



## **A Guided Inductive Approach To Teaching Simple Future Tense In English Grammar**

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**Abstract:** Through the history of grammar teaching, one can see that the teaching of “English Language“, grammar in particular, has gone through enormous changes. This method, a guided inductive approach so named by Corder in 1988 is used to teach grammar and is a branch of Communicative Language Teaching. It is a combination of deductive and inductive approaches. This approach paves way for various practical classroom ideas and procedures. The main idea of this paper is to integrate grammar into the context followed by the exercises through which the students learn the rules and this is considered to be a more effective and unique approach. It also promotes a proper understanding of the rules of grammar and the usage of it and also increases the level of participation of the students. Hence, the way grammar is introduced to the students is an essential factor of students’ success in the learning of English Language.

**Keywords:** guided inductive, communicative language teaching, deductive, effective, unique, participation.

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### **INTRODUCTION**

A guided inductive approach to teaching grammar involves the instructor and language learner to engage in discussion and work together in collaboration to create new ideas and understand the connection that is formed between form and meaning and the implicit and explicit ways of learning grammar. Explicit language learning can be described as the learning of grammar and its rules and the various uses of that particular grammar element. Implicit learning comes out of practice. It happens automatically and spontaneously from one’s own knowledge. The teacher together with the students involve in a process which includes, explanation, guided discovery and practice of the grammar rules. This helps the students to involve in self-directed discovery (learner learns by him/herself).

In grammar certain conditionals are specifically difficult and syntactically complex for learners to acquire and understand the grammatical element. Here Guided means, the instructor assists the learner to discover the relation between form and meaning without introducing them to the rules of the grammar element. This method leads to improved grammar awareness and also helps the learners to use the learning even outside the classroom environment such as, in meetings and conversations with the real world, i.e. to apply it practically. This approach also promotes short term learning, higher

order critical and cognitive thinking. Since the students are made to frame passages on their own and fill the exercises, this approach helps the learners in improving their critical thinking ability.

Grammar learning should help the learner to be critically connected with the grammar element as much as possible since this connection creates a long lasting knowledge of the grammar rules and improves the grammatical competence. Learning the rules of tenses in a context and applying them to write the exercises will create a deep impact in the learner's mind and will also help them to frame new passages on their own.

Learning the rules of tenses in context helps the learners to remember them easily and also facilitates creative thinking among the learners. Teachers solely rely on grammar books, so it is very essential to have proper, well structured and reliable grammar books. Constructing a long passage which includes most of the major uses of tenses will be of great help not only to the learners but also to all the teachers of English grammar.

In order to apply this approach, the students can be asked to sit in groups, discuss the form and frame passages on their own. The corrections can be discussed with the learners. The major problem with grammar is that, the rules are introduced to the students but are not taught how it can be applied practically.

What makes the lesson important and challenging is that, the ability to make use of the theoretical knowledge gained from the lesson learnt, in practical everyday life which is otherwise known as knowledge-in-use.

The main idea of this approach is to integrate the rules and most of the major uses of the grammar element in the context followed by examples and exercises and this method is considered to be a more effective and unique approach. The preliminary research is to assess the needs of the ESL group by studying the social and psychological factors affecting their second language effectiveness. And the core research is to formulate a new methodology to help the ESL group cope with the inductive process of learning a foreign language, by applying the rules in a context. Inductive method consists of four types.

- Observation
- Generalization
- Fixation
- Application

This method bridges the gap that is formed between the teacher's opinions and ways of teaching grammar and the understanding of the rules and usage by the students. Applying rules of grammar in context increases the level of participation of the students. It also paves way to engage in the manipulation of language rules. Victor Sweet, a 19<sup>th</sup> century reformer, says,

“words should be presented in sentences and sentences should be practised in meaningful contexts and not be taught as isolated, disconnected elements.”

“the rules of grammar should be taught only after the students have practised the grammar points in context.”

Learning the rules of tenses in context and using them practically helps the students to apply their intelligence. It makes the students put in more efforts, think and apply their intelligence and thinking

ability. It also breaks the monotony in the ways of teaching that happens in a classroom and keeps the students active in the learning process.

On reading the passage, the students arrive at a general understanding of the concept. The examples and exercises are provided to increase the thinking ability and to give elicited information about the tense form. The students are introduced to the concept, make them understand the concept that is being dealt with and practice the tense form by reading the examples and arrive at the exercises.

When the concept is clear and well understood by the students, they are asked to complete the exercises. By doing the exercises, the learners are able to frame sentences or passages on their own using the tense form. The problem that arises among the students is that they often get confused with the tenses. They confuse the different tense forms such as past perfect continuous with present perfect continuous, etc with one another. In order to avoid such discrepancies in learning grammar, the guided inductive approach is introduced to students. By solving the exercises and reading the context, the students learn from their mistakes and derive the rules on their own. This creates a deeper understanding of the rules since it is learnt in a context and also helps to retain them for a longer time.

Given below is an example of how the guided inductive approach is applied to teach simple future tense to the second language learners. Here most of the major uses of the simple future tense are incorporated in the passage.

## Simple Future Tense

### Uses of the simple future tense

When we want to talk about the future, we generally use the simple **present tense**.

In the examples given below, the actions which are about to happen are discussed using the simple present tense.

### Deductive approach

We **have** an exam next Monday.

The flight **arrives** at 6.30 in the morning.

### Inductive approach

I **have** a baking competition on Sunday. I **am** excited to participate in the competition. The baking material **arrives** on Friday and I **am** very eager to open them. I **look** forward to baking my favourite dishes; it **will be** a wonderful day. I **have** plans to invite my friends and family on the special day.

