to	6	7	13	15
Present Continuous	4	6	10	12
Present Simple	0	1	1	1
Incorrect tenses, total	**12**	**19**	**31**	**36**
Grammatically incorrect	**0**	**2**	**2**	**2**
All responses, total	**38**	**46**	**84**	**98**

Table 13 demonstrates that 98% of students (n=84 out 85) wrote their own sentences for the Future Continuous. 60% (n=51) of all students composed the correct sentences of their own with the Future Continuous form. The following types of sentences were accepted as correct: complete sentences which contained a time reference (e.g., "*I will be playing*

tennis on Thursday at 2 p.m.", "*I will be listening to music at 7 o'clock tomorrow.*", "*I will be doing my homework on Saturday evening.*"), and the sentences with the correct Future Continuous form but without a time reference (e.g. "*I'll be doing some jogging.*", "*I will be playing guitar.*", "*I will be waiting at the café.*", etc.). This was done for the reason that those sentences contained the correct Future Continuous form and would be considered correct in situations where the time reference was clear from the context. 36% (n=31) of all composed incorrect sentences, which shows that those students were not familiar with the Future Continuous and confused it with the following tenses: 15% (n=13) – Be going to; 12% (n=10) – Present Continuous; 8% (n=7) – Future Simple (will); 1% (n=1) – Present Simple. 2% (n=2) sentences were grammatically incorrect ("*I will doing...*", and "*I will swimming in a swimming pool*").

Complete answers to all pre-test tasks and exercises can be found in Appendix 18.

9.2.3 Pre-test results: Task 1 (the Future Perfect Simple)

The results of Task 1, sentences composed in the students' own words in the Future Perfect Simple are presented in Table 14. The examples quoted in the comments below Table 14 are presented as they were given by the students, with all their errors.

It should be explained how the "total, N" and "total, %" results in Table 14 are calculated. For example, the total number of correct Future Perfect Simple sentences given by all 85 students was 29 (i.e. 11 correct sentences given by the inductive groups + 18 correct sentences given by the deductive groups). 29 correct sentences given by all students constitute 34% of all correct answers which could be submitted by 85 respondents (=29 *100% / 85).

Table 14: Results of Task 1 of the pre-test, students' own sentences: the Future Perfect Simple, Session 4

Students' answers	Inductive (Gr. 1&2, n=38)	Deductive (Groups 3&4, n=47)	Total, N	Total, %
Future Perfect Simple				
correct	**11**	**18**	**29**	**34**
incorrect	8	4	12	14
total	**19**	**22**	**41**	**48**

Incorrect tenses:				
Future Simple	11	11	22	26
Future Continuous	0	2	2	2
Be going to	0	4	4	5
Present Continuous	0	0	0	0
Present Simple	0	1	1	1
Incorrect tenses, total	**11**	**18**	**29**	**36**
Grammatically incorrect	**4**	**3**	**7**	**8**
All responses, total	**34**	**43**	**77**	**91**

The results show that 91% of students (n=77 out 85) wrote their own sentences for this task. 48% (n=41) of all sentences contained the Future Perfect Simple form. 34% (n=29) sentences were grammatically correct (e.g., "*I will have done my project by the end of summer.*", "*I will have written a test by 12 o'clock.*", "*I will have cleaned the bathroom before you will come home.*" The last sentence was accepted as a grammatically correct because the Future Perfect Simple was used correctly in it, despite a mistake in the time clause). 14% (n=12) of the answers were incorrect for the following reasons: 1) the correct form of the Future Perfect Simple tense was used, but the whole sentence was grammatically incorrect (e.g. "*I will have finished this school by 4 years.*"), 2) the form was used incorrectly (e.g. "*You will have been read"),* or 3) the sentence was incomplete *(e.g. "You will have visited.*", "*We will have continued.*"). The results show that 34% of all students (n=29) could use the Future Perfect Simple in grammatically correct sentences, while another 14% (n=12) were at least somewhat familiar with the form of the tense.

Another 36% (n=29) wrote incorrect sentences that contained a different tense: 26% (n=22) - Future Simple (will); 5% (n=4) – Be going to; 2% (n=2) – Future Continuous; 1% (n=1) - Present Simple. 8% of provided sentences (n=7) were grammatically incorrect (e.g. "*I will works as policeman, till I'll finish my study.*", "*I have going to done homework.*", "*I'll have finish it by tomorrow.*").

9.2.4 Pre-test results: Task 1 (the Future Perfect Continuous)

The results of Task 1 for the Future Perfect Continuous are presented in Table 15. The examples quoted in the comments under Table 15 are presented as they were given by the students, with all their errors.

It should be explained how the "total, N" and "total, %" results in Table 15 were calculated. For example, the total number of correct Future Perfect Continuous sentences given by all 85 students was 6 (i.e. 3 correct sentences given by the inductive groups + 3 correct sentences given by the deductive groups). 6 correct answers constitute 7% of all answers possible by 85 respondents.

Table 15: Results of Task 1 of the pre-test, students' own sentences: the Future Perfect Continuous, Session 4

Students' answers	Inductive (Gr. 1&2, n=38)	Deductive (Gr. 3&4, n=47)	Total, N	Total, %
Future Perfect Continuous				
correct	3	3	6	7
incorrect	11	14	25	29
total	14	17	31	36
Incorrect tenses				
Future Simple	0	1	1	1
Future Continuous	4	7	11	13
Future Perfect Simple	2	1	3	4
Be going to	5	8	13	15
Present Continuous	0	2	2	2
Present Simple	0	0	0	0
Incorrect tenses, total	11	19	30	35
Grammatically incorrect	8	2	10	12
All responses, total	33	38	71	83

The results reveal that 83% (n=71) of sentences, both correct and incorrect, were given by students. 36% (n=31) of sentences contained the Future Continuous form. 7% (n=6) of those 31 sentences were grammatically correct (e.g., "*We will have been working there for twenty years next year.*", "*I will have been playing the tennis for 4 years in May.*"). Another 29% (n=25) of the sentences contained the correct Future Perfect Continuous form

but were incorrect (e.g. "*You will have been watching.*", "*I will have been doing it before you left tomorrow.*", "*You will have been finishing the book next week, right*?", etc.). 35% (n=30) of the sentences were incorrect and students confused the Future Perfect Continuous with the following tenses: 15% (n=13) – Be going to; 13% (n=11) – Future Continuous; 4% (n=3) – Future Perfect Simple; 2% (n=2) - Present Continuous, 1% (n=1) - Future Simple (will). 12% (n=10) of the sentences were grammatically incorrect (e.g. "*I'm going to working from 8 o'clock till 16 o'clock.*", "*You will listening a song.*", "*I will have be doing this exercise for 2 weeks.*", etc.).

9.2.5   Pre-test results: Task 2

The aim of Task 2 of the pre-test was to investigate the students' knowledge of the forms of the Future Continuous, the Future Perfect Simple and the Future Perfect Continuous. This task is similar to Task 1, from which it is possible to infer the students' knowledge of forms for the three future tenses. However, this task was included for the purpose of verifying the students' knowledge and to investigate how well they would identify the components of each form. Only the answers of those students who wrote correct sentences in Task 1 of the pre-test were accepted. If the students failed to show sufficient knowledge of a particular tense in Task 1, Task 2 was not taken into consideration.

The "total, N" and "total, %" results in Table 16 are calculated as follows. For example, the total number of the correct Future Continuous affirmative forms given by all 85 students was 33 (i.e. 16 correct forms given by the inductive groups + 17 correct forms given by the deductive groups). 33 correct sentences constitute 39% of all answers possible by 85 respondents (=33 *100% / 85).

Table 16 presents the results according to the tenses, types of forms (affirmative, negative or interrogative), and groups of students:

Table 16: Results of Task 2 of the pre-test, Session 4

Students' answers	Inductive (Gr. 1&2, n=38)	Deductive (Gr. 3&4, n=47)	Total, N	Total, %
Future Continuous				
affirmative	16	17	33	39
negative	17	20	37	44
interrogative	13	19	32	38

Total	**46**	**56**	**102**	**40**
Future Perfect Simple				
affirmative	9	14	23	27
negative	11	15	26	31
interrogative	10	14	24	28
Total	**30**	**43**	**73**	**29**
Future Perfect Continuous				
affirmative	6	13	19	22
negative	6	9	15	18
interrogative	5	11	16	19
Total	**17**	**33**	**50**	**20**
TOTAL correct for all tenses	**93**	**132**	**225**	**29**

The results of Task 2 from the pre-test show that 29% (n=225) of the participants were able to give all correct forms (affirmative, interrogative, and questions forms) for all three tenses. 40% (n=102) of all correct forms (affirmative, interrogative, and questions forms) were successfully indicated by the students for the Future Continuous, 29% (n=73) for the Future Perfect Simple, and 20% (n=50) of the correct forms were given for the Future Perfect Continuous.

When the results of this task are compared with Task 1 of the pre-test (see Table 13), the results are the following: 60% (n=51) of correct sentences were given by students for this tense in Task 1, while 40% (n=102) of correct forms were provided in task 2 for the Future Continuous; 48% (n=41) of correct sentences were given by students for the Future Perfect Simple, while 29% (n=73) correct forms were provided by students in Task 2. 36% (n=31) sentences correct were for the Future Perfect Continuous vs. 20% (n=50) of correct forms in Task 2. The number of forms in Task 2 was always lower than the number of students who correctly composed their own sentences; the main reasons being: a) students did not provide any answer, b) they failed to indicate the elements of the appropriate form correctly (e.g. "*will + ing*", "*will + verb + ing*", "*Will be I working*?", etc. for the Future Continuous; "*he will have work*", "*I will not have*", etc. for the Future Perfect Simple; and "*will + have + been + past participle*", "*will + have + be + Verb + ing*" for the Future Perfect Continuous). The results demonstrate that students were either reluctant to state the form or failed to describe the components of the form correctly. The results further reveal the same tendency throughout Task 1 and Task 2: the greatest number of students was

familiar with the Future Continuous and its forms, while the least number of students was familiar with the Future Perfect Continuous.

9.2.6 Pre-test results: Task 3

Task 3 of the pre-test was designed with the objective to investigate the students' knowledge of the rules of usage for each tense, and its results are presented in Table 17 according to the tenses and groups. It was decided to only accept the responses provided by the students who provided the sentences of their own in task 1 of the pre-test with the correct form of the respective tense, and thus showed the knowledge of the particular tense.

The "total, N" and "total, %" results in Table 17 are calculated as follows. For example, the total number of the correct answers for the 'activity at a certain moment in the future' meaning of the Future Continuous given by all 85 students was 12 (i.e. 6 correct forms given by the inductive groups + 6 correct forms given by the deductive groups). 12 correct sentences given by all students constitute 14% of all correct answers possible by 85 respondents (=12 *100% / 85).

Table 17: Results of Task 3 of the pre-test, Session 4

Tenses/rules	Inductive (Gr. 1&2, 38 students)	Deductive (Gr. 3&4, 47 students)	Total, N	Total, %
Future Continuous				
The rules:				
activity at a certain moment in the future	6	6	12	14
action in progress	5	6	11	13
future plans	3	3	6	7
total correct	**14**	**15**	**29**	**34**
incorrect	1	3	4	5
total	15	18	33	39
Future Perfect Simple				
correct (an action will be completed before a certain time in the future)	**10**	**11**	**21**	**25**
incorrect	1	7	8	9
total	11	18	29	34
Future Perfect Continuous				
correct (an activity in progress which will continue until a certain time in the	**4**	**10**	**14**	**16**

future)				
incorrect	3	6	9	11
Total	7	16	23	27
Total correct for all tenses	**28**	**36**	**64**	**25**
Total incorrect for all tenses	**5**	**16**	**21**	**8**

Table 17 shows that the total percentage of all correct meanings was 25% (n=64), the percentage of incorrect sentences was 8% (n=21). It means that only 33% (n=85) of all possible answers were stated by the students. 34% (n=29) of students provided correct rules of the use of the Future Continuous, which were further divided into three categories according to the students' responses: 1) activity at a certain moment in the future (14% (n=12) of all the participants. The students used the following synonyms for the word "certain": specific, exact, particular moment in the future and those answers were accepted as correct. 2) future action in progress (13% (n=11) of all the participants), and 3) future plans (7% (n=6) of all the participants). 5% (n=4) answers were incorrect (e.g. "*What we will do - our promises*", "*what will we be doing in short future*", etc.).

As far as the Future Perfect Simple is concerned, 34% (n=29) of the answers were provided: 25% (n=21) of those answers were correct (e.g. "*complete situations by a definite time in the future*", "*It will have been done for example by next week; before the end next week.*", "*činnost, která bude v budoucnu vykonána v nějaký čas (do nějaké doby)*", "*when we want to talk about action which is not done yet, but by the time about which we speak, it will be done.*"). 9% (n=8) of all answers were incorrect (e.g. "*something, that happens in the future at particular time*", "*it express time, for how long I will do something in specific time in future*", "*sth which is going to happen somewhere in the future*").

The respondents further gave 27% (n=23) of all possible answers for the rules of usage for the Future Perfect Continuous. 16% (n=14) of those responses were accepted as correct (e.g. "*something what will start happening in some point in the future and will be continuing after*", "*Action which ends before /at certain time in the future and lasts for longer time.*", "*Actions which have already started but they will also continue in the future, f.e. before the end of the week I will have been doing the exercise for half a year.*", etc.), and 11% of responses (n=9) were incorrect ("*Když něco v budoucnosti tou dobou budeme*

dělat → *budeme to ještě dokončovať*", "*Something what's used to happening for many times in the future.*", "*before I do something.*", etc.).

The total results demonstrate the students' rather unsatisfactory knowledge of the rules of usage for the Future Continuous, the Future Perfect Simple and the Future Perfect Continuous.

9.2.7 Pre-test results: Exercises 1, 2&3

Tasks 1, 2&3 of the pre-test were followed but exercises 1, 2&3, which were included in the pre-test handout (Appendix 17) in order to investigate the students' ability to use the Future Continuous, the Future Perfect Simple and the Future Perfect Continuous.

It was emphasised to the research participants that they were only required to use the Future Continuous, the Future Perfect Simple, and the Future Perfect Continuous, and not other tenses. Table 18 shows the results of exercises 1, 2&3 of the pre-test. The table is divided into three parts according to three future tenses and the sentences in which that particular form occurred, not according to the exercises.

The same approach is used to calculating the success rate expressed in percentage for each tense and for the total results as in stage 1 of the research was employed (see 8.3.5 for further explanation). The formulas used for calculating the results for the inductive groups are provided below. The same formulas were employed to calculate the results for the deductive groups and the total results for all students but the figures were changed respectively.

$$future\ continuous\ (F.C.)\ inductive\ correct\ [\%] =$$

$$\frac{F.C.\ inductive\ total\ correct, N * 100}{F.C.\ inductive\ total\ possible\ (instances\ of\ usage, N * students, N)} = \frac{147 * 100\%}{418\ (=11*38)} =$$

35%

future perfect simple (FPS)*inductive correct* [%]

$$= \frac{FPS\ inductive\ total\ correct, N * 100\%}{FPS\ inductive\ correct\ total\ possible\ (instances\ of\ usage, N * students, N) - correct\ 'shared's.}$$

$$= \frac{74 * 100}{(11 * 38) - future\ perfect\ continuous\ (ex\ 1\ s8A - ex\ 1\ 8B - ex\ 2s\ 2 - ex3\ s2 - ex3\ s3)}$$

$$= \frac{7400}{418 - 5 - 5 - 10 - 0 - 2} = 19\%$$

future perfect continuous (FPC) *inductive correct* [%]

$$= \frac{FPC\ inductive\ total\ correct, N * 100\%}{FPC\ inductive\ correct\ total\ possible\ (instances\ of\ usage, N * students, N) - correct\ 'shared's.}$$

$$= \frac{22 * 100}{(6 * 38) - future\ perfect\ simple\ (ex\ 1\ s8A - ex\ 1\ 8B - ex\ 2s\ 2 - ex3\ s2 - ex3\ s3)}$$

$$= \frac{2200}{228 - 0 - 0 - 7 - 13 - 1} = 11\%$$

Table 18: Results of Exercises 1, 2,&3 of the pre-test, Session 4

Exercises and sentences	Inductive (Groups 1&2, 38 students)		Deductive (Groups 3&4, 47 students)		Total correct, N	Total incorrect, N
	correct, N	incorrect, N	correct, N	incorrect, N		
FUTURE CONTINUOUS – 11 instances of usage						
Exercise 1						
sentence 1	21	15	24	23	45	38
sentence 2	23	13	24	22	47	35
sentence 4A	2	35	6	40	8	75
sentence 4B	22	13	24	22	46	35
sentence 6	11	26	17	27	28	53
sentence 7	5	26	3	35	8	61
Exercise 2						0
sentence 1	14	10	12	20	26	30
sentence 4	12	23	11	32	23	55
sentence 7	13	24	16	28	29	52
students' own sentences	9	13	18	16	27	29
Exercise 3						0
sentence 1 (students' own sentences)	15	16	17	27	32	43
Total, N	**147**	**214**	**172**	**292**	**319**	**506**
Total, %	**35**	**51**	**33**	**56**	**34**	**54**
FUTURE PERFECT SIMPLE – 11 instances of usage						
Exercise 1						
sentence 3	10	21	13	32	23	53
sentence 5	14	20	15	30	29	50
sentence 8A	0	0	0	0	0	0

sentence 8B	0	0	0	0	0	0
Exercise 2						
sentence 2	7	20	4	29	11	49
sentence 3	6	24	11	25	17	49
sentence 5	13	23	16	28	29	51
sentence 7	10	27	18	23	28	50
students' own sentences	3	13	5	15	8	28
Exercise 3						
sentence 2 (students' own sentences)	13	11	10	15	23	26
sentence 3 (students' own sentences)	1	10	7	15	8	25
Total, N	**74**	**156**	**94**	**197**	**176**	**381**
Total, %	**19**	**49**	**19**	**47**	**20**	**54**
FUTURE PERFECT CONTINUOUS – 6 instances of usage						
Exercise 1						
sentence 8A	5	28	4	36	9	64
sentence 8B	5	29	4	37	9	66
Exercise 2						
sentence 2	10	20	12	29	22	49
students' own sentences	0	12	1	15	1	27
Exercise 3						
sentence 2 (students' own sentences)	0	10	0	15	0	25
sentence 3 (students' own sentences)	2	10	0	14	2	24
Total, N	**22**	**109**	**21**	**146**	**42**	**255**
Total, %	**11**	**58**	**8**	**65**	**9**	**62**
Total for all tenses, N	**243**	**479**	**287**	**635**	**537**	**1142**
Total for all tenses, %	**28**	**55**	**27**	**59**	**27**	**58**

The results of exercises 1, 2&3 of the pre-test presented in Table 18 show that students gave 27% (=537) of correct sentences for all tenses, 58% of incorrect sentences (n=1142). It means that 15% of all answers were not stated. The total results for each tense show the following success rates: 34% (n=319) for the Future Continuous, 20% (n=176%) for the Future Perfect Simple, and a mere 9% (n=42) for the Future Perfect Continuous.

The total results according to the approaches reveal that that students in both groups entered the research with almost equal knowledge of all three tenses with a difference of 1% in favour of the inductive groups. The inductive groups further demonstrated a slightly higher ability to use the Future Continuous in exercises and sentences of their own creation with the total result of 35% vs. 33% for the Future Continuous in the deductive groups. A

difference of 3% in favour of the inductive groups was revealed in the Future Perfect Continuous (11% vs. 8% in the deductive groups), and no difference was revealed in the Future Perfect Simple tense (19% in both groups). These results will be further discussed in Subchapter 9.9.1.

9.3 Session 4: Teaching the Future Continuous, the Future Perfect Simple and the Future Perfect Continuous deductively

9.3.1 Procedure of teaching the future forms deductively

The procedure for teaching the Future Continuous, the Future Perfect Simple and the Future Perfect Continuous in the deductive groups was as follows:

6. The students in the deductive groups (Groups 3&4) were provided with a **grammatical handout**, which contained the information about the Future Continuous, the Future Perfect Simple and the Future Perfect Continuous (Appendix 19). The grammatical handout contained three rules for the Future Continuous, one rule for the Future Perfect Simple, and one rule for the Future Perfect Continuous. The number of the rules reflect the frequency of use in those tenses. Taking into consideration the fact that the Future Continuous is more frequently used in spoken English than the two other future tenses, it was decided to include three different rules for this particular tense. Other tenses were only represented by one rule each. The total number of rules was limited to five due to the time limit. Despite the fact that the Future Perfect Continuous is not widely used in spoken English, and it was not a part of the students' syllabus, it was decided to include it in the grammatical handout, as future teachers of English should get an overview of this tense as well.

7. Discussion of the grammatical handout with the students went as follows. One of the students was asked to read each of the rules and the examples for that rule aloud. The other students listened and followed along with their own handouts. After each rule and the respective examples had been read by one student, the entire class was then asked if they had any further questions. In Group 3 one of the students had a question. He asked whether the auxiliary verb *have* was used for all persons in the Future Perfect Simple tense, and he received an affirmative response. In order to encourage the students to make their own examples, the author further asked the following questions: "*What will*

you be doing this time tomorrow/at the weekend?", "*What will you have done by the end of this week*?" etc.

The grammar rules presentation and discussion stage took 10 minutes in each of the groups.

8. Unlike the inductive groups, the deductive groups were not asked to complete any extra handout. After the discussion of the grammatical rules the students were requested to complete the **immediate post-test** (Appendix 20), the results of which will be presented in Subchapter 9.5. The immediate post-test consisted of the grammatical rules (Appendix 19), which had been discussed with the students prior to the post-test completion, and the same exercises 1, 2&3 as in pre-test (Appendix 17). Tasks 1, 2&3 of the pre-test (Appendix 17) were excluded from the post-test for reasons of time. The aim of the post-test was to see the effect the discussion stage and how well the students could work with grammatical rules and examples which were at their disposal. The students were further requested to work individually and not to cooperate with each other. While the students were completing the post-test, their independent work was monitored. The pre-test handouts were collected from the students after test completion.

9. The students were further informed that one week prior to the next research session their regular lecturers would provide them with a handout containing the grammatical rules and exercises (Appendix 20). This was the same handout used at the post-test. The students were requested to read the rules and examples again and to complete the exercises for their homework. This handout was not given to the students at this point because of the possibility students could pass it to other groups, who had not participated in the research yet, which would have influenced the research results.

The students in Groups 3&4 required 20 and 17 minutes respectively to complete this stage. The total time for this session with the students (the pre-test, the grammar rules explanation and discussion, and the immediate post-test) was 60 minutes in each group.

Complete answers provided in the post-test by all students from both groups can be found in Appendix 24.

9.4 Session 4: Teaching the Future Continuous, the Future Perfect Simple and the Future Perfect Continuous inductively

9.4.1 Procedure of teaching the future forms inductively

1. Immediately after the completion of the pre-test, the students were provided with an inductive handout (Appendix 21). It was divided into 3 parts according to future tenses (the Future Continuous, the Future Perfect Simple, and the Future Perfect Continuous). The Future Continuous part was further divided into three sections, each representing one rule of the usage for the Future Continuous. Each part (and each section of the Future Continuous part) was represented by three examples (the same examples were used in the grammatical handout (Appendix 19) in the deductive groups). However, the actual rule was not stated in the inductive handout. The students were requested to study the examples and to respond to a number of questions.

2. The students were further requested to work individually and not to cooperate with each other. Their independent work was monitored. The handouts were collected after their completion by the students. The students in both groups required approximately 30 minutes for the completion of this handout. Completed student answers for the inductive handout can be found in Appendix 22.

3. After the inductive handout completion, students were given the immediate post-test (Appendix 23). The exercises in the post-test were the same as exercises 1, 2&3 of the pre-test and the same exercises were also given to students in the deductive groups for their post-test (Appendix 20, however, grammatical rules were excluded from the post-test in the inductive groups). Completed students answers for the post-test from both groups can be found in Appendix 24.

4. After the post-test completion, the students were informed they would receive a homework handout from their regular lecturers before the next session of the research (Appendix 20).

9.4.2 Results of the inductive part of the research

The results of the inductive handout used in the inductive groups are shown in Table 19. The results are presented according to the correct and incorrect answers expressed as a number and as a percentage of correct/incorrect possible answers that could be provided by

38 students from the inductive groups. For example, there were 34 correct answers out of 38 students from the inductive groups concerning the tense name in the Part 'Questions' (the Future Continuous, see the first row of Table 19). These 34 answers constitute 89% of all the answers possible from 38 students (=34*100% / 38).

Table 19:Results of the inductive part of the research, Session 4

Parts/sections		correct, N	correct, %	incorrect, N	incorrect, %
All students from the inductive groups (n=38)					
PART 1: FUTURE CONTINUOUS					
Part 'Questions'	tense	34	89	4	11
	form	30	79	2	5
section 1	meaning	25	66	5	13
	example	31	82	1	3
section 2	meaning	23	61	2	5
	example	26	68	0	0
section 3	meaning	18	47	4	11
	example	27	71	0	0
Meaning/rule, total		**66**	**58**	**11**	**10**
Own example, total		**84**	**74**	**1**	**1**
PART 2: FUTURE PERFECT SIMPLE					
Part 'Questions'	tense	23	61	13	34
	form	22	58	10	26
	meaning	15	39	7	18
	example	23	61	7	18
PART 3: FUTURE PERFECT CONTINUOUS					
Part 'Questions'	tense	29	76	5	13
	form	20	53	10	26
section 1	meaning	16	42	7	18
	example	10	26	17	45
TOTAL RESULTS					
Tense, total		**86**	**75**	**22**	**19**
Form, total		**72**	**63**	**22**	**19**
Meaning, total		**97**	**51**	**25**	**13**
Example, total		**117**	**62**	**25**	**13**

Total results of the inductive handout reveal that 75% (n=86) of all students could identify and name all three tenses correctly, 63% (=72) of all students stated the form of all three tenses correctly, 51% (n=97) indicated the correct meaning/rule; and 62% (n=118) of all students could give correct examples of their own for all three tenses.

The Future Continuous part consisted of three sections according to three rules of usage for this tense (1) talking about a future action that will be in progress at a certain moment in

the future; 2) talking about arranged, fixed, planned or decided future events, 3) to inquire politely about someone's future plans (the rules are taken from Appendix 20 and were discussed with all the students in Session 5. Those rules were not included into the inductive handout). It should be mentioned that all the three meanings were mostly interchangeable. For example, example 1.1. of section 1, Part 1 of the inductive handout ("*This time tomorrow, I will be watching a film in English.*" (Swan, 2005, 195) was an example for rule 1 (the Future Continuous is used to talk about a future action that will be in progress at a certain moment in the future). However, the following answers were also accepted as correct: *action at exact time in the future, action in progress in the future,* and a *future plan.*

Students showed the best results when working with the Future Continuous: 58% (n=66) of all students identified the three rules of usage this tense correctly, and 74% (n=64) provided their own example correctly (e.g. "*This time tomorrow, I will be sleeping.*", "*I will be flying to Mexico at 8 o'clock.*", etc.). Only one incorrect example was provided for this tense ("*I will be travelling to Prague by this time on friday.*").

The results for the Future Perfect Simple show that 39% (n=15) of students could identify its meaning correctly ("*sth will be completed in the future*", "*<u>by</u> the time; it will be finished*"), and 61% of the students composed their own sentences correctly (e.g. "*I will have cleaned my room by the time my brother gets home.*", etc.).

The results for the Future Perfect Continuous were the following: 42% (n=16) of students identified the meaning correctly (e.g. "*what is happening now, happened in past and how it show in future time.*", "*Bude se něco dít po nějakou dobu v budoucnu*", etc.), and 26% (n=10) of correct sentences were provided "*We will have been waiting for you for two ours until you arrive.*", "*By next week, we will have been together for three years.*", etc.). 45% (n=17) of all answers for the Future Perfect Continuous were incorrect (e.g. "*By this week we will have been in the next house.*", "*By 2222 the world will have been destroying.*"). These results reveal that students understood the usage of the Future Continuous and the Future Perfect Simple rather well, but they experienced problems with understanding the usage of the Future Perfect Continuous and applying it in sentences of their own correctly. However, the result for the students' own sentences concerning the Future Perfect

Continuous (26%, n=10) is higher than the result of three correct sentences provided by 38 students from the inductive groups in Task 1 of the pre-test (see Table 15).

9.5   Session 4: Post-test results

Table 20 shows the results of the immediate post-test for all groups. Because the post-test consisted of the same exercises as the pre-test, the same formulas were used to calculate the results in the post-test (see Subchapter 9.5). However, the figures were changed respectively (see Subchapter 8.3.5 for more information about the calculating procedure).

Completed student answers in the post-test from both groups can be found in Appendix 24.

Table 20: Results of the post-test, Session 4

Exercises and sentences	Inductive (Groups 1&2, n=38)		Deductive (Groups 3&4, n=47)		Total correct, N	Total incorrect, N
	correct, N	incorrect, N	correct, N	incorrect, N		
FUTURE CONTINUOUS – 11 instances of usage						
Exercise 1						
sentence 1	29	9	29	18	58	27
sentence 2	30	8	44	3	74	11
sentence 4A	17	21	33	14	50	35
sentence 4B	34	4	41	5	75	9
sentence 6	28	9	44	3	72	12
sentence 7	17	18	35	10	52	28
Exercise 2					0	0
sentence 1	21	17	33	14	54	31
sentence 4	27	11	40	6	67	17
sentence 7	24	13	31	16	55	29
students' own sentences	25	8	28	17	53	25
Exercise 3					0	0
sentence 1 (students' own sentences)	30	8	41	2	71	10
Total, N	**282**	**126**	**399**	**108**	**681**	**234**
Total, %	**67**	**30**	**77**	**21**	**73**	**25**
FUTURE PERFECT SIMPLE – 11 instances of usage						
Exercise 1						
sentence 3	21	14	27	10	48	24
sentence 5	28	10	38	9	66	19
sentence 8B(1)	0	10	4	11	4	21

sentence 8B(2)	0	12	1	21	1	33
Exercise 2					0	
sentence 2	5	19	6	18	11	37
sentence 3	9	27	22	24	31	51
sentence 5	23	15	39	7	62	22
sentence 7	25	12	33	13	58	25
students' own sentences	18	7	15	17	33	24
Exercise 3					0	
sentence 2	25	5	26	12	51	17
sentences 3	7	7	9	15	16	22
Total, N	**161**	**138**	**220**	**157**	**381**	**295**
Total, %	**44**	**40**	**50**	**36**	**48**	**38**

FUTURE PERFECT CONTINUOUS – 6 instances of usage

Exercise 1						
sentence 8B(1)	17	20	23	21	40	41
sentence 8B(2)	12	25	24	21	36	46
Exercise 2					0	0
sentence 2	21	19	29	18	50	37
students' own sentences	3	6	5	15	8	21
Exercise 3					0	0
sentences 2	2	5	3	12	5	17
sentences 3	3	6	1	14	4	20
Total, N	**58**	**81**	**85**	**101**	**143**	**182**
Total, %	**30**	**46**	**36**	**49**	**33**	**48**
Total for all tenses, N	**501**	**345**	**704**	**366**	**1205**	**711**
Total for all tenses, %	**57**	**39**	**65**	**34**	**62**	**36**

The results of the post-test presented in Table 20 show that students gave 62% (=1205) of correct sentences for all tenses and 36% of incorrect sentences (n=711). It means that 2% of all answers were omitted. The total results for each tense show that out of three tenses, students had the most correct answers for the Future Continuous (73%, n=681). The students further provided 48% (n=381%) of correct answers for the Future Perfect Simple, and 48% (n=33) of correct sentences for the Future Perfect Continuous. The total results, accounting for both approaches, reveal that students in the deductive groups showed a higher total result for all tenses than the inductive groups with a difference of 8% (65% vs. 57%). The deductive groups showed better results for all tenses compared to the inductive groups: 77% vs. 67% for the Future Continuous, 55% vs. 44% for the Future Perfect Simple, and 36% vs. 30% for the Future Perfect Continuous. The result for the Future Perfect Continuous shows that this tense was not only difficult for the inductive groups but also for the deductive groups who had the grammatical handout and the rules of its usage at

their disposal when working on the pre-test. Nevertheless, their success rate for this tense was 36% compared to 30% in the inductive groups. These results will be further discussed in Subchapter 9.9.1.

9.6 Session 5: Exercises

Session 5 took place at the end of March/beginning of April 2014. The main aims of this session were: 1) to return the corrected pre-test and post-handouts to the students in order to provide them with feedback on the previous session; 2) to correct and discuss the homework given to the students for this session (Appendix 20), and 3) to practise the usage as well as grammatical rules of the Future Continuous, the Future Perfect Simple, and the Future Perfect Continuous in three exercises. 66 students took part in this session.

9.6.1 Procedure of Session 5

The procedure of this stage was the following:

5. The students were handed in the corrected copies of their pre-tests and post-tests from the previous session. In the corrected copies of the post-test the following technique was used: in front of each sentence in the pre-test there was an arrow, which showed each student's progress between the pre-test and the post-test: the rising arrow ↗ signified that the sentence was incorrect in the pre-test, but the student demonstrated improvement in the post-test and provided a correct answer; a descending arrow ↘ indicated the change of a correct answer in the pre-test to an incorrect answer in the post-test (such a change was rather infrequent), and a straight arrow ↔ indicated no change in the student's answer. It meant that the students' answer was both correct in the pre-test and the post-test. The arrows showed the direction of the change but did not quote the answers from the pre-test next to the arrow in the post-test. The students appreciated this technique of test correction and a large number of them put both tests next to each other to compare their answers in both tests and to observe their own improvement. The results of the post-tests and pre-tests were discussed briefly.

6. The next step was to discuss the students' homework. One week prior to this session, the regular lecturers distributed a copy of the homework handout (Appendix 20) with the rules for all three tenses and the exercises used in both pre-test and post-tests. The

students were requested to read through the rules and to work all the exercises. All the students from all the groups were given the handout. The answers to the exercises were discussed with the students, and they were asked to briefly explain the rule of the appropriate future tense.

7. Three exercises were designed in order to practise the three future tenses with the research participants, their forms and the rules of their usage. Those exercises were different from the exercises used in the pre-test and the post-test.

8. The students were first requested to complete Exercise 1 (Appendix 25) individually. They were allowed to use the handout with the rules and examples for each tense (i.e. their homework handout, Appendix 20). After the students finished this exercise, individual students were called out to give their answers and to explain the rule of the usage for the future tense that they had used in that particular sentence. After the discussion of Exercise 1 was finished, Exercise 2 (Appendix 26) was distributed to the students. They were given 5 minutes to read it through and to put the correct verb forms in brackets; the answers and the rules were further discussed with the students as in the previous practice exercise. Exercise 1 and exercise 2 were used merely for the purpose of practice. No written data was collected for those exercises. Data collection was carried out in Exercise 3 (Appendix 27), which was based on Exercise 2 but was personalised for each student. In Exercise 3 students were requested to provide their own sentences for each tense to reflect all the rules under discussion (6 sentences for the Future Continuous, 2 sentences for the Future Perfect Simple, and 2 sentences for the Future Perfect Continuous, 10 sentences in total). The students were given a maximum of 20 minutes to complete this exercise. The students were requested to work individually and not to use any materials to help them. The time frame used for the whole session 2 in each group was approximately 50 minutes.

All students' answers from both groups that worked on Exercise 3 can be found in Appendix 28.

9.6.2   Results of Session 5: Exercise 3

The results of Task 3 of the pre-test (see Table 17), in which the students were asked to generate the meanings/rules of usage for each tense, indicated that mere 25% of students (n=64) knew the meanings/rules and when to use each tense in a sentence. For

this reason, this session focused on teaching the rules of usage for each tense. In this session students were working with the rules of usage for the Future Continuous, the Future Perfect Simple, and the Future Present Continuous, which means that only the deductive approach was applied. Therefore, the results of this session cannot be divided according to the approaches. It would be challenging to prove to what extent Session 5, in which the students were taught future tenses both deductively and inductively influenced the students, if at all. For those reasons the common results for both groups will be presented in Table 21.

It should be explained how the "correct, N" and "correct, %" results in Table 21 are calculated. The total number of students in this session was 66, and the students were asked to provide two examples for each meaning. It means that the maximum number of correct answers which could possibly be given by 66 students for each meaning was 132. Therefore, 66 students were able to write 132 correct answers for the meaning "polite inquiry" in the Future Continuous. 115 correct answers were given by the students which constitutes 87% of all possible answers (=115 *100% / 132).

The participants' examples in the comments to Table 21 are presented as they were given by the students, with all their errors.

Table 21: Results of Exercise 3, Session 5

Tenses/meanings	correct, N	correct, %	incorrect, N	incorrect, %
All students (n=66)				
Future Continuous				
Polite inquiry	115	87	17	13
Arranged, fixed, planned future activities	126	95	6	5
Activity in progress	125	95	5	4
Total for the Future Continuous	**366**	**92**	**28**	**7**
Future Perfect Simple	**111**	**84**	**21**	**16**
Future Perfect Continuous	**75**	**57**	**57**	**43**
Total for all tenses	**552**	**84**	**106**	**16**

The research participants gave 84% (n=552) of correct sentences in Exercise 3, and 16% (n=106) of incorrect sentences for all three tenses. As far as the division according to tense is concerned, the highest number of correct sentences was given for the Future Continuous.