### Exercise

#### Fill in the blanks using the correct form of the verb given in the brackets.

1. Luke's exam \_\_\_\_\_ in the month of April. (start/ starts)
2. The train \_\_\_\_\_ the station at 5:30 pm sharp. (leave/ leaves)

The simple future tense can be used to express beliefs, plans or ideas about the future. In such cases, we make use of "**will**"

The adverbs such as always, never, probably, definitely, even can be used between will and the main verb.

- 1) My aunt and uncle **will come** for my wedding.
- 2) The school **will reopen** in June.
- 3) The bus **will start** in 5 minutes

It **will be** a nice day tomorrow. The weather forecast says the climate **will be** pleasant. So we **will be** able to go on our picnic. I **will inform** others that the picnic plan is on. I am sure we **will enjoy** the day. We **will go** by bus and **will return** by car.

### Exercise

- 1) I \_\_\_\_\_ for you in the bus stop. (wait)
- 2) My mom \_\_\_\_\_ once the meeting is over. (call)

The future tense is often used for expressing time. In time clauses, the words like when, after, until, etc are used. Here, the present tense is used to talk about the actions that take place in the future.

- 1) I'll go home **when I finish** the work.
- 2) My friend was renting a house outside **until she bought** her own house.
- 3) Amy will join us **after her friend's arrival**.

The 'if clauses' are used with simple future tense using the simple present form.

- 1) We will not go to Florida, **if the flights are cancelled**.
- 2) I will go shopping **if my mother accompanies me**.
- 3) **If it is very sunny** tomorrow, we will cancel the boating plan.

I have plans to go home **if I finish the work** on time. I have asked my friend to wait for me **until I have** dinner. We have to set up the house **when the other flatmates come in**. I **will telephone** Giselle and ask her **if she will buy** the groceries. I **shall make** dinner **after she brings** the vegetables and groceries home.

### Exercise

**Fill in the blanks using the words, when, after, until wherever suitable.**

- 1) I will go home \_\_\_\_\_ the work is over.
- 2) The little children will wait inside the classroom \_\_\_\_\_ their parents arrive.

### Simple Future: Science Exhibition – Shaping the young minds!

A: Hello Amanda, have you started planning for your science exhibition?

B: Hi James. Yes I have. The Science expo for this year **will take place** in the month of May.

A: How much money **will you have** to spend to organise the expo? **Will you receive** any funds from the university?

B: It's quite a big amount James. It **will cost** around 50,000 rupees for all the arrangements. Yes the university **will pay** half the expense and the other half **will be** sponsorships.

A: Do you think the students **will be** benefited by attending the expo? **Will it be** interesting for the students?

B: Of course yes James. I think the expo **will be** highly beneficial for the students. It **will increase** their interest in science and technology.

A: It is nice to hear Amanda. I **will** also **ask** my literature students to pay a visit to the expo.

B: Oh ofcourse yes James. It **will be** helpful for the students. See you. Hope to see you soon.

### Exercises

#### Put the words in the right order to frame sentences.

- 1) My, will, first, bake, birthday, mom, the, my, for, nephew.
- 2) I, Goa, will, if, to, the, tickets, confirmed, are.
- 3) The, leaves, train, at 6, the, in, morning.
- 4) It, my, sister's, is, next, birthday, week.

#### Fill in the blanks using the correct form of the verb given in the brackets.

1. Jerry \_\_\_\_\_ cricket in the evening. (play)
2. Jonathan \_\_\_\_\_ to see the doctor on Friday. (go)
3. I \_\_\_\_\_ a new dress for my cousin's wedding. (buy)
4. The bus \_\_\_\_\_ at 5 pm sharp at the University stop. (arrive)

#### Complete the sentences using if clauses. Pay attention to the words given in the brackets.

1. I will come for your wedding \_\_\_\_\_ (my mother- accompany me).
2. You will be able to catch the train \_\_\_\_\_ (go early).
3. \_\_\_\_\_ (fail the exam) tomorrow, you will not qualify for the finals.
4. We will not go to the park \_\_\_\_\_ (rains- in the evening).

#### Fill in the blanks using when, after and until to complete the sentences.

- 1) I will go swimming \_\_\_\_\_ the sun is down.
- 2) Mary will go to school \_\_\_\_\_ she turns 3.
- 3) I will stay in Dubai \_\_\_\_\_ the end of May.
- 4) My friends will come home \_\_\_\_\_ dinner.

#### Frame sentences on your own using the words, would like, plan, want, mean, meet, hope and expect. Make use of the modal words may, might, could and should if needed.

Example: I would like to go Switzerland for my summer vacation.

- 1) Would like

\_\_\_\_\_.

- 2) Plan

\_\_\_\_\_.

- 3) Want

\_\_\_\_\_.

## 4) Mean

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Relying on deductive approach is not considered as a supplementary one but it is a complementary one. Deductive approach supports the guided inductive approach and plays an important role in several ways. In cases where few minor uses of tenses cannot be incorporated in the passage, the deductive approach serves as a complement where the uses can be stated in short statements or sentences.

The deductive approach is used to include the rules of tenses which cannot be brought into the passage. Such rules are included in short sentences or statements followed by the context. This will help the learners to easily and quickly learn the rules as they are being learnt in a context.

The guided inductive approach helps the students to acquire a better understanding of grammar when it is being applied in a context. This method can also be called as a psychological method. It makes the students put in more efforts, think and apply their intelligence. It also breaks the monotony in the ways of teaching that happens in a classroom. It is accepted that this proactive approach has the advantage of prompting a deeper level of understanding and success resulting in the target structure being retained more effectively in memory.

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