92% (n=366) of the student wrote correct answers for the Future Continuous. However, 7% of sentences (n=28) for this tense were incorrect (e.g. *I will be having kids within the next five years.*, *I will be a teacher after my studyes at university.*, *This time next year I will be a doctor.*, etc.).

84% (n=111) of the students wrote correct sentences for the Future Perfect Simple, while 16% (n=21) of sentences were incorrect. The incorrect sentences for the Future Perfect Simple were of two types: 1) incorrect form (e.g. *I will have finish it by tomorrow.*, *I will have preparing my presentation by the end of this week.* etc.), and 2) incorrect tenses (e.g. *Have you finished your HW by the next month?*, etc.).

As far as the Future Perfect Continuous is concerned, 57% (n=75) of the students wrote correct sentences. 43% (n=57) of the given sentences were incorrect for the following reasons: 1) incorrect tense used instead of the Future Perfect Continuous (e.g. *By the end of this year, I will be studying English for about 10 years.*, etc.), 2) the form was used correctly but the sentences were incomplete because they were missing the time reference and the period of duration of the action (e.g. *Will you have been working*, *I will have been writing letter to my friend.*. etc.).

The results further show that over 80% of student's could use the Future Continuous and the Future Perfect Simple in sentences of their own. The findings also show that there has been a significant improvement in the Future Perfect Continuous since the pre-test. A mere 7% (n=6) of students provided correct sentences of their own in Task 3 of the pre-test (see Table 15) compared to 57% (n=75) of correct sentences provided in Exercise 3.

9.7   Session 6: Revision test

Session 6 the research took place at the beginning of April, 2014. The main aim of this session was to investigate the research participants' progress in their knowledge of the Future Continuous, the Future Perfect Simple, and the Future Perfect Continuous. The

revision test (Appendix 29), which consisted of three practice exercises, was used as the main instrument for this part of the research. A total of 55 students took part the revision test.

9.7.1 Procedure of session 6

This session had the following procedure:

1. The research participants were informed about the purpose of the session.

2. Corrected copies of the exercises from the previous session were returned to the students and discussed with them.

3. The actual revision test took place. The students were requested to work individually and not to use any materials. Students in all groups required between 30 to 35 minutes to complete the revision test.

9.7.2 Revision test results: correct forms

The total number of 55 students took the revision test. Thus, the first two columns of Table 22 present the result of the revision test for 55 students who had participated in either one or both sessions of the research prior to the revision test. The next columns of the table show the result of sudents for both the inductive or deductive groups. Those students participated in either one or both of the previous two research sessions. The results for the deductive and inductive groups are presented mostly for information, as students from both groups, deductive and inductive, particicpated in session 5, which mainly focused on practising the rules of usage for each future tense, which is strictly the domain of the deductive approach. For this reason, it is rather difficult to distinguish the effect session 4 and session 5 had on the results of the revision test.

All student answers from both of the groups that completed the revision test can be found in Appendix 30.

The same approach to calculating the success rate of the revision test was taken as in the pre-test results calculation (see Subchapter 8.3.5 for more information about the calculating procedure). 'Shared' sentences (i.e. sentences with more than one correct answer) are marked in orange in the Table 8. The following formulas were used to calcuate the final success rates of the revision test for all students (column 2 of Table 8):

future continous all students $[\%] =$

$$\frac{FC\ total\ correct*100}{FC\ total\ possible\ (instances\ of\ usage,N*students,N)} = \frac{811*100\%}{1204\ (=55*18)} = \mathbf{82\%}$$

future perfect simple all students $[\%] =$

$$\frac{FPS\ total\ correct*100\%}{FPS\ total\ possible\ (instances\ of\ usage,N*students,N)-'shared'\ sentences} =$$

$$\frac{258*100}{FPS\ total\ possible\ (10*55)-FPC\ (ex.1.\ s.1-ex.2\ s.5A-ex.2\ s.5B-ex.3\ s.1)} =$$

$$\frac{258*100}{550-43-44-42-47} = \mathbf{69\ \%}$$

future perfect continuous simple all students $[\%] =$

$$\frac{FPC\ total\ correct*100\%}{FPC\ total\ possible\ (instances\ of\ usage,N*students,N)-'shared'\ sentences} =$$

$$\frac{250*100}{FPS\ total\ possible\ (6*55)-FPS\ (ex.1.\ s.1-ex.2\ s.5A-ex.2\ s.5B-ex.3\ s.1)} =$$

$$\frac{25000}{330-4-1-3-2} = \mathbf{78\%}$$

Table 22: Results of the revision test, Session 6

Exercises	correct, N	correct, %	incorrect, N	incorrect, %
All students (n=55)				
Future Continuous (18 instances of usage)				
Exercise 1				
sentence 2	30	55	23	42
sentence 3	38	69	15	27
sentence 6	38	69	16	29
sentence 7	43	78	12	22
sentence 11	47	85	7	13
sentence 12	48	87	6	11
sentence 13	45	82	8	15
sentence 14	44	80	11	20
sentence 15	40	73	15	27
Exercise 2				
sentence 1A	50	91	5	9
sentence 1B	48	87	6	11
sentence 2	50	91	5	9
sentence 3A	48	87	7	13

sentence 3B	49	89	6	11
sentence 6	49	89	6	11
Exercise 3				
sentence 2 A	45	82	10	18
sentence 2 B	50	91	5	9
sentence 5	49	89	6	11
TOTAL	**811**	**82**	**169**	**17**
Future Perfect Simple (10 instances of usage)				
Exercise 1				
sentence 1	4	7	3	5
sentence 8	39	71	16	29
sentence 9	35	64	19	35
sentence 10	39	71	15	27
Exercise 2				
sentence 4A	46	84	9	16
sentence 4B	46	84	9	16
sentence 5A	1	2	0	0
sentence 5B	3	5	0	0
Exercise 3				
sentence 1	2	4	0	0
sentence 3	43	78	12	22
TOTAL	**258**	**69**	**83**	**16**
Future Perfect Continuous (6 instances of usage)				
Exercise 1				
sentence 1	43	78	5	9
sentence 4	38	69	17	31
sentence 5	36	65	18	33
Exercise 2				
sentence 5A	44	80	10	18
sentence 5B	42	76	9	16
Exercise 3				
sentence 1	47	85	6	11
TOTAL	**250**	**78**	**65**	**20**
TOTAL, all tenses	**1319**	**80**	**317**	**19**

The results of the revision test revealed that the students gave 80% (n=1319) of correct answers for all the tenses. 19% (n=317) of all answers were incorrect. The results according to tenses revealed that 82% of (n=811) of correct and 17% (n=169) of incorrect answers were generated for the Future Continuous. The results for the Future

Perfect Simple was the following: 69% (n=258) of correct answers, and 16% (n=83) of incorrect answers. As far as the Future Perfect Continuous was concerned, 78% (n=250) of correct answers and 20% (n=65) of incorrect answers were given by the students. The results of the revision test were rather high and showed that the participants had good knowledge concerning all three tenses and the students were able to apply this knowledge in exercises and their own sentences. The results of the revison test will be further discussed and compared to the results of the pre-test and the post-test in Subchapter 9.9.3.

9.7.3 Revision test results: correct meaning

In Exercise 1 and Exercise 3 of the revision test, the students were asked to provide meaning/rule of usage for each future form they completed in each sentence. The results are shown in Table 23:

Table 23: Revision test: correct meaning, Session 6

Future Continuous (12 instances of usage)				Future Perfect Simple (6 instances of usage)		
Exercise 1	Correct, N	Correct, %		**Exercise 1**	Correct, N	Correct, %
sentence 2	23	42		sentence 1	1	2
sentence 3	33	60		sentence 8	30	55
sentence 6	31	56		sentence 9	28	51
sentence 7	33	60		sentence 10	30	55
sentence 11	41	75		**Exercise 3**		0
sentence 12	43	78		sentence 1	1	2
sentence 13	36	65		sentence 3	30	55
sentence 14	37	67		**Total**	**120**	**57**
sentence 15	35	64		**Future Perfect Continuous (4 instances of usage)**		
Exercise 3				sentence 1	33	60
sentence 2 A	36	65		sentence 4	15	27
sentence 2B	37	67		sentence 5	26	47
sentence 3	32	58		**Exercise 3**		
Total	**417**	**63**		sentence 1	**31**	56
				Total	**105**	**48**
				TOTAL	**113**	**68**
TOTAL for all	**642**	**65**				

The results for the Future Continuous reveal that 63% (n=417) of correct answers were given by the students. Students mostly provided the following meanings for the Future Continuous: "action in progress (in the future)", "certain moment in the future", "future plans" or "decided/arranged future activities". These meanings are rather interchangeable, all of them were accepted as correct and for that reason all meanings in the Future Continuous were counted together. This result further shows that students knowledge of the meanings/rules of usage for the Future Continuous improved by 29% since the pre-test (i.e.in Task 3 of the pre-test students gave 34% correct meanings of the Future Continuous, see Table 17).

57% (n=120) of correct meanings were submitted for the Future Perfect Simple. In Task 3 of the pre-test, 25% of correct meanings were given by the students for this tense, which signifies an improvement by 32%.

As far as the Future Perfect Continuous is concerned, 48% (n=113) of correct answers were submitted with an improvement rate of 22% compared to Task 3 of the pre-test (from 16% in Task 3 to 48% in the revision test). The total result for all tenses showed that 65% (n=642) of all correct answers were given, which signifies a 40% improvement rate since Task 3 of the pre-test (from 25% for all tenses in Task 3 to 65% in the revision test).

9.7.4 Revision test results: tense name

In exercise 1 of the revision test students were asked to state future tense names for each answer. Exercise 1 consisted of 15 sentences. Therefore, the maximum number of correct tense names was 15. This task was inlcuded into the exercise for the students to check and review their knowledge of names for future tenses. Table 24 reveals the results of this task.

Table 24: Revision test: correct tense name, Session 6

Future Continuous (9 instances of usage)			Future Perfect Simple (4 instances of usage)		
Exercise 1	Correct, N	Correct, %	Exercise 1	Correct, N	Correct, %
sentence 2	26	47	sentence 1	3	5
sentence 3	36	65	sentence 8	36	65
sentence 6	36	65	sentence 9	33	60

sentence 7	41	75	sentence 10	35	64
sentence 11	44	80	**TOTAL**	**107**	**49**
sentence 12	46	84	**Future Perfect Continuous (3 instances of usage)**		
sentence 13	43	78	sentence 1	43	78
sentence 14	42	76	sentence 4	35	64
sentence 15	39	71	sentence 5	35	64
TOTAL	**353**	**71**	**TOTAL**	**113**	**68**
TOTAL for all	**573**	**69**			

The results according to tenses reveal that 71% (n=353) of correct answers were given for the Future Continuous, 49% (n=107) of correct answers were given for the Future Perfect Simple, and 68% (n=113) for the Future Perfect Continuous. The results show that 69% (n=573) of correct answers were given by the students. This result is rather high and indicates that students could identify tense names handily. Another 31% of the answers were provided incorrectly or were not given at all by the students who either did not know the answers or did not consider this task to be important and rather focused on completing the forms correctly.

9.8   Session 7

One week after the revision test the author met the students in order to return the corrected revision tests from Session 6. The revision tests were discussed with the students at the beginning of their regular lesson. The whole procedure took from 6 to 10 minutes in different groups. Prior to start of the lesson 15 new students were asked to complete the Future Tenses Questionnaire (Appendix 31).

9.9   Discussion of the results

9.9.1   Session 4

At the beginning of session 4, the research participants were asked to complete the pre-test (Appendix 17) in order to evaluate their knowledge of the Future Continuous, the Future Perfect Simple and the Future Perfect Continuous prior to the research. The results show that students in both the inductive and deductive groups entered the research with almost equal knowledge of the three future tenses with a difference of only 1% in favour of the inductive groups (28% vs. 27%, see Table 18 and Table 25 below).

The total findings of the pre-test revealed the same tendency for all tasks and exercises: the students demonstrated the best knowledge of the Future Continuous (34%, see Table 18), lower knowledge of the Future Perfect Simple (20%, see Table 18), and a rather low knowledge of the Future Perfect Continuous (9%, see Table 18). The reasons for these results are as follows: The Future Continuous was included in the students' syllabus; the students covered it during the winter term with their regular lecturers. Moreover, this tense can be used in more situations than the other two tenses (e.g. to express an action at a certain moment in the future, for an arranged, fixed, planned or decided future event, or to inquire politely about people's plans, etc.).

Despite the fact that the Future Perfect Simple had also been covered by the students in the winter term with their regular teachers, their knowledge of this tense was slightly lower than the knowledge of the Future Continuous. Among the reasons for this result could be the fact that the Future Perfect Simple is used in a less limited number of situations compared to the Future Continuous (the Future Perfect Simple tense is used to express an action which will be finished or completed before a certain time in the future).

The students' knowledge of the Future Perfect Continuous was rather low (a mere 9% of correct answers were given in the pre-test, see Table 18). It could have been for the reason that the Future Perfect Continuous is used in spoken and written English less often compared to the Future Continuous and the Future Perfect Simple. Moreover, it is not usually part of the syllabus of English lessons at secondary schools in the Czech Republic. Nor was it included in the syllabus of the students' lessons of Practical English as it was not included in the participants' coursebook (FCE Gold Plus). Therefore, this tense was not covered by them in the winter term with their regular teachers.

Table 25 below compares the results of the pre-test (also see Table 18) and the post-test (also see Table 20). The results reveal that the deductive groups had a higher improvement rate for each tense than the inductive groups. The deductive groups improved their knowledge of the Future Continuous by 44%, while the inductive groups had a 32% improvement rate. This difference of 12% for the Future Continuous, between the pre-test and post-test, in favour of the deductive groups. A large number of the students from the inductive groups were confused and insecure about the usage of the Future Continuous to inquire politely about other people's plans, and this might account for the difference. It

could be assumed that most of the students had not encountered this rule prior to the research, and they tended to use the Future Simple or *Be going to* construction instead. The difference in the results for the Future Perfect Simple, between the pre-test and post-test, according to the respective approaches was 6% in favour of the deductive groups (see Table 25 below). The reason for the lower result in the Future Perfect Simple was stated above: the students in the inductive groups were rather confused about the Future Perfect Continuous tense and tended to use it incorrectly instead of the Future Perfect Simple, while the students in the deductive groups could consult the examples in the rules handout.

The knowledge of the Future Perfect Simple improved by 31% in the deductive groups vs. 25% in the inductive groups. The success rate of the Future Perfect Continuous improved by 28% in the deductive groups vs. 19% in the inductive groups. The total success rate was 38% in the deductive groups and 29% for the inductive groups.

Table 25: Comparison of the results of the pre-test and post-test, summer term

TENSE	INDUCTIVE (Gr.1&2), %			DEDUCTIVE (Gr.3&4), %		
	Pre-test	Post-test	Improvement	Pre-test	Post-test	Improvement
Future Continuous	35	67	32	33	77	44
Future Perfect Simple	19	44	25	19	50	31
Future Perfect Continuous	11	30	19	8	36	28
TOTAL for all tenses, %	**28**	**57**	29	**27**	**65**	38

The results of the pre-test and the post-test followed the general tendency revealed in the pre-test that the research students demonstrated the best knowledge of the Future Continues, slightly lower knowledge of the Future Perfect Simple, and the least knowledge of the Future Perfect Continuous out of the three tenses. It could be explained in the following way: the Future Perfect Continuous seemed to be a new tense for most of the students unlike the Future Continuous and the Future Perfect Simple. The results of exercises 1, 2&3 for the post-test showed the students' confusion about the Future Perfect Continuous and their attempt to experiment with this tense. There was a significant increase in its usage in the post-test: students were not always sure where to use it and

tended to use it instead of the Future Perfect Simple, which could have decreased the results for the Future Perfect Simple, and led to an increase of the results for the Future Perfect Continuous.

The total difference in the final results of the post-test for all tenses according to the respective approaches was 9% (29% in the inductive groups vs. 38% in the deductive groups, see Table 25% above). 9% cannot be considered very high due to the design of the research: the students from the deductive groups had a handout with the rules and the examples at their disposal during the post-test completion, while the students from the inductive groups did not. This final finding demonstrated that the respondents could work well with the examples provided to them in the inductive handout prior to the post-test completion.

9.9.2   Session 5

Session 5 of summer term was devoted to discussing the results of the pre-test and the post-test with students as well as discussing the homework exercises given to students prior to Session 5. The same exercises were used in the pre-test, post-test and the homework handout. The research then focused on doing practical exercises with the students. Three exercises, different from the exercises in the pre-test, post-test and the homework were used. The aim of these exercises was to revise and enforce the participants' knowledge of the Future Continuous, the Future Simple, and the Future Perfect Simple and the rules of their usage. Due to time pressure only the results of exercise 3 were collected and processed. Exercise 3 was a similar exercise to Exercise 2, and in this exercise the students were requested to provide their own sentences for each tense.

The total result of Exercise 3 for all tenses was rather high, 84% (see Table 21), as it was anticipated. It was mainly due to the similarity of this exercise to Exercise 2 (though the students could not consult any materials during Exercise 3). The results according to the tenses reveal that the highest number of correct sentences belong to the Future Continuous, 92% (see Table 21), which could be explained by the fact that this tense had been known to the research participants prior to the research and was a review for most of them. Moreover, during the research three rules of the usage for this tense were practised, compared to one rule for each of the other two tenses. Most of the students felt rather confident about the usage of the Future Perfect Simple, and the number of mistakes was

rather low. The following types of mistakes can be mentioned: incorrect tense (e.g. *"I will be finishing school by 6 pm."*, incorrect form *"I will have finish it by tomorrow."*, *"I will have preparing my presentation by the end of this week."*, incorrect word order (e.g. *"I will have not done the writing assignment by the end of month."*).

The Future Perfect Continous remained the most difficult tense for the students out of the three tenses, though the total result for all students increased from 9% in the pre-test (see table 18), 33% in the post-test (see Table 20), and 57% in Exercise 3 (see Table 21) in this session. This result indicates a steady increase in the students' understanding and knowledge of this tense. The following mistakes were made by the students in this tense: incorrect tense was used (e.g. *"By the end of this year, I will be studying English for about 10 years."*, and this tense was used incorrectly (e.g. *"I will have been going out on my vacation."*, *"I'll not have been working by 6 o'clock tomorrow."*, *"I will have been having my website for three years in May."*). Failure to understand the use of the tense could be attributed to its novelty for the research participants.

9.9.3   Session 6

Table 26 shows the development of the participants'' knowledge for the Future Continuous, the Future Perfect Simple and the Future Perfect Continuous from the pre-test and the post-test to the revision test. The result of the revision test was calculated for all groups together. Therefore, the results of the pre-test (see Table 18) and the post-test (see Table 20) are presented for all students as well. The results show considerable improvement in the students' knowledge of all three tenses.

The students' knowledge of the Future Continuous increased from 34% in the pre-test to 84% in the revision test. The students' total result was the Future Perfect Simple was 20% in the pre-test and it reached 73% in the revision test. Out of all three tenses, the Future Perfect Continuous showed the highest improvement rate (from 9% in the pre-test to 80% in the revision test). It can be explained by the fact that the Future Perfect Continuous had been a new tense for most of the research participants. Its novelty and their interest in the tense and their efforts to understand and to learn it could contribute to the total result.

Table 26: Comparison of the results of the pre-test, post-test and the revision test, summer term

Tense	Pre-test	Post-test	Revision test
	Results for all students, %		
Future Continuous	34	73	84
Future Perfect Simple	20	48	73
Future Perfect Continuous	9	33	80
All tenses, %	27	62	83

9.10 Conclusion

9.10.1 Research question 1

Which areas of knowledge of the research participants for the Future Continuous, the Future Perfect Simple, and the Future Perfect Continuous require revision and improvement?

The results of the pre-test (see Table 18) showed that only 34% of all students could use the Future Continuous, 20% could apply the Future Perfect Simple, and 9% of all students could use the Future Perfect Continuous in exercises and sentences of their own correctly. This finding meant that all three tenses required revision and improvement. The results of Task 3 for the research further revealed that students had a rather low knowledge of the rules of usage for all three tenses as only 25% of all students stated correct rules (see Table 17).

9.10.2 Research question 2
Which areas of knowledge of the research participants for the Future Continuous, the Present Perfect Simple, and the Future Perfect Continuous improved and which did not improve in the course of the research?

The students' knowledge of all three tenses increased significantly in the course of the research as discussed above (see Table 26 for more information). The Future Perfect Continuous showed the greatest improvement from 9% for all students in the pre-test (Table 18) to 80% in the revision test (see Table 22). The participants' knowledge of the rules of usage for each tense increased significantly as well from 34% in the pre-test (Table 17) to 63% in the revision test (Table 24) for the Future Continuous: from 25% in the pre-

test (Table 17) to 57% in the revision test (Table 24) for the Future Perfect Simple, and from 16% in the pre-test (Table 17) to 68% in the revision test (Table 24) for the Future Perfect Continuous. The total increase in the knowledge of rules of usage of all three tenses was from 25% in the pre-test (see Table 17) to 65% in the revision test (see Table 24).

9.10.3 Research question 3

Which of the approaches to teaching grammar, the deductive or inductive, proved to be more effective for teaching future tenses to students of English Philology?

The comparison of the results for the pre-test and post-test revealed that the deductive approach proved to be more effective than the inductive approach. The difference between the approaches was 8% (see Table 25). The deductive groups improved their knowledge of all tenses by 38% from the pre-test to the post-test (see Table 25), while the inductive groups improved their knowledge by 29% (see Table 25). In general, both approaches proved to be effective and both groups, inductive and deductive, increased their knowledge of the Future Continuous, the Future Perfect Simple and the Future Perfect Continuous significantly. The students in the deductive groups thus demonstrated that they were able to work with grammatical rules and examples of usage for the three future tenses and apply them in exercises in the post-test successfully. The students in the inductive groups worked with the examples of usage for all three tenses and could further apply their understanding of those three future tenses to exercises in the post-test.

10 QUALITATIVE RESEARCH

The qualitative part of the study was carried out in April and May 2014 during Session 6. It was administered to the students straight after the revision test. Its aim was to investigate the usefulness of this research to the research participants as well as their preferences for the approaches to learning English grammar. The main instrument of the qualitative research was the Future Tenses Questionnaire (Appendix 31), which will also be referred to further as 'the post study questionnaire'.

10.1 Objectives of the qualitative part of the research and the research questions

There were two main aims of the Future Tenses Questionnaire. Firstly, to investigate the participants' opinions about the research, whether they considered it to be useful for them, and if so, to identify the areas of the research the participants benefitted from most. Secondly, to examine the students' preferences for the approaches to learning English grammar, the deductive or inductive approach, and to further explore the reasons behind their preferences.

Based on the aims of the qualitative part of the study, the **research questions** of the qualitative part of the research were the following:

1. Have the research participants acquired any new knowledge about future tenses in the course of this research? If so, what concrete knowledge about future tenses have they learnt?
2. Have the research participants started using future tenses more when they speak English after they have taken part in this research? If so, which future forms have the students started using more in spoken English?
3. Which approach to teaching and learning English grammar, deductive or inductive, do research students prefer more?
4. What are the reasons behind the research participants' preferences for the approaches to teaching and learning English grammar?

10.2 The Future Tenses Questionnaire

The main instrument of the qualitative part of this research was the Future Tenses Questionnaire, which consisted of two major parts and of ten questions. Its first part was comprised of five questions, which related to the research itself, namely the usefulness of the research to the research participants and new grammatical information they learnt in the course of the study. The second part of the questionnaire consisted of four questions, and it investigated the preferences of the participants for approaches to teaching and learning grammar: the deductive and inductive approaches. The last question at the end of the questionnaire was given to the possible comments of the research participants.

The number of completed questionnaires totalled 70. Most of them, 55 questionnaires, were completed by the research participants immediately after the revision test (Session 6), in April, 2014. Fifteen new questionnaires were completed by the research participants at Session 7 in May, 2014. The total response rate to the questionnaires was 100% as the questionnaire were completed by the students during the author's sessions with them and collected immediately after their completion. The respondents' comments are provided with original grammar, stylistics and punctuation. The questionnaires were completely anonymous, and the students were encouraged to provide honest answers.

10.3 Procedure of the qualitative part

Prior to the post study questionnaire completion, the participants were provided with the following instructions:

❖ The students were informed that the research was approaching its end, and the author wanted to investigate their opinions about the research and its practical usefulness for them.

❖ Each of the students was provided with a handout of the Future Tenses Questionnaire. The students were asked to use a check sign to mark their answers, and the example of the check sigh (✓) was drawn on the light board. The students were asked to indicate their gender in question 1 of the questionnaire using the check sign. The participants' attention was further drawn to questions 2 and 6 by saying that the author would approach each student individually and would provide them with the information necessary for answering this question, as she did not expect them to remember which parts/sessions of the research they had attended.

❖ After that the students were instructed to turn the page and to pay their attention to the top of page 2. The author informed the research participants that the main aim of the study was to improve their theoretical and practical knowledge of future tenses, and those tenses were taught to them by using two different approaches to teaching English grammar, which were the deductive and inductive approaches. One student was asked to read aloud the explanation of the deductive approach, and a different student to read the explanation of the inductive approach. The other students followed the explanations in their own copies of the questionnaire. The students' attention was drawn to additional explanations of both approaches, which had been previously written on the light board:

A deductive approach – a teacher gives you a grammatical rule and the examples in which this rule is applied.

An inductive approach – a teacher only gives you the examples and you work out yourself what the grammatical rule is, and the meaning of this particular grammatical structure.

The purpose of paraphrases were mostly to insure the students' better understanding of the differences between the approaches.

❖ The students were encouraged to provide extended opinions and responses to the questions rather than writing "I do not know" or "I am not sure".

The students were given 15 minutes to complete questionnaire.

10.4 Results of the qualitative part

In **question 1 of the questionnaire** the students indicated their gender: 77% (n=54) of respondents were female participants, and 23% (n=16) were male participants.

Question 2 of the questionnaire dealt with the participants' attendance of the research in winter and summer terms of the academic year 2013/2014. Only the first two sessions of each term, where the actual teaching took place, were included into this question. The revision tests were excluded from the question in order not to confuse the students with a large number of options.

Attendance of the research in the <u>winter term of 2013/2014</u> was the following: 71% (n=50) of participants took part in both sessions 1&2 of the research; 19% (n=13) of students only participated in session 2 of the research; 6% (n=4) of students only participated in session 2 of the research; and 4% (n=3) of students did not participate in the research in the winter term.

Attendance of the research in the <u>summer term 2013/2014</u> was the following: 66% (n=46) of research participants took part in the two first sessions of the research (i.e. Sessions 4&5); 23% (n=16) of students participated in the first session of the summer term (i.e. Session 4); 3% (n=2) of students only participated in the second session of the summer term (i.e. Session 5); and 8% (n=6) of research participants did not take part in the research in the summer term.

Question 3 of the questionnaire dealt with usefulness of the research to the research participants. The students were provided with six options: three positive and three negative, to choose from. Option 3 was open-ended and the students could conclude it with their own response. The last option in this question was 'your answer' option, in which the students could provide their own response. The responses provided to question 1 are presented in Chart 1:

Has this research been useful to you? Tick <u>all the answers</u> that apply.
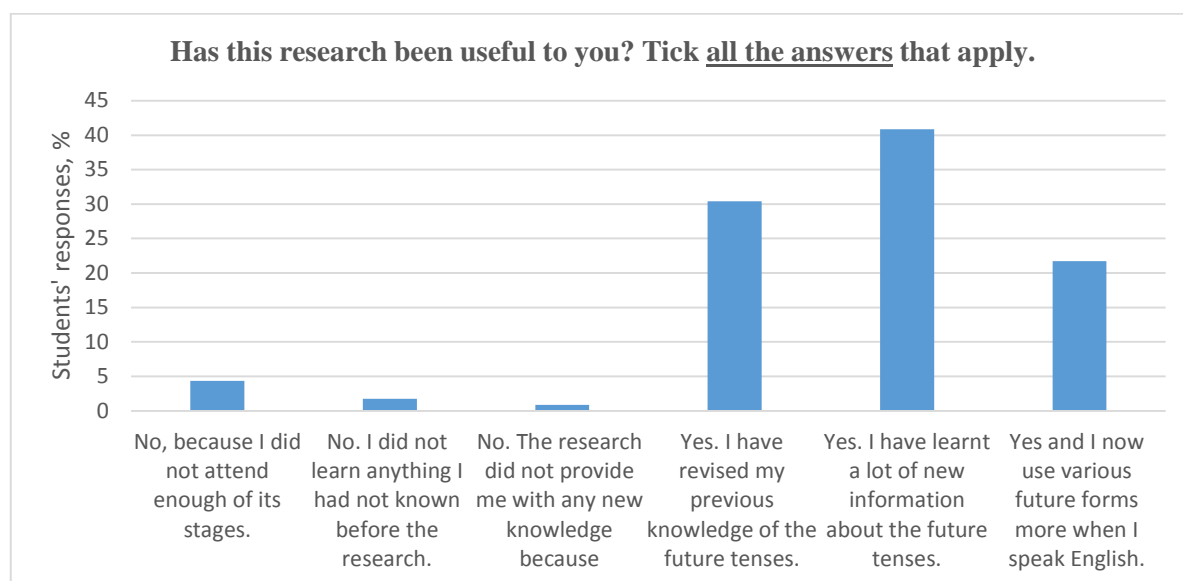
Chart 1: Students' responses to Question 3 of the Questionnaire

All the answers can be divided into three categories. Firstly, 11% (n=8) of respondents ticked one of the three 'No' options: five students out of eight stated they had not attended enough stages of the research to consider it to be useful; three students out of eight claimed that they did not learn anything they had not known prior to the research. This question was open-ended, and the students were asked to provide the reason for their response. One student who checked this option provided the following reason: "there was so much writing and a little time for explanation what have to be where and so on."

Secondly, 89% (n=62) of all respondents considered the research to be useful to them and they marked all the 'Yes' responses that applied to them, and as a results the total number of 107 answers were ticked by those 62 students. 33% (n=35 out of those 107 answers): "Yes. I have revised my previous knowledge of the future tenses.". The highest number of answers, 44% (n=47 out of 107) were: "Yes. I have learnt a lot of new information about the future tenses.", and 23% (n=25) of the answers were: "Yes and I now use various future forms more when I speak English."

Thirdly, 21% (n=15 of all 70 respondents) chose to provide their own answer to this question.

Some of the students' comments are presented as follows:

➢ "*On the high school I have learnt only about future simple and future continuous tenses, so this research helped me a lot and I learnt a lot about future tenses.*"
➢ "*I attended all stages and I find it very useful. And this method of teaching I like it I can learn a lot of things this way.*"
➢ "*I know about only 3 forms in the future and now I know about future perfect simple and future perfect continuous.*"
➢ "*All of these tenses are not frequently use, but I think that is good to know about them and time to time use them.*"
➢ "*The research has been useful for me a lot, because of good and practical revision and good materials about future tenses.*"
➢ "*Now I know more rules than before this research.*"
➢ "*I already knew some forms but now I think I know everything.*"

The aim of **question 4 of the questionnaire** was to investigate whether the research participants believed they had learnt new pieces of information about future tenses and if so, to investigate which pieces of new information they had learnt. Students could choose

from two options: a negative response "No", and they were further requested to explain the reason why they believed they had not learnt any new information about future tenses in the course of the research; and a positive response "Yes" with a further request to provide concrete examples of information about future tenses they had learnt in the course of the research.

The results revealed that 14% (n=10) of the research participants checked the "No" box, and 9 of them provided the reasons and their comments about their responses. Two students checked this response due to the fact they had not attended enough of the research stages. Five students stated they had learnt all the rules about the future tenses during their previous studies, and two of those students and yet another student claimed they had revised their knowledge of future tenses during this research. A different student claimed they had not learnt anything new because this research involved "*lots of writing (everything have to be done fast) and then just a few minutes to said what was right and wrong*."

86% (n=60) of the research respondents checked the "Yes" box and further provided the concrete examples of what they had learnt during the research. The students stated that they had either learnt or revised the following tenses: the Future Perfect Continuous (n=24), the Future Perfect Simple (n=23), the Future Continuous (n=11), the Future Simple (n=8), Be going to (n=5), Present Continuous (n=5), and Present Simple (n=2). Several students provided more than one tense in their responses, and for this reason the number of responses exceeded the number of sixty students who checked the "Yes" box.

Some of the research participants' reflective comments are provided below:

➢ "*I didn't learnt anything really new, but now I can say, that I'm more sure about future tenses.*"
➢ "*I have learnt more details about in which situations the tenses should be used. I learnt how to explain why I use the tense I use in a particular sentense.*"
➢ "*Before this research I haven't heard about future perfect simple or continuous, so I have learnt these tenses and rules.*"
➢ "*It has been clarified in a very good way, done all the differences and uses of these tenses. I learned how to use Future Perfect Simple and Continuous wich of them I haven't known well before.*"

> ➢ *"Now I have more informations about future forms, it was explained to me better than before, I practised it in the lesson*."

> ➢ *"I have learnt many new future tenses (some of them I've never seen before) and how to use them in practise."*

> ➢ *"I learnt a few new rules for using the future tenses."*

Question 5 of the questionnaire aimed at finding out whether the students started using future tenses more in speaking in the course of this research, and if so, they were asked to provide concrete examples of future tenses. The students were provided with two choices: a negative response "No", and they were further requested to explain their opinions; and a positive response "Yes" with a further request to state which future tenses they started using more frequently in spoken English.
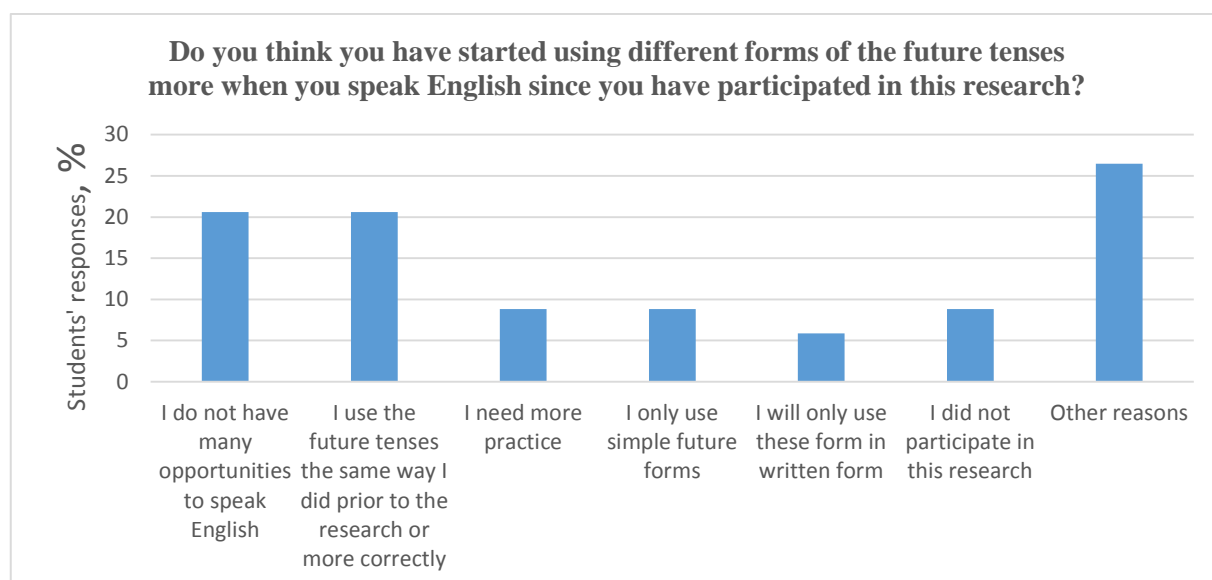

Chart 2: Students' responses to Question 5 of the Questionnaire

The results indicated that 48% of all respondents (n=34) checked the "No" response to this question, and 52% (n=37) checked the "Yes" response, while one student chose not to check any of the answers, and one student checked both "Yes" and "No" responses.

The explanations provided by 48% (n=34) students who checked the "No" response to this question can be further divided into several categories according to the reasons stated by the research respondents: 21% (n=7) of those 34 students claimed that they did not have many opportunities to speak English; 21% (n=7) stated that they had been using future tenses prior to this research, and they continued using them after the research, either in the

same way or more correctly than prior to the research; 9% (n=3) claimed that those future tenses were new to them and they needed more practice, and they might use them in the future; 9% (n=3) indicated that they only used "simple" future forms (e.g. the Future Simple and Be going to), and several students believed that particular future tenses were long (e.g. the Future Perfect Continuous) and difficult for them; 9% (n=3) explained in their responses that they had not participated in the sufficient number of the sessions to be able to use future tenses in spoken English; 6% (n=2) claimed that they would only use future tenses in written form, not in spoken form. 25% (n=9) provided other reasons for their responses as quoted below:

> *"This research helped me with recognising future tenses in cases and now it is easier and more clear for me."*
> *"In spoken English there are used only few tenses such as present simple, continuous, present perfect, past tenses and future like future simple or future continuous."*
> *"When I'm speaking I don't thing a lot about tenses so I use the easy ones (even if it's not correct, I know)."*
> *"I can't remember them."*
> *"Because I did not bring anything positive from this research."*

52% of all respondents (n=37) checked the "Yes" response and provided the concrete examples of future tenses they believe they started using more in spoken English since their participation in the research. 37 students provided the total of sixty responses, i.e. most of the students provided more than one response. The research participants indicated that they started using the following future tenses in spoken English, or they would be using them more in the future as a result of the research: the Future Continuous (34%, n=20 answers out of 37), the Future Perfect Continuous (20%, n=12), the Future Perfect Simple (18%, n=11), the Future Simple (15%, n=9), Be going to (8%, n=5) and the Present Continuous (5%, n=3).

The second page of the Future Tenses Questionnaire dealt with preferences of the research participants for the deductive and inductive approaches to teaching and learning English grammar. At the end of the page the students were given an opportunity to provide further

comments about either the research or the deductive and inductive approaches to teaching grammar.

Question 6 of the questionnaire aimed at gathering statistical information about the number of students who had been taught either deductively or inductively in both winter and summer terms of 2013/2014. Prior to meeting the students, the author had prepared a list of the sessions each students had attended in both terms. The author approached each student individually during the questionnaire completion and instructed them which approach to check on the questionnaire handouts for each term. The results of this question were as follows:

Winter term 2013/2014

71 responses were provided by all students: 67% (n=48) of students took part in the deductive approach[2], 28% (n=20) took part in the inductive approach, 4% (n=3) of students did not take part in that session of the research, and one student (1%) checked both, deductive and inductive approaches, in error.

Summer term 2013/2014

51% (n=36 out of 70 students) took part in the deductive approach, 43% (n=30) took part in the inductive approach, and 6% (n=4) of students did not take part in the summer term of the research.

Attendance of the research in both winter and summer terms 2013/2014 was the following:

❖ 39% (n=27) of students took part in both approaches: 9 students took part in the inductive approach in the winter term and the deductive approach in the summer term, and 18 students participated in the deductive approach in the winter term and the inductive approach in the summer term;

❖ 39% (n=27) took part in the deductive approach in both terms;

❖ 6% (n=10) students took part in the inductive approach in both terms;

❖ 3% (n=2) of students did not participate in any part of this research;

❖ 3% (n=2) of students participated in one term only.

The reason why 45% of the respondents (i.e. 39% in the deductive approach, and 6% in the inductive approach) took part in the same approach in each of the terms, was due to the

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[2] This high amount of students who took part in the deductive approach in winter term 2013/2014 could be explained by the fact that three groups of students took part in the deductive approach (the total number of students in all three groups was 76), while only two groups of students took part in the inductive approach (39 students in total) in the winter term of 2013/2014.

fact that the composition of groups changed in the summer term (i.e. the groups in the summer term were mixed and they were comprised of the students who had participated in either of the approaches in the winter term).

Question 7 of the questionnaire aimed at finding out which approach was most often used by the lecturers who taught grammar to the research participants. This question was not restricted to the lecturers of any specific subject but from the students' responses; it was understandable that they evaluated the approaches of teaching grammar imployed by both of their lecturers of Practical Eglish. 50% of the students (n=35) claimed their lecturers used the deductive approach to teach grammar to them, 26% (n=18) stated that mostly the inductive approach was employed, and 24% (n=15) believed that their lecturers used both methods equally.

51% (n=36) of all students chose to provide further comments about this question. 39% (n=14 out of 36 students) who provided their comments expressed their disappointment that one of their lecturers of Practical Language did not discuss any new grammar with them and many of the students felt frustrated because of that. Their comments were as follows:

  ➢ "*I have only one grammar teacher and he explains hardly anything to us, we have to study at home from a textbook.*"
  ➢ "*… we do not learn grammar in lessons, we just check the answers to exercises, so the inductive approach is not used too.*"
  ➢ "*I think we don't learn here grammar…*"
  ➢ "*But we haven't learnt many new grammatical rule with our teacher, he explain us something only if we don't know, but new grammar we haven't done yet.*"
  ➢ "*Our teacher doesn't explain grammar to us at all.*"
  ➢ "*I think my lecturer do not use no approach.*"
  ➢ "*no grammar is explained. It is supposed we already know it.*"

Two students specifically reported that this research was their first opportunity to learn new grammar during academic year 2013/2014. They provided the following comments:

  ➢ "*I have to say that we don't grammar here so I can't answer this question. Only this research helped me and improved my english.*"
  ➢ "*… And actually you was the first person on this university who explained grammar. Nobody don't explain grammar to us.*"

Students further indicated other reflective comments. As far as the inductive approach to teaching and learning grammar is concerned, one respondent claimed that "*Inductive approach is not much common*", another student, on the other hand, believed that the inductive approach "*is more useful in a real situations, communications and so on.*" One of the research participants expressed the opinion that the inductive approach should be given preference in university education: "*I think that at university this is a standart of education.*" Other students, who expressed their preferences in favour of the deductive approach, mentioned that it was easier to understand grammar for them when it was taught deductively. Two students looked at the deductive approach from the point of view of the lecturer. One of the research respondents believed that "*... it more comfortable for the teacher to use deductive approach.*" Another respondent expressed a very similar point of view: "*Each of our teacher teach us differently. More teachers teach us in deductive way because is shorter process.*"

Question 8 of the questionnaire dealt with our research question 4. In this question the students were requested to indicate which approach to learning grammar, deductive or inductive, they preferred, and to provide the reasons behind their preferences as well as the advantages and disadvantages of each approach.

It was decided not to include the response options "I have no preference" and "Both approaches are important" into the questionnaire. The author's concern was that the majority of the research respondents would opt to check those easier options instead of considering their preferences and the reasons behind them, but the author wanted to encourage the students to think about their learning preferences and to share the reasons behind them.

The total number of 71 responses was provided by 70 research respondents. One student checked both options and provided the explanation that "*both are important for theory and after for a practical language.*" 69% of all responses (n=49) were expressed in favour of the deductive approach, where 31% of all responses (n=22) were expressed in support of the inductive approach.

The advantages and disadvantages of each approach as seen by the research participants will be presented next. The responses concerning the advantages and disadvantages of each approach provided to questions 8 and 9 were analysed and further divided into categories.

10.4.1 The advantages of the deductive approach

The research respondents used a number of adjectives in favour of the deductive approach: faster, easier, clearer, easier to remember, more pleasant, easily understandable, more obvious, more practical, more natural, and more useful.

A total number of 65 responses concerning the advantages of the deductive approach to both questions 8 and 9 were provided by the research respondents. The responses were classified into several categories, and are presented in Chart 3:
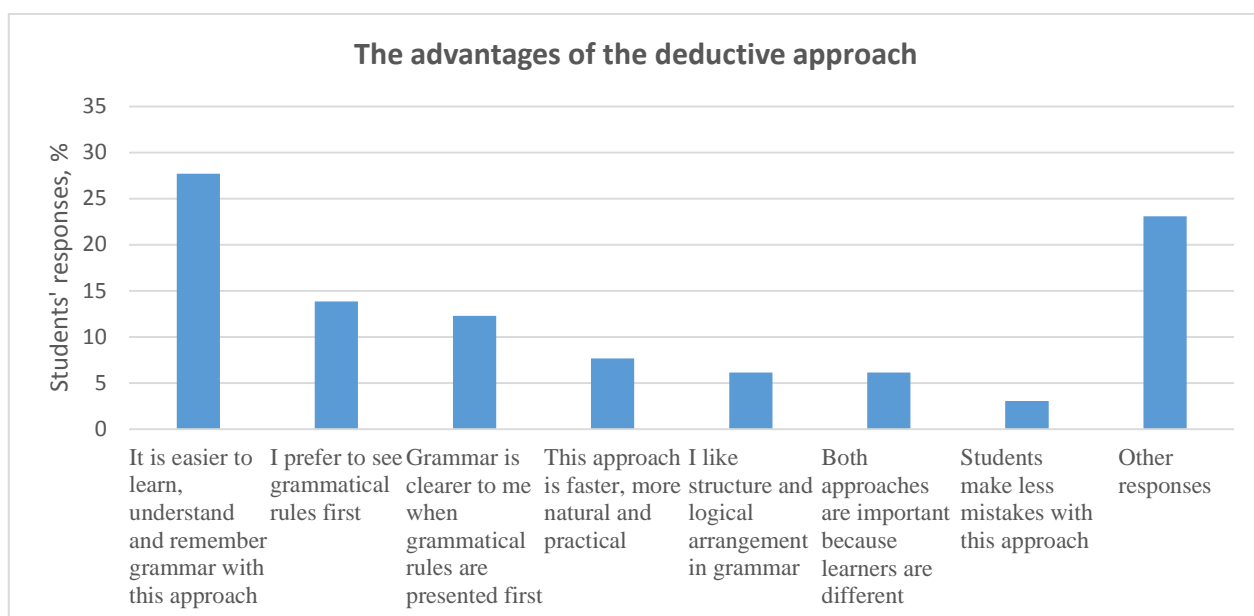

Chart 3: The advantages of the deductive approach

❖ 28% of all respondents (n=18) reported they preferred the deductive approach because it was easier to learn, understand and remember grammar with it, and they further provided the following comments:

➢ "*I think that when the lecturer explains the rule, it's easier to remember how to use the grammar and the students are able to use it correctly even in the cases which they didn't use before.*"

➢ "*I prefer deductive approach because it's easier to me to learn it. I know how to use the grammar right from the beginning and I can practise it without doing mistakes when guesing when it will be used.*"

> ➢ *"It is easier way to learn new grammar. For me it is better when I first see how should I use the grammar and then examples."*

> ➢ *"It is clearer from the beginning and more pleasant than doing something nobody knows anything about."*

> ➢ *"The teacher clearly explain a grammatical rule on examples and there aren't any pointless information."*

> ➢ *"Deductive approach sounds more clear to me. Firstly I like to get information about rules and use, and then examples and practising. "*

❖ 14% of research participants (n=9) reported it was merely their personal preference to see the grammatical rule and the examples first when learning new grammar. Their opinions were supported by the following comments:

> ➢ *"because I need explain the grammatical rule, in my opinion it is more useful to learn the rule a then try some exercises."*

> ➢ *"The teacher clearly explain a grammatical rule on examples and there aren't any pointless information."*

> ➢ *"For me is better to know a grammatical rule first."*

> ➢ *"It's good for me to first see the rule, then think about it and after that see some examples."*

❖ 12% of research participants (n=8) claimed that English grammar was clearer to them when grammatical rules were presented first. This response was similar to the previous point, however, the only difference was the emphasis on the adjective *clearer*, while in the previous point the students merely stated their preference without giving further comments as to what knowledge or assumption their preference was based. The students further provided the following comments:

> ➢ *"It is clearer from the beginning and more pleasant than doing something nobody knows anything about."*

> ➢ *"Deductive approach sounds more clear to me. Firstly I like to get information about rules and use, and then examples and practising."*

> ➢ *"First, I prefer to see a grammatical rule, why should I use it and then the examples. I think it's more clear to me then."*

❖ 8% of research participants (n=5) believed this approach was faster, more natural and more practical for learning new grammar. Their comments were as follows:

➢ " *I use this approach longer and it's natural to use it for me.*"
➢ "*Because it is faster. And students know the rule from the start and can work with it.*"
➢ " *faster way to learn something*"

❖ 6% of research participants (n=4) stated they preferred structure and logical arrangement in grammar:

➢ "*I prefer sustem and rules and I prefer when someone explain it to me first, because sometimes I cannot see the system or rules or at examples.*"
➢ "*Because I like when the lesson is logically arranged, when I know what to do.*"
➢ "*because I know how grammar "looks like" and I can use it later. It is better to me for future understanding.*"

❖ 6% of research participants (n=4) showed no particular preference and stated that both of the approaches were important to them:

➢ "*I think that both of these can work for me. It depends what does the teacher prefer. I always accommodate to approach, that is used. It's better for learning at school.*"
➢ "*I think both of these approaches are useful and good for teaching.* "

❖ 3% of research participants (n=2) believed the advantage of the deductive approach was that the learners made less mistakes with it:

➢ "*The forms of the grammar category is fixed → students do less mistakes in forms.*"

❖ 23% of research participants (n=15) provided other responses, and they further provided the following comments:

➢ "*It is better to use at primary school, where children is not ready to use inductive approach.*"

> ➤ *"Since I have started learning different language, teachers always did the deductive approach."*

> ➤ *"In school, it is important for finishing the studies and maybe in a written forms we need to learn it. "*

10.4.2 The disadvantages of the deductive approach

The total number of 57 responses about the disadvantages of the deductive approach was collected from the students in questions 8 and 9. Their responses were further classified into several categories presented in Chart 4:
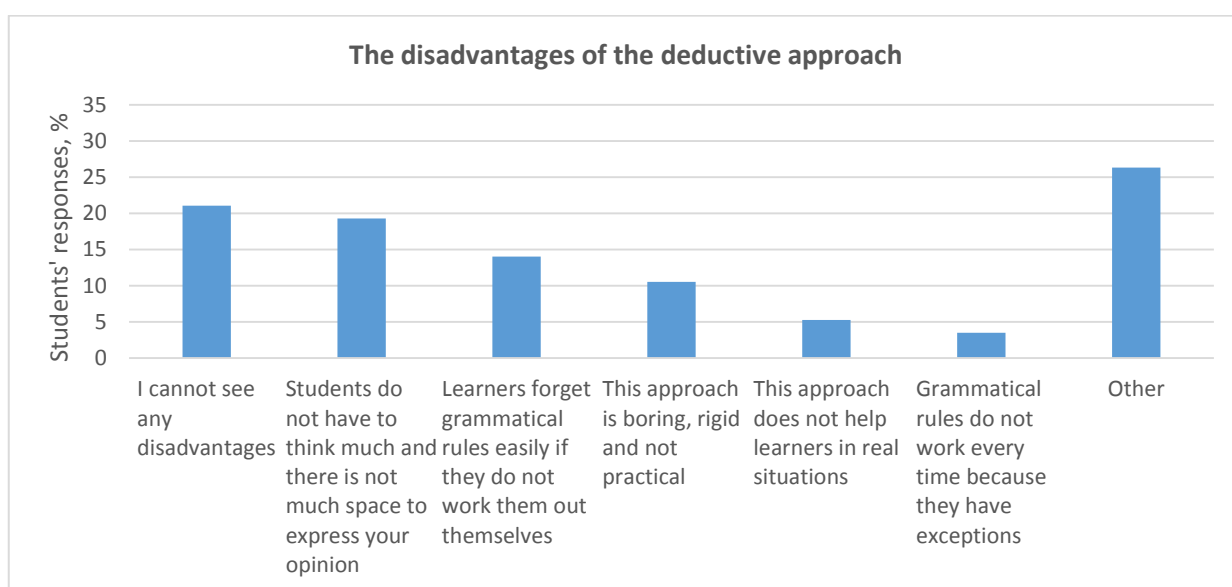

Chart 4: The disadvantages of the deductive approach

The results provided in Chart 4 revealed that:

❖ 21% of the research respondents (n=12) reported they could not see any disadvantages in the deductive approach,

❖ 19% (n=11) believed that learners were not required to think as much and did not have as much space to express their own opinion with this approach, and they provided the following comments:

> ➤ *"You don't have to think about it at all, only listen to the teacher and understand it."*

> ➤ *"Yes. You don't have to think so much as in the second approach (inductive). The instructions are just givin to you and you only have to learn (or drill) them."*

➢ *"Students are not use to thinking on their own."*

❖ 14% (n=8) believed that learners could easily forget grammatical rules if they did not figure them out by themselves. Their comments were as follows:

➢ *"maybe that the rules aren't from my head - so I can forget easily."*
➢ *"It's easier learn unductive approach, so the students may easily forget the rules."*
➢ *"Yes, it has. If I can't find rules yourself, I can learn it harder. What I will find yourself, that I don't forget easily."*

❖ 11% (n=6) claimed that the deductive approach was boring, rigid and not practical, and further explained their opinions:

➢ *"It is not so practical such as inductive approach."*
➢ *"It is not fun, just boring teaching, no cooperation."*
➢ *"It is quite boring, when the teacher explains some grammatical rules to us."*

❖ 5% (n=3) believed that the deductive approach did not help foreign language learners in real situations, and further provided the following comments:

➢ *"In my opinion it has one. After explaining the structure, teacher provides examples. Some students learn those examples and they cannot aply the rule on the different situations."*
➢ *"It is hard to imagine the situation where it is used when learning the grammar rules."*
➢ *"It is not so important like inductive approach which helps us in a real situations."*

❖ 4% (n=2) claimed that the grammatical rules did not always work because they had exceptions and it was a disadvantage of the deductive approach, and their comments were as follows:
➢ *"The rules don't have to work every time, there may be an exception → it can confuse students."*

> ➤ *"Sometimes it turns into teachers monolog and a drill wich is bad. People don't understand the rule sometimes and when they encounter exception, they are trapped."*

❖ 26% (n=15) provided other responses, mostly merely restating their preferences. Instead of providing the disadvantages of the deductive approach, four students rather provided the following advantages of the deductive approach:

> ➤ *„I don't think so, or maybe that we don't have enough space to express our opinion. But then we don't make mistakes, so that isn't disadvantage at the end."*
> ➤ *„Maybe students are so "productive" at the beginning, but at least there are less mistakes and confusion."*
> ➤ *„When the rule is very complicated, sometimes it is understood when an example is given."*
> ➤ *„Sometimes when you hear or read examples you just understand better."*

10.4.3 The advantages of the inductive approach

The research respondents used the following adjectives in support of the inductive approach: helpful, practical, more interesting for me, easier to understand grammar, easier to remember grammar, useful, and more personal. The students provided the total number of 62 responses to the question about the advantages of the inductive approach, which were further classified into several categories:
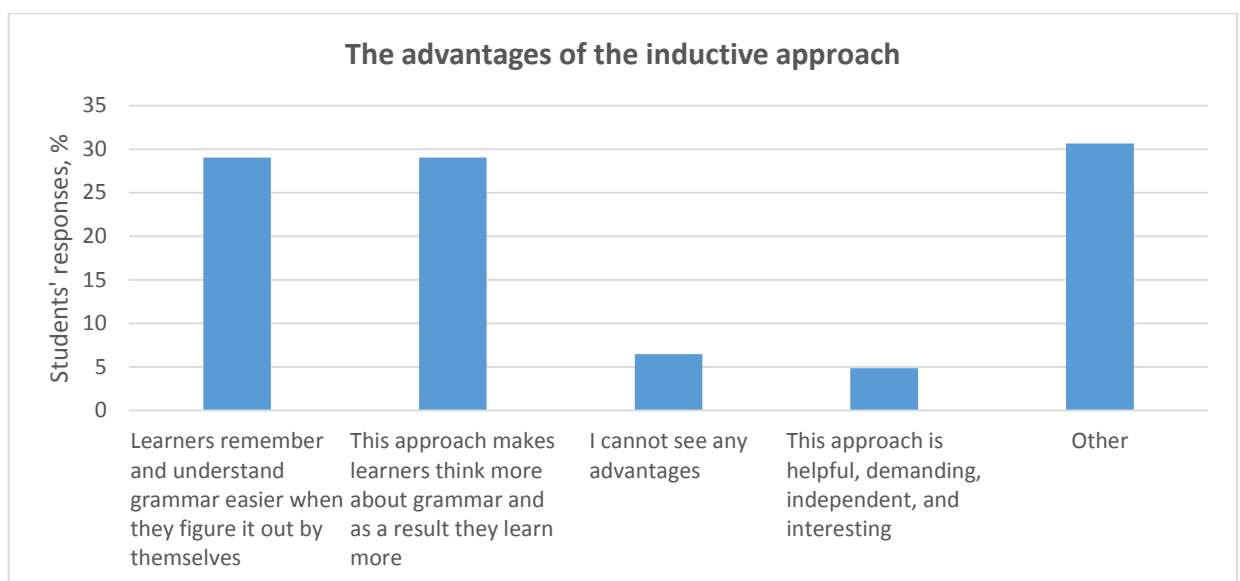

Chart 5: The advantages of the inductive approach

The results presented in Chart 5 revealed that:

❖ 29% of the research respondents (n=18) reported that with the inductive approach language learners remembered and understood grammar easier because they could figure it out by themselves, and they further provided the following comments to support their opinion:

  ➢ *"It is easier to understand the grammar when students see the examples first → they can imagine how it works."*

  ➢ *"I can easily remember practising the examples. It's easier to thing about examples and then decide which grammatical rule that is. Easier to remember for longer time."*

  ➢ *"When you have to fugure out by yourself, you remember it more."*

  ➢ *"Yes, it has. What I will find yourself, that I don't forget easily."*

  ➢ *"Yeas, for example students must find out the grammatical rule, so they can remember it easily, because they find it out on their own."*

❖ the same amount of students, 29% (n=18), reported that this approach forced foreign language learners to think more about grammar and as a result they learnt more:

  ➢ *"You can see the examples in front of you and you have to decide your self. That's good because this is why you go to school. To learn and to know where are you mistakes. The deductive is also good but I prefer inductive approach."*

  ➢ *"I like both of these approaches, however, I prefer to use an inductive approach because we have to think about tenses and grammar more and in this way we can learn more."*

  ➢ *"I prefer to be able to figure staff out and learn from my mistakes."*

  ➢ *"because students must think and find out what the rule is and that's for them more than just learn it and forget it."*

❖ 6% (=4) could not see advantages of this approach,

❖ 5% (n=3) believed that the inductive approach was more helpful, demanding, independent, and interesting than the deductive approach, and they further provided their comments:

> ➤ "*I prefer INDUCTIVE because it is helpful for me more than deductive approach.*"
> ➤ "maybe, it is more independent and demanding"
> ➤ "It is more interesting for me"

❖ 31% (n=19) provided other responses as follows:
> ➤ "*I prefer an inductive form. When I try to explain English grammar to my friends I often use an inductive approach.*"
> ➤ „*I don't mind any of those approaches, I guess I am just more used to be taught by the first one. Depends on the teacher and the way he/she communicates with the class and explains the grammar.*"
> ➤ „*Sure, for somebody this approach can work better.*"

10.4.4 The disadvantages of the inductive approach

The research respondents provided 60 responses regarding the disadvantages of the inductive approach, which were further classified into several categories:
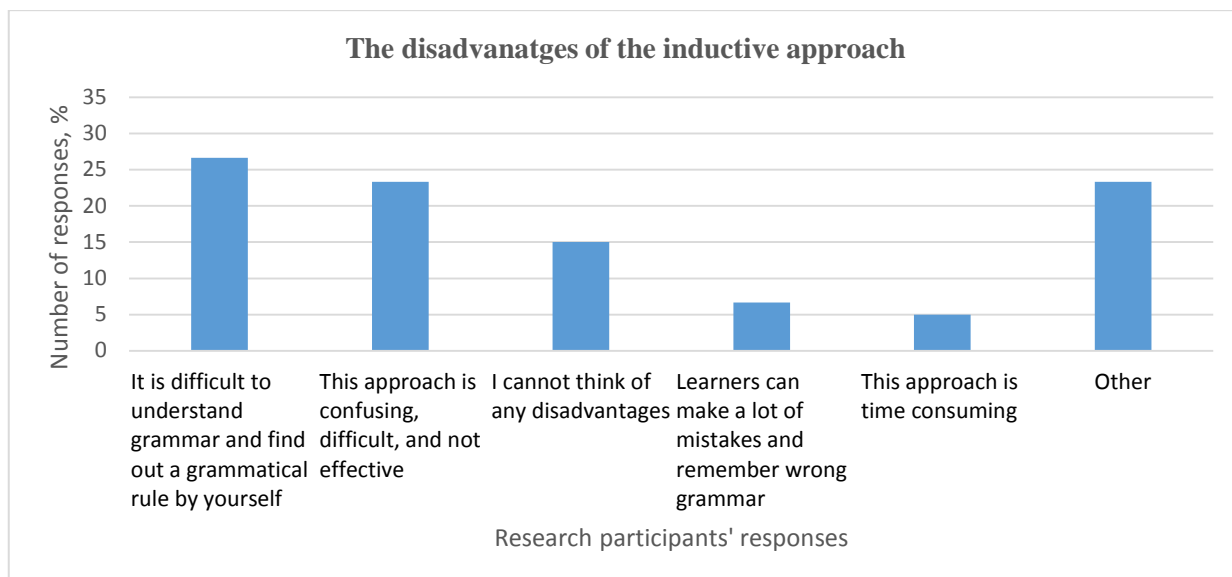

Chart 6: The disadvantages of the inductive approach

The results presented in Chart 6 revealed that:

❖ 27% of the research respondents (n=16) considered it to be difficult for language learners to understand grammar and find out a grammatical rule by themselves with

this approach, and they further provided the following comments to support their point of view:

> *"It is better for me if I listen explanation of grammar. I keep it longer in my brain and if I must decide what grammatical rule is it I usually don't know."*

> *"It is more difficult to me to make an overview of the rules. Then people can get upset and frustrated when they don't understand it from the examples at first."*

> *"I rather have to see written rules so I can work with them directly."*

> *"Because for me this approach is harder and it is possible that I won't know, how use this grammatical phenome."*

> *"Because I don't understand these examples without the rule."*

❖ 23% (n=14) considered the inductive approach to be confusing, difficult, and not effective, and they provided the following comments:

> *"I think that it can be confusing for somebody. You give an example or more examples and when you don't know the grammar you are lost and some students can lose motivation."*

> *"Its not as effective as deductive approach in my age and level of my english."*

> *"It is not so effective for me. I don't remember a lot."*

❖ 15% (n=9) claimed they could not see any disadvantages of this approach,

❖ 7% (n=4) claimed that learners could make mistakes and learn wrong grammar with the inductive approach:

> *"We don't have got enough theoretical information and we could do a lot of mistakes probably."*

> *"because I can do many mistakes in exercises and I may think that it is correct solution → so I remember wrong grammar."*

> *"Because I study on my own (because the examples by teacher) I can learn my self mistakes so is better to say rules."*

❖ 5% (n=3) considered this approach to be time consuming:

> *"it takes so much time that it might be no time for other things, so the teacher can be stressed and skip some other important things."*

> ➢ *"I think it is too slow untill you get the rules. The time can be used for more practising."*

❖ 23% (n=14) provided other responses, mostly merely restating their own preferences or providing other comments:
> ➢ *"Simply it doesn't suit me -for me is easier to use deductive approach."*
> ➢ *"I think that for me the Deductive approach works better than the Inductive approach."*
> ➢ *"I don't prefer this approach at school."*
> ➢ *„It may be hard for children at primary school."*
> ➢ *„It is not used very often at school."*

In **question 10 of the questionnaire** the research participants were given room for their comments either about the research or about the inductive and deductive approaches to learning and teaching English grammar. 70 comments were provided by the research respondents, which can be further divided into several categories:

❖ 54% of all respondents (n=38) expressed their further comments about the research itself and its usefulness to them:
> ➢ *"This research have been very useful to me. I really liked it. I have learnt many new rules. Before this research I was a little bit confused but now I could recognise these tenses easily."*
> ➢ *"I have to thank you for a very useful lessons. I learned a lot of new things about the future tenses/times. Good luck in next studies/researches."*
> ➢ *"I think this visits were very usefull and I can more this lesons in our university."*
> ➢ *"This research reached my knowledges and improved my English skills."*
> ➢ *"I'm happy that I could take part in this course."*
> ➢ *"It is a good experience. I learn something more about English future. It was a good time to spend this lecture."*
> ➢ *"due to this research I know more about future tenses and I am sure by myself when I use it."*
> ➢ *"This research has been, in my opinion, very useful. There are many rules about the future tenses I didn't know before, but now I do."*

Another student encouraged the author to extend the research to other tenses:

> *"I think it was a great research and I would like to encourage the researcher to make like thiss all the English tenses."*

However, two of the students who chose to provide further comments about the research, expressed points of criticism about the research by saying that it was too fast for them and dull at times:

> *"Research is good for information but its too fast."*
> *"It was kind of dull sometimes, which is really unmotivating. But good luck anyway."*

Three students compared this research with their regular lessons of Practical English:

> *"Finally something useful. Not just filling the textbook exercises without any explanation or comments. Many students learned about the future forms and are able to use them (perhaps better than past forms)."*
> *"It was very fine and better than what we are doing in the class normally!"*
> *"I like this research a lot and I would be grateful if teacher who is teaching us now would use these methods of teaching too. We actually don't know anything new."*

Several of the research participants expressed their comments about the materials that we provided to them during the research:

> *"Thank you, your papers with grammatical rules are well compiled and I think it will very useful for me in the future."*
> *"During the research I really liked the way of explaining and the materials which were giving to us. It was big help for revision of future tensis. Thank you for that!"*

Two students commented on the technique of using the same exercises and tests before and after the explanation of grammatical rules. Both of them believed that it was a useful technique:

> *"I liked the page where you explained to us what is what and when do we use it. It was also effective when you gave us the same test again and again."*
> *"I think, your way was really good for teaching. When we have to write test two times (the same) is new and creative method. We can see when we had mistake and then we have it right."*

However, another student believed it was of no specific use for him/her:

> "*Because we filled the exercises several times in a row, I think there was no point at explaining rules and filling the xercises again. Personally, I remembered how I had filled it for the first time and filled the exercises the same way (without thinking about the rules) because I sounded "correct" to me.*"

❖ 39% of the respondents expressed their further comments and opinions about learning grammar deductively and inductively.

A number of students correctly pointed out that a combination of both methods should be used when teaching or learning English grammar because both approaches have their advantages and disadvantages and the preferences for these approaches are individual. The students further provided the following comments to confirm their points of view:

> "*I think both methods have its pros and cons, so maybe a combination of the two approaches would be useful.*"
> "*I think teachers should use both types of approaches because they are teaching many students and not everybody will prefer the same type of approach. It depends on their attitude.*"
> "*good luck with this research. One problem of deductive and inductive teaching in that, people are different and everyone has different learning method.*"
> "*In my opinion, the best way is to change and combine these approaches.*"
> "*Although I prefer deductive approach I think both are good and I learned with it a lot.*"
> "*I think lecturer or teacher should use both methods.*"
> "*combinations of both is best*"

Two students chose to provided further comments about the reasons why they preferred the deductive approach:
> "*I think some people can get upset when they don't know the answers at first. If they learn the rules before using them in examples, people are more confident about the answers.*"
> "*Yes, maybe for someone it is better to see the examples first and maybe for someone it is better when he/she can figure out by yourself. But not for me!*"

Two other students provided the reason they preferred the inductive approach by claiming that this approach involved more cooperation with students and that is it a better way to teach grammar at a university:

> *"No, I personally prefer inductive approach. I like cooperating with students. It's more personal."*

> *"It is one of the better way, how to teach grammar at university. On the other hand time to time deductive approach is necessary to explain something."*

❖ 7% of the students (n=3) provided other comments. Two of the students stated that they had no further comments and another student expressed gratitude to one of their lecturers of Practical English for her lessons and said he/she would like to teach like that lecturer one day. That comment was passed on to the lecturer involved.

10.5 Discussion of the results

The results acquired from question 8 and 9 of the post study questionnaire require further discussion. The findings showed greater preference of the research participants' for one of the approaches: 69% (n=49) of students preferred the deductive approach, while 31% of all responses (n=22) showed preference for the inductive approach. Those findings correspond to the findings of previous related research studies by Vogel et al. (2011) and Jean and Simard (2013). However, these scholars contradicted the author's assumption, who believed that the majority of the research respondents would express their preference for the inductive approach. Those assumptions were based on several considerations. The students of English Philology have substantial knowledge of English grammar and grammatical rules, and being students of English Philology and future teachers of English, they continuously engage with English grammar and its rules. Therefore, the author believed that the research participants would prefer the inductive approach because the process of discovery of new grammatical structures and rules, playing with the language, working out its rules, would prove more satisfying if the students worked out these rules for themselves.

One of the reasons for the findings in this research could lie in the participation of the students in the research in both terms: 39% of all students who completed the Future Tenses Questionnaire were taught deductively in both the winter and summer terms of 2013/14. It was due to the fact that there were 3 deductive groups (76 students in total) and

2 inductive groups (39 students in total) in the winter term. Moreover, the composition of groups changed in the summer semester, so in the new groups in the summer term there were students who had previously attended the deductive or inductive groups in the same group in the summer semester, which meant that some students experienced one of the approaches twice. However, based on the students' comments concerning their preferences it can be speculated that the students' preferences were mostly based on their previous experience of learning English and also on their particular learning styles. Students claimed they needed to see grammatical rules and needed grammar to be explained to them prior to doing exercises. Students who preferred the inductive approach appreciated the process of grammar rule discovery, which made them feel more involved in the learning process, and provided them with an opportunity to express their own opinion and judgement. Students further acknowledged the fact that both approaches must be used in the teaching process, because language learners are different, they have different personal preferences, and for these reasons they can benefit from both approaches.

10.6 Conclusion

In general the students considered the research to be useful for them and a source of new knowledge about future forms. In question 3 of the post study questionnaire, 89% (n=62) of all respondents considered the research to be useful to them mainly because they had an opportunity to either revise their previous knowledge or to learn new information about future tenses, while 11% (n=8) of all respondents believed the research was not of any practical benefit for them.

The findings will be further discussed according to the research questions.

10.6.1 Research question 1

Research question 1 was related to question 4 of the post study questionnaire. 14% of the research participants (n=10) claimed they had not learnt any new information about future tenses in the course of the research, while 86% (n=60) stated they had learnt new information about future tenses. Those 86% (n=60) of students provided the total of 76 responses (i.e. several students provided more than one response): 32% (24 out of 78 responses) related to the Future Perfect Continuous, 30% (23 out of 78 responses) related to the Future Perfect Simple, 14% (n=11) of provided responses were about the Future Continuous, and 24% of other answers. The reasons for the results could lie in the novelty

of those tenses to the students and in the infrequent use of those tenses, especially of the Future Perfect Continuous, in spoken English.

10.6.2 Research question 2

Research question 2 was related to question 5 of the post study questionnaire. 52% (n=37) stated they had started using future tenses in spoken English as a result of the research, and they provided the following answers: the Future Perfect Continuous (34%, n=20), the Future Perfect Simple (18%, n=11), the Future Simple (15%, n=9), Be going to (8%, n=5) and the Present Continuous (5%, n=3). 48% (n=34) claimed they did not start using future tenses in the course of the research. 21% (n=7) of 34 students claimed it was due to the fact they did not have many opportunities to speak English; 21% (n=7) of students had been using future tenses prior to this research; 9% (n=3) claimed they required further practice but they might use them in the future; 9% (n=3) indicated that they only used "simple" future forms (e.g. the Future Simple and Be going to); 9% (n=3) did not participated in the sufficient number of the sessions of the research; 6% (n=2) claimed that they would only use future tenses in written form, and 26% (n=9) provided other reasons for their responses.

10.6.3 Research questions 3&4

69% (n=49) of students showed a preference for the deductive approach, while 31% of all responses (n=22) preferred the inductive approach. It was apparent from the explanations and comments provided by the students about their choices that their preferences were mostly influenced by their past experiences of learning English grammar and their own learning preferences and learning styles.

The students were further requested to provide the reasons for their preferences. The top two advantages of the deductive approach provided by the students were: 'it is easier to learn, understand and remember grammar with this approach'; and 'English grammar is clearer to language learners when grammatical rules and examples are presented to them first'. The research participants further named several disadvantages of the deductive approach. In their opinions, the deductive approach does not encourage students enough to think for themselves about grammar, and grammatical rules can be consequently forgotten rather quickly if learners do not figure them out using their own powers of reason. According to the research participants, the main advantage of the inductive approach is that language learners can remember, learn and understand grammar easier when they have to put effort into finding out grammatical rules by themselves. On the other hand, some

research participants believe that it may be sometimes difficult for language learners to figure out new grammar by themselves, and thus they may get confused and learn the grammar incorrectly. However, students acknowledged that both approaches must be used in the learning process, as both of them have positive features, and language learners can benefit from both of them.

11 CONCLUSION

This thesis dealt with teaching seven future forms: the Future Simple, *Be going to*, the Present Continuous and the Present Simple with a future reference, the Future Continuous, the Future Perfect Simple and the Future Perfect Continuous to students of English Philology. The main focus was on the correct application of those future forms in exercises that illustrate the rules of their usage, as it is essential for future teachers of English to know when to use a particular future form and to be able to explain its rules of usage to their students.

At the beginning of the study it was necessary to examine which areas of knowledge concerning future tenses required revision, improvement and further practice. The results revealed that the success rate of the Present Continuous in the pre-test of Session 1 given in the winter term was 44%, and the success rate of *Be going to* was 53% (see Table 4), while the results for the other two future tenses included in the pre-test were significantly higher: 67% for the Future Simple and 70% for the Present Simple (see Table 4). Thus, the students' knowledge of *Be going to* and the Present Continuous with a future reference required further revision and discussion. Session 4 of the summer term revealed the participants' knowledge of the Future Continuous, the Future Perfect Simple and the Future Perfect Continuous was unsatisfactory and required significant improvement. Out of those three tenses, the students proved to have the best knowledge of the Future Continuous (34% success rate in the pre-test), 20% for the Future Perfect Simple, and mere 9% for the Future Perfect Continuous (see Table 18 for all tenses). This means that the Future Perfect Continuous was a new tense for 91% of all students in the pre-test. The results for the Future Continuous and the Future Perfect Simple were low, despite the fact that the respondents discussed and practised those two tenses with their regular lecturers of Practical English in the winter term.

The participants further revealed a rather low knowledge of the rules of usage for future tenses. Task 3 of the pre-test in Session 1 showed that only 47% of all students knew the rules of use for the Future Simple, Be going to, the Present Continuous and the Present Simple with a future reference (see Table 3). Out of all the tenses, 82% of all students knew the rules of use of *Be going to* and 56% knew the rules of use for the Future Simple (see Table 3). 23% of the answers for the Present Simple with a future reference were

correct, while 60% of answers were incorrect. 67% of those incorrect answers related to 'daily routines', a rule of use for the Present Simple to refer to the present but not to the future (see comments under Table 3). As far as the Present Continuous with a future reference is concerned, only 26% of the students stated that this tense is used to express 'arrangement', while 54% indicated that the Present Continuous is used to speak about activities happening at the present moment (see the comments under Table 3). This meaning is correct for the Present Continuous in the present but not with a reference to the future. Those results for the Present Simple and the Present Continuous indicated that the students were mostly familiar with the rules of their usage with reference to the present. As far as the three other tenses were concerned, 34% of participants were familiar with the rules of use for the Future Continuous, 25% of the Future Perfect Simple, and 16% of the Future Perfect Continuous (see Table 17 for all tenses). The total success rate for all tenses was 25% (see Table 17).

The results of the pre-test in Session 1 (see Table 4) revealed that the participants in both groups, deductive and inductive, entered the research with almost the same level of knowledge for the Future Simple, *Be going to*, the Present Continuous and the Present Simple with a reference to the future, with a mere difference of 2% in favour of the deductive groups (65% vs. 63% in the inductive groups, see Table 11). The immediate post-test showed a difference of the same 2% in favour of the deductive groups (80% vs. 78% in the inductive groups, see Table 11). This finding means that the deductive approach proved to be more effective for teaching the Future Simple, *Be going to*, the Present Continuous and the Present Simple with a reference to the future. The explanation can be found in the results of the inductive handout, which only the inductive groups had to complete (Appendix 8). In this handout the students had to read the examples for each meaning/rule of the four future forms and then write their own sentences to express the same meaning. The result proved to be rather high: 69% of students provided correct sentences of their own (see Table 5). It seemed that the inductive handout proved to be rather good practice for the students in the inductive groups. The examples either helped them to learn new information about the four future tenses, or the examples reinforced the students' previous knowledge of the four future forms and possibly stimulated their language intuition.

The comparison of the pre-test, post-test and revision test results for all students revealed that the success rate for all the tenses (the Future Simple, *Be going to*, the Present Continuous and the Present Simple) increased by 16% (from 64% in the pre-test to 80% in the post, see Table 12). However, it decreased by 5% between the post-test and the revision test (from 80% to 75%, see Table 12). The results can be explained as follows. While the pre-test and the post-test consisted of the same exercises, the post-test contained different exercises. It was also longer (20 sentences that required an answer in the pre-test/post-test vs. 29 in the revision test), and it was more complex (the students had to put the verb forms in the correct future tense to identify the future meaning expressed by each verb form and to state the tense names in Exercise 1). Therefore, the students had to focus on several aspects of the revision test during a time limit. There is one additional possible explanation for this result. The total result of the Present Simple decreased significantly from 70% for all students in the pre-test and 88% in the post-test to 46% in the revision test (see Table 12), which significantly lowered the total result of the revision test. For this reason the post-test revealed a very high result of 88% for the Present Simple, but it was decided to include only two usages of the Present Simple in the revision test. This was done in order for the students to practise the forms and the rules they still experienced problems with. One of those two instances of usage for the Present Simple was the question ("When _____ (the match/finish?)" (exercise 1, sentence 2, see Appendix 16A). 44% (n=25) of all students, who participated in the revision test, answered this question incorrectly. 21% (n=12) of those 25 students answered with an incorrect tense, another 23% of all students (n=13) failed to produce the correct question form of the Present Simple. They gave incorrect answers such as ("*the match finishes*", "*does the match finished*", "*the match finishs*"). This result was not anticipated, and it consequently influenced the total result for the Present Simple in the revision test.

The results of the pre-test in Session 4 (see Table 18) revealed that the participants in both groups entered the research with almost the same level of knowledge for the Future Continuous, the Future Perfect Simple and the Future Perfect Continuous with a mere difference of 1% in favour of the inductive groups (28% vs. 27% in the deductive groups, see Table 18). The immediate post-test showed a difference of 8% in favour of the deductive groups (65% vs. 57% in the inductive groups, see Table 20). This finding means that the deductive approach proved to be more effective for teaching the Future Continuous, the Future Perfect Simple and the Future Perfect Continuous. The explanation

for these results could lie in the research procedure. The students in the deductive groups could consult the handout with grammatical rules while working on the post-test, whereas the inductive groups did not have any rules in front of them. Those three tenses proved to be new information for most of the students. Therefore, the students in the inductive groups could not rely on their previous knowledge of those tenses as it probably happened with the Future Simple, Be going to, the Present Simple and the Present Continuous (see the explanation above). However, a difference of 8% (see Table 20 and Table 25) is not overly significant. The reason for this could be in the result of the inductive handout, in which 62% of all students composed correct sentences of their own for all three tenses (see Table 19). The inductive handout probably served as good practice for the students and helped them understand the difference between the tenses.

The comparison of the pre-test, post-test and revision test results for all students revealed that the success rate for all tenses (the Future Continuous, the Future Perfect Simple, and the Future Perfect Continuous) increased by 56% (from 27% in the pre-test to 83% in the revision test, see Table 26). The results show an increase in the students' knowledge between the pre-test and the post-test for all tenses: from 34% in the pre-test to 84% in the revision test for the Future Continuous, from 20% in the pre-test to 73% in the revision test for the Future Perfect Simple, and from 9% in the pre-test to 80% in the revision test for the Future Perfect Continuous (see Table 26 for all tenses). Interestingly, the total result for the Future Perfect Continuous was higher than the result for the Future Perfect Simple (it was always vice versa in the previous tests). It could be explained by the fact that some students tended to overuse the Future Perfect Continuous in the sentences where the Future Perfect Simple was required. The reason could lie in the fact that the Future Perfect Continuous was a new tense, and the students tended to experiment with it and to overuse it. The results in general show that the students increased their knowledge of all three tenses significantly during the research.

The findings described above are consistent with the findings of Erlam (2003, p. 243), Robinson (1996, pp. 27-77) and Seliger (1975, pp. 1-18), who also detected an advantage in the deductive approach according to their studies. However, the results in this study contradict the results of Herron and Tomasello (1992, p. 713), Vogel et al. (2011, p. 366), who uncovered an advantage for the inductive approach. Rosa and O'Neil (1999, pp. 511-556), and Abraham (1985, pp. 689-702, as cited in Erlam, 2003, p. 243) revealed no

significant difference between the two approaches. Shaffer (1989, p. 399) also detected no significant difference between the two approaches, but her study revealed a trend in favour of the inductive approach.

During the last two sessions, the qualitative part of the research was carried out. Its main instrument was the Future Tenses Questionnaire. It had two objectives: 1) to investigate the usefulness of the study to the participants, and 2) to examine their preferences for either of the approaches to teaching and learning grammar: deductive or inductive. The questionnaire was completed by 70 students.

As far as the usefulness of the study to the participants is concerned, in Question 3 of the Questionnaire, 11% (n=8) of students believed they did not benefit from the study in any way. Five students out of eight stated they had not attended enough sessions of the research to consider it useful for them, and three students claimed that they did not learn anything they had not known prior to the research. The remaining 89% (n=62) of all respondents considered the research to be useful to them and they marked all the 'Yes' responses associated with Question 3 that applied to them (i.e. any student could check more than one answer), and as a result, there was total number of 107 answers checked by 62 students. 44% (n=47 out of 107 answers) of responses indicated: "Yes. I have learnt a lot of new information about the future tenses."; 33% (n=35 out of 107) indicated: "Yes. I have revised my previous knowledge of the future tenses."; and 23% (n=25) of the answers stated: "Yes and I now use various future forms more when I speak English."

In Question 5 of the Questionnaire the participants were asked whether they started using the future forms in spoken English more as a result of the study. 48% of all respondents (n=34) stated they did not start using the future forms more. 21% (n=7) of those 34 students claimed that they did not have many opportunities to speak English; 21% (n=7) stated that they had been using future tenses prior to this research, and they continued using them after the research, either in the same way or more correctly than prior to the research; 9% (n=3) claimed that those future tenses were new to them and they needed more practice, and they might use them in the future. 49% gave other answers. 52% (n=37) believed they started using future tenses in spoken English more since their participation in the research. 37 students returned a total of sixty responses, i.e. most of the students provided more than one response. The research participants indicated that they started using the following future tenses in spoken English: the Future Continuous (34%, n=20), the Future Perfect

Continuous (20%, n=12), the Future Perfect Simple (18%, n=11), the Future Simple (15%, n=9), Be going to (8%, n=5) and the Present Continuous (5%, n=3). One student checked both "Yes" and "No" responses to this question.

In Questions 8&9 of the Future Tenses Questionnaire, the students had to state their preference for one of the approaches and to consider its advantages and disadvantages. The common results of Questions 8&9 revealed that 69% of all responses (n=49) preferred the deductive approach, while 31% (n=22) had a preference for the inductive approach. These findings are consistent with the results of the research conducted by Vogel et al. (2011, pp. 353-380), and Jean and Simard (2013, pp. 1023-1042). Their participants also revealed a preference for the deductive approach.

As far as the advantages of the deductive approach are concerned, they can be divided into the following categories according to the students' answers: it is easier to learn, understand and remember grammar with deductive approach; some students need to see the grammatical rule alongside examples when first learning new grammar. New grammar is clearer when grammatical rules were presented first; this approach is faster, more natural and more practical for learning new grammar, as it also ensures structure and logical arrangement of the grammar, etc. (see Chart 3 and the comments below it). On the other side, the disadvantages of the deductive approach are this: learners do not need to think much and do not have much space to express their own opinion with this approach; learners can easily forget grammatical rules if they do not figure them out for themselves; this approach is boring, rigid and not practical, etc. (see Chart 3 and the comments below it).

The students further expounded the advantages of the inductive approach: language learners can remember and understand grammar easier because they figure it out for themselves. The inductive approach forces foreign language learners to think about grammar more comprehensively and as a result they learn more. This approach is helpful, demanding, interesting, and promotes independence, etc. (see Chart 4 and the comments below it). The approach was seen to have disadvantages as well: it is difficult for language learners to understand grammar and find out grammatical rules by themselves with this approach; it is confusing, difficult, and potentially ineffective, etc. (see Chart 4 and the comments below it).

A number of students correctly pointed out that a combination of both methods should be used when teaching or learning English grammar because both approaches have their advantages and disadvantages and the learners can benefit from both of them.

In Question 10 the students were given the option to add additional comments. 54% of all respondents (n=38) chose to express further comments about the research and its usefulness to them. All but two of those students appreciated the research. Some of comments were as follows:

> *"I think, your way was really good for teaching. When we have to write test two times (the same) is new and creative method. We can see when we had mistake and then we have it right."*

> *"Finally something useful. Not just filling the textbook exercises without any explanation or comments. Many students learned about the future forms and are able to use them (perhaps better than past forms)."*

> *"I think it was a great research and I would like to encourage the researcher to make like thiss all the English tenses."*

> *"Thank you, your papers with grammatical rules are well compiled and I think it will very useful for me in the future."*

> *"During the research I really liked the way of explaining and the materials which were giving to us. It was big help for revision of future tensis. Thank you for that!"*

The answers are presented as given by students, with all their errors.

It if further necessary to mention the **limitations of this study**. First, there were some limitations the author could not influence. She was not a regular lecturer of the participants and did not know them prior to the research. The time for the research was limited as it took place in the students' regular lessons of English, and their syllabus was very tight. Attendance for the lessons of Practical English was not compulsory. As a result the composition of the class during each session was always different, i.e. there were students who had not participated in the previous session/sessions. This problem was anticipated. Therefore, it was decided to have the pre-test, teaching future tenses either deductively or inductively, and the immediate post-test in one session. Out of all 136 students who participated in the study at least once, a mere 16 students participated in all 7 sessions. It would have been more effective to have the pre-test as a separate session, to evaluate its

results and to schedule the teaching, deductively or inductively, and the post-test at the next session. However, it was obvious that it would not be possible to get all the students from the pre-test to participate in the actual teaching and the post-test. Besides, the composition of groups changed significantly in the summer semester, and as a consequence some students were taught the same approach twice.

The study also required a lot of writing, very often under time pressure. This methodology was chosen because the author had limited time with the students and could not track improvements in their speaking skills from lesson to lesson.

12 RESUMÉ

Úvod

Tato disertační práce se zabývá výukou gramatiky, přesněji budoucích časů, se zaměřením na studenty oboru anglistika. Jde o budoucí učitele anglického jazyka, pro které je znalost anglické gramatiky zcela zásadní. Studenti musí nejen umět gramatické jevy používat, ale také je musí umět správně vysvětlit. Výzkum byl realizován na Katedře anglického jazyka na Fakultě přírodovědně-humanitní a pedagogické při Technické univerzitě v Liberci v obou semestrech akademického roku 2013/2014. Výzkumu se zúčastnilo celkem 136 studentů   1. ročníku bakalářského oboru Angličtina pro vzdělávání. Autorka nepatřila k regulérním vyučujícím daných studentů, ale docházela na jejich hodiny praktického jazyka s cílem realizace této studie. Během obou semestrů se uskutečnilo celkem 7 lekcí.

Pro výuku budoucích časů byly použity dvě metody: deduktivní a induktivní. Při deduktivní metodě učitel sděluje studentům gramatické pravidlo a příklady jeho použití ve větách. Studenti následně aplikují a procvičují novou gramatiku ve cvičeních (Harmer, 2007b, p. 203). V rámci induktivní metody učitel nabídne studentům příklady používání určitého gramatického jevu a studenti si musí sami odvodit pravidlo jeho fungování (Harmer, 2007b, p. 207).

Výzkum byl rozdělen do dvou částí: kvantitativní a kvalitativní. Kvantitativní část výzkumu probíhala v zimním a letním semestru a měla dva hlavní **cíle**: 1). Zopakovat a zlepšit znalost sedmi budoucích tvarů: budoucí čas prostý, vazba *be going to*, přítomný čas prostý a přítomný čas průběhový pro vyjádření budoucnosti, budoucí čas průběhový, předbudoucí čas prostý a předbudoucí čas průběhový, a také pravidla jejich používání. 2). Prozkoumat, která z metod pro výuku gramatiky, deduktivní nebo induktivní, je pro výuku budoucích časů u studentů anglistiky efektivnější.

Kvalitativní výzkum se uskutečnil v letním semestru, na konci výzkumu. Jeho **cílem** bylo zjistit praktický přínos výzkumu pro studenty a zároveň prozkoumat kterou z metod (deduktivní, induktivní) sami upřednostňují.

Teoretická část

Cílem teoretické části práce bylo zmapovat literaturu věnovanou využití induktivní i deduktivní metody při výuce budoucích časů v anglické gramatice. Dále se v teoretické části uvádí přehled existujících studií, ve kterých se zkoumalo, která z metod výuky je efektivnější, a přehled studií o preferencích studentů.

Přehled budoucích tvarů se uvádí v podkapitole 2.2. a byl zpracován na základě následujících zdrojů: *Meaning and the English Verb* (Leech, 1971), *The Cambridge Grammar of the English Language* (Huddleston and Pullum, 2002), *A Comprehensive Grammar of the English Language* (Quirk et al., 1985) a *Longman Grammar of Spoken and Written English* (Biber et al., 1999). Ze všech těchto autorů nabízí nejrozsáhlejší přehled budoucích tvarů Leech (1971). Byl proto použit jako základ pro zpracování celkového přehledu, ostatní zdroje posloužily především při následném srovnávání.

Je nutné říci, že cílem přehledu budoucích tvarů v této práci nebylo zmapování všech způsobů vyjádření budoucnosti, ale představení těch tvarů (a jejich významů), se kterými se setkali studenti v rámci tohoto výzkumu. Konečný přehled ukázal, že se všichni autoři v popisu významů/pravidel používání budoucích tvarů více-méně shodují. Existují ovšem rozdíly v používané terminologii. Například pro přítomný čas průběhový používá Leech (1971, s. 61) termín "Futurate Present Progressive", Quirk a kol. (1985, s. 215) and Huddleston and Pullum (2002, s. 133) zvolili výraz "the Present Progressive" a Biber a kol. (1999, s. 470) používají termín "Progressive aspect".

Přehled budoucích časů byl dále zpracován podle dvou gramatik angličtiny pro učitele (podkapitola 2.3): *Grammar for English Language Teachers* (Parrott, 2000) a *Teaching English Grammar* (Scrivener, 2010). Z těchto dvou autorů nabízí rozsáhlejší přehled významů/pravidel používání budoucích tvarů Scrivener (2010). Zatímco Parrott (2000, s. 170) uvádí dva významy použití budoucího tvaru *will* ("NEplánované budoucí děje" a "předpovědi, které se nezakládají na důkazu v přítomnosti a/nebo minulosti", Scrivener (2010, s. 189-191) předkládá v souvislosti s tvarem *will* seznam 14 pravidel použití (např., "jisté budoucí události", žádost, slib, apod.). Oba autoři zároveň nastiňují problémy, se kterými se posluchači při studiu budoucích času obvykle setkávají. Scrivener (2010, s. 192) i Parrott (2000, s. 177) se shodují v tom, že obecná tendence vede k nadměrnému používání tvaru *will*.

Scrivener (2010) dále nabízí učitelům praktická cvičení pro prezentaci a procvičování budoucích časů.

Podkapitola 2.4 v krátkosti představuje učebnici FCE Gold Plus coursebook (Newbrook, Wilson & Acklam, 2004), kterou studenti používali při výuce v hodinách Praktického jazyka. Tento materiál představuje posluchačům všechny budoucí tvary, které byly předmětem tohoto výzkumu, s výjimkou předbudoucího času průběhového. Kapitola 4 této učebnice zároveň nabízí studentům čtyři cvičení napomáhající lepšímu zvládnutí problematiky budoucích časů (Newbrook, Wilson & Acklam, 2004, s. 49-50).

Jelikož se tato práce zabývá výukou gramatiky, zkoumá v Kapitole 3 postoje autorů různých (odborných) publikací k výuce gramatiky. Jedni jsou přesvědčeni, že se gramatika vyučovat má (Ur, 2009, s. 4; Walter, 2012, para. 3; Hutchinson citováno v Thornbury, 2011, s. 14; Swan, 2002, s. 152). Swan (2002, s. 151) má za to, že bez znalostí, které studentům umožní vytvářet a používat určité struktury, nemohou tvořit v cizím jazyce komplexní věty. Proto by učitelé měli pečlivě zvažovat cíle a další okolnosti spojené se zaměřením svých studentů, vybírat podle toho pečlivě gramatické struktury vhodné pro výuku a správně je vysvětlit a procvičit. Podobný názor zastává i Thornbury (2011), který nazývá gramatiku "strojem na výrobu vět" nabízejícím studentům prostředky pro "potenciálně neomezenou lingvistickou aktivitu" (s. 15). Swan (2002) se dále domnívá, že "v některých kulturních prostředích může přílišná odchylka od norem jazyka rodilých mluvčích překážet integraci a vyvolávat předsudky – člověk, který mluví *špatně*, nemusí být vnímán seriózně nebo může být považován za nevzdělaného nebo hloupého" (s. 152). Další důvody pro a proti výuce gramatiky jsou probírány v Kapitole 3.

Druzí autoři zastávají opačný názor (Lewis, 1994, s. 133; Newmark, 1979, s. 165; Krashen citováno v Thornbury, 2011, s. 14). Thornbury (2011, p. 18) říká, že umět gramatiku určitého jazyka neznamená umět jazyk. Jedna věc je například vědět, že *Půjdeme dnes do kina? (Shall we go to the cinema?)* je otázka v budoucím čase prostém, ale jiná věc je povědomí o tom, že se tato otázka používá pro vyjádření návrhu. Tato myšlenka je podstatou komunikativní metody výuky. Podle Larsen-Freeman & Anderson (2011, s. 115), "být schopen komunikovat vyžaduje více než jen lingvistickou kompetenci; vyžaduje to kompetenci komunikativní." Zastánci této metody se domnívají, že studenti se nejvíce

naučí, když budou zapojeni do komunikativních aktivit, které probíhají v reálném životě. Studenti tak znalost gramatiky získají nevědomky (Thornbury, 2011, s. 18-19).

Kapitola 4 této práce se věnuje přímo deduktivní a induktivní metodě. Nejdříve se uvádí přehled používání každé z nich napříč různými metodami výuky angličtiny, od gramaticko-překladové, která vycházela z deduktivního přístupu, po audio-vizuální, která byla naopak založena na metodě induktivní (Hammerly, 1975, s. 15-16). V této kapitole jsou zároveň uváděny výhody a nevýhody každého z těchto přístupů a také faktory, které můžou ovlivňovat preference studentů pro jeden z nich.

Otázka větší efektivity jedné z metod, deduktivní nebo induktivní, se ukazuje být neprobádaným tématem, jelikož počet studií na dané téma je omezený. Předchozí práce, které se touto problematikou zabývaly, prokazují u obou vyrovnané výsledky a jsou prezentovány v podkapitole 5.1. Výsledky výzkumu Herron & Tomasello (1992) svědčily ve prospěch induktivní metody. Výsledky, ke kterým došla Shaffer (1989, s. 399), nenacházely mezi oběma přístupy zásadní rozdíl, zaznamenaly jen patrnou tendenci směrem k vyšší účinnosti induktivní metody. Vogel a kol. (2011, s. 366) odpozorovali, že induktivní metoda je přínosnější v rámci krátkodobého učení se, v rámci dlouhodobého studia však žádné rozdíly mezi metodami nezjistili. Výsledky výzkumů následujících autorů naopak svědčily ve prospěch deduktivní metody: Erlam (2003, s. 243), Robinson (1996, s. 27-77) a Seliger (1975, s. 1-18, citováno v Erlam 2003, s. 243). Rosa & O'Neil (1999, s. 511-556) ani Abraham (1985, s. 689-702, citováno v Erlam 2003, s. 243) k žádným rozdílům prokazujícím vyšší účinnost jedné z uvedených metod nedošli.

Na otázku, kterou z metod preferují při studiu gramatiky sami studenti, odpovídají tři výzkumy popsané v podkapitole 5.2. Studie, které realizovali Vogel et al. (2011, s. 353-380) a Jean & Simard (2013, s. 1023 – 1042), prokázaly, že respondentům více vyhovovala deduktivní metoda. Mohamed (2004, s. 228-237) oproti tomu nezaznamenal u studentů žádný příklon k jedné straně. Tento výsledek ovšem mohla ovlivnit skutečnost, že se respondenti zúčastnili výuky vedené pouze jednou z metod.

Empirický výzkum

Empirická část začíná v sedmé kapitole.

Výzkum sestával celkově ze sedmi lekcí, kterých se zúčastnilo dohromady 136 studentů, z nichž každý byl přítomen alespoň jednou. Všech sedmi lekcí výzkumu se ovšem zúčastnilo pouze 16 posluchačů. Důvodem byla nepovinná docházka na hodiny praktického jazyka a výsledkem skutečnost, že se každého sezení účastnili studenti, kteří chyběli na předchozí lekci a neznali tudíž dříve probíranou látku. Výzkum dále zkomplikovala skutečnost, že se v letním semestru změnilo složení studijních skupin, a někteří posluchači se tak zúčastnili dvakrát části, kdy vyučování probíhalo stejnou metodou, zatímco s druhou metodou výuky se nesetkali vůbec.

V zimním semestru proběhly tři lekce, které měly následující strukturu:

Lekce 1: pre-test, výuka budoucího času prostého, vazby *be going to*, přítomného času prostého a přítomného času průběhového pro vyjádření budoucnosti jednou z metod, a post-test. Všechny tyto fáze proběhly během jednoho sezení, protože celkový čas určený pro výzkum byl omezený a docházka studentů na hodiny praktického jazyka nepovinná. Hrozilo proto, že kdyby jednotlivé testy proběhly v rámci různých lekcí, mohla by se jich účastnit jiná skupina studentů.

Lekce 2: Diskuze nad opravenými materiály z předchozího sezení, kontrola domácího úkolu a tři praktická cvičení na procvičování budoucích tvarů a pravidel jejich používání.
Lekce 3: Diskuze nad opravenými materiály z předchozího sezení a opakovací test.

V letním semestru proběhly čtyři lekce:

Lekce 4: Diskuze nad opakovacím testem z minulého semestru, pre-test, výuka budoucího času průběhového, předbudoucího času prostého a předbudoucího času průběhového jednou z metod, a post-test.
Lekce 5: Diskuze nad opravenými materiály z předchozí lekce, kontrola domácího úkolu a tři praktická cvičení na procvičování budoucích tvarů a pravidel jejich používání.
Lekce 6: Diskuze nad opravenými materiály z předchozí lekce, opakovací test a dotazníkové šetření.

Lekce 7: Dotazníkové šetření (pouze pro studenty, kteří se ho nezúčastnili při předchozím sezení), diskuze nad opraveným opakovacím testu.

Výzkumný postup je detailně popsán v podkapitole 7.4.

Pro tuto studii byly formulovány tři **výzkumné otázky**.

Výzkumná otázka č. 1: Které oblasti znalostí budoucího času prostého, vazby *be going to*, přítomného času prostého a přítomného času průběhového pro vyjádření budoucnosti, budoucího času průběhového, předbudoucího času prostého a předbudoucího času průběhového vyžadují u studentů opakování a zlepšení?

Výzkumná otázka č. 1: výsledky

Na začátku každého semestru bylo nutné prozkoumat, které budoucí tvary vyžadují u účastníků výzkumu zlepšení. Výsledky pre-testu v zimním semestru ukázaly, že, zatímco v oblasti znalostí budoucího času prostého je míra úspěšnosti u studentů 67% a u přítomného času prostého pro vyjádření budoucnosti 70% (viz Tabulka 4), znalost dvou dalších časů byla nižší: 53% u vazby *be going to* a 44% (viz Tabulka 4) u přítomného času průběhového pro vyjádření budoucnosti. Výsledky pre-testu v letním semestru prokázaly neuspokojivou znalost budoucího času průběhového (34%, viz Tabulka 18), předbudoucího času prostého (20%, viz Tabulka 18) a předbudoucího času průběhového (9%, viz Tabulka 18). Znalost budoucího času průběhového a předbudoucího času prostého byla nízká i přesto, že studenti tyto časy probírali v hodinách praktického jazyka se svými vyučujícími v zimním semestru. Výsledky dále ukazují, že předbudoucí čas průběhový byl novou látkou pro 91% účastníků (viz Tabulka 18). Všechny tyto tři časy vyžadovaly další procvičení a zlepšení.

Výsledky pre-testu v každém semestru dále ukázaly, že znalost pravidel používání všech sedmi budoucích tvarů je velmi nízká. Výsledky pre-testu v letním semestru naznačily, že jen 47% všech studentů (viz Tabulka 3) zná pravidla používání budoucího času prostého, vazby *be going to*, přítomného času prostého a přítomného času průběhového pro vyjádření budoucnosti. Rozdělení podle časů bylo následující: vazba *be going to* (82%, viz Tabulka 3), budoucí čas prostý (56%, viz Tabulka 3), přítomný čas průběhový (54%, viz Tabulka 3) a přítomný čas prostý (23%, viz Tabulka 3). Výsledky pre-testu v letním

semestru ukázaly, že pouze 34% studentů zná pravidla používání budoucího času průběhového (viz Tabulka 17), 25% studentů ví, kdy používat předbudoucí čas prostý (viz Tabulka 17), a jen 16% zná pravidla používání předbudoucího času průběhového (viz Tabulka 17).

Výzkumná otázka č. 2: Které oblasti znalostí budoucího času prostého, vazby *be going to*, přítomného času prostého a přítomného času průběhového pro vyjádření budoucnosti, budoucího času průběhového, předbudoucího času prostého a předbudoucího času průběhového se u studentů v průběhu tohoto výzkumu zlepšily a které ne?

Výzkumná otázka č. 2: výsledky

Výsledky prokázaly zlepšení znalostí u všech sedmi budoucích tvarů, které byly předmětem této studie, kromě přítomného času prostého. Největší zlepšení se prokázalo u předbudoucího času průběhového: celkově o 71% (z 9% v pre-tesu na 80% v opakovacím testu, viz Tabulka 26). Znalost předbudoucího času prostého se zlepšila o 53% (z 20% pre-tesu na 73% v opakovacím testu, viz Tabulka 26). Zajímavé je, že výsledek opakovacího testu byl lepší pro předbudoucí čas průběhový, než pro předbudoucí čas prostý, což bylo naopakem výsledků v případě pre-testu. Důvodem mohl být fakt, že předbudoucí čas průběhový byl pro většinu studentů naprosto nový. Proto s ním během výzkumu experimentovali a občas měli tendenci ho používat nadměrně, tj. místo předbudoucího času prostého. Toto mohlo ovlivnit výsledky opakovacího testu. Pokud jde o budoucí čas průběhový, u něj došlo ke zlepšení o 50% (z 34% v pre-testu na 84% v opakovacím testu (viz Tabulka 26). Celková znalost těchto tří časů se zlepšila o 56% (z 27% v pre-tesu na 83% v opakovacím testu, viz Tabulka 26).

U budoucího času prostého, vazby *be going to*, přítomného času prostého a přítomného času průběhového pro vyjádření budoucnosti také došlo také mezi pre-testem a opakovacím testem ke zlepšení, v tomto případě o 11% (z 64% v pre-testu na 75% v post-testu, viz Tabulka 12). Toto zlepšení bylo méně výrazné než u předchozích tří časů, protože znalost budoucího času prostého, vazby *be going to*, přítomného času prostého a přítomného času průběhového pro vyjádření budoucnosti byla u studentů na začátku výzkumu výrazně lepší - 64% (viz Tabulka 12) oproti celkovému výsledku 27% u budoucího času průběhového, předbudoucího času prostého a předbudoucího času průběhového (viz Tabulka 26).

Znalost budoucího času prostého ze zlepšila o 15% (z 67% v pre-testu na 82% v opakovacím testu - viz Tabulka 12), o 17% u vazby *Be going to* (z 53% v pre-testu na 70% v opakovacím testu, viz Tabulka 12), o 13% u přítomného času průběhového pro vyjádření budoucnosti (z 44% v pre-testu na 57% v opakovacím testu, viz Tabulka 12). Znalost přítomného času prostého pro vyjádření budoucnosti se však zhoršila o 14% (z 70% v pre-testu na 46% v opakovacím testu). K tomuto zhoršení došlo z následujícího důvodu: výsledky pre-testu (70%, viz Tabulka 4) a post-testu (88%, viz Tabulka 6) byly poměrně vysoké a do opakovacího testu byly zahrnuty pouze dvě věty na používání tohoto času. Bylo to učiněno záměrně, s cílem dát studentům větší možnost, aby si procvičili jiné budoucí tvary. V jednom případě se jednalo o otázku. 23% studentů utvořilo nesprávně otázku v přítomném čase prostém (příklady nesprávných odpovědi: "*the match finishes*", "*does the match finished*", "*the match finishs*"). U studentů, kteří uvedli odpověď "*the match finishes*", je možné, že si neuvědomili, že se jedná o otázku, nikoliv kladnou větu. Další výsledky v zimním semestru a jejich zhodnocení jsou k dispozici v kapitole 8, všechny výsledky letního semestru a jejich zhodnocení shrnuje Kapitola 9).

Výzkumná otázka č. 3: Která z metod výuky angličtiny, deduktivní nebo induktivní, se ukázala jako efektivnější pro výuku budoucích časů studentům oboru anglistika?

Výzkumná otázka č. 3: výsledky

Pro výuku všech budoucích tvarů, které byly předmětem této studie, se ukázala jako efektivnější metoda deduktivní. Znalost budoucího času průběhového, předbudoucího času prostého a předbudoucího času průběhového byla dle výsledků pre-testu a post-testu o 8% (viz Tabulka 20 a Tabulka 25) vyšší v případě skupin, kde výuka probíhala deduktivní metodou. Tento výsledek mohl být způsoben výzkumným postupem, ve kterém studenti ve skupinách, kde výuka probíhala deduktivní metodou, mohli při post-testu používat gramatická pravidla a příklady, zatímco studenti ve skupinách, kde výuka probíhala induktivní metodou, takovou možnost při post-testu neměli. Rozdíl 8% ovšem není nijak vysoký. Důvodem mohl být i materiál, který skupiny, kde výuka probíhala induktivní metodou, měly vyplnit před vyplněním post-testu (viz Příloha 8). 62% studentů (viz

Tabulka 19) vytvořilo správné vlastní věty na budoucí čas průběhový, předbudoucí čas prostý a předbudoucí čas průběhový. Tento materiál zřejmě posloužil daným skupinám jako dobrá praxe a umožnil jim pochopit (nebo si zopakovat), kdy se který čas používá.

Výsledky pre-testu a post-testu na znalost budoucího času prostého, vazby *be going to*, přítomného času prostého a přítomného času průběhového pro vyjádření budoucnosti se také ukázaly být ve prospěch skupin, kde výuka probíhala deduktivní metodou, avšak s nesignifikantním rozdílem 2% (viz Tabulka 6 a Tabulka 11). Jeden z důvodů tohoto výsledku se opět dá hledat v materiálu, který skupiny, kde výuka probíhala induktivní metodou, dostaly za úkol vyplnit před vlastním post-testem (viz Příloha 21). 69% studentů vytvořilo správné vlastní věty na budoucí čas prostý, vazbu *be going to*, přítomný čas prostý a přítomný čas průběhový pro vyjádření budoucnosti (viz Tabulka 5), což jim zřejmě posloužilo jako dobré cvičení a umožnilo zopakovat si a využít předchozí znalosti těchto časů.

Celkově se dá říct, že se v tomto výzkumu obě metody ukázaly jako efektivní pro výuku budoucích časů.

Na konci výzkumu se uskutečnila **kvalitativní část**, která zkoumala přínos výzkumu pro studenty a jejich preference deduktivní nebo induktivní metody výuky gramatiky. Kvalitativní metodou sběru dat bylo **dotazníkové šetření**. Celkem je k dispozici 70 vyplněných dotazníků.

Pokud jde o přínos, který má tento výzkum pro studenty, 89% studentů uvedlo ve 3. otázce, že považují výzkum za přínosný (viz Příloha 31). Specifikovali, že si díky výzkumu zopakovali budoucí časy a získali nové znalosti. 11% studentů považovalo výzkum za nepřínosný, hlavně proto, že se nezúčastnili dostatečného počtu lekcí.

69% studentů považovalo pro výuku anglické gramatiky za přínosnější deduktivní metodu, zatímco 31% preferovalo metodu induktivní (viz odpovědi studentů na 8. otázku dotazníku). Jako důvody pro svou volbu studenti uváděli vlastní styl učení a předchozí zkušenosti se studiem anglické gramatiky.

V otázkách 8 a 9 dotazníku (Příloha 31) byli studenti požádáni, aby uvedli, kterou z metod pro výuku a studium anglické gramatiky preferují, a uvedli svůj názor ohledně jejich výhod a nevýhod. U deduktivní metody uvedli následující pozitiva: je jednodušší při učení, umožňuje pochopit a dobře si zapamatovat gramatiku; je rychlejší, přirozenější a pro výuku gramatiky praktičtější; dále předkládá poslochačům strukturu a logické uspořádání. Její nevýhodou je nedostatek prostoru, na kterém by student mohl vyjádřit vlastního názoru, a skutečnost, že příliš nenutí k přemýšlení; gramatická pravidla, na která studenti nepřišli sami, je navíc možné rychle zapomenout.

U induktivní metody byly uvedeny následující výhody: studenti si pamatují nová gramatická pravidla, protože jsou výsledkem jejich vlastní analýzy; tato metoda nutí studenty více přemýšlet a oni se v důsledku naučí více. Nevýhody jsou podle studentů následující: pro posluchače je někdy těžké pochopit bez pomoci učitele novou gramatiku, někdy může být tato metoda dokonce matoucí, těžká a neefektivní.

Závěr

Tato práce se zabývala výukou následujících budoucích časů: budoucího času prostého, vazby *be going to*, přítomného času prostého a přítomného času průběhového pro vyjádření budoucnosti, budoucího času průběhového, předbudoucího času prostého a předbudoucího času průběhového u studentů oboru anglistika. Výsledky tohoto výzkumu prokázaly u účastníků značný posun v jejich zvládnutí. Došlo také ke zlepšení znalostí pravidel používání budoucích tvarů. Největšího přínosu bylo dosaženo u budoucího času průběhového, předbudoucího času prostého a předbudoucího času průběhového, jejichž znalost byla před začátkem studie nízká.

Pro výuku byly zvoleny dvě metody: deduktivní a induktivní. I přesto, že se deduktivní metoda ukázala být o něco efektivnější než metoda induktivní, obě se projevily jako účinné. Z hlediska metodiky výuky angličtiny to znamená, že by učitelé měli při výuce využívat oba způsoby. Studenti mají různé preference metod výuky, způsob osvojení si gramatiky a také různé styly učení. Proto mohou mít největší prospěch z kombinace obou metod.

13 REFERENCES

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14 APPENDICES

The appendices are provided in an independent volume (called Přílohy k dizertační práci).