

Effects of Inductive Method on Senior Secondary Students' Achievement in Future Tense Transposition

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Abstract: This study explored the impact of the inductive method of teaching on Senior Secondary Two (SS 2) students' achievement in future tense transposition in Mikang Local Government Area, Plateau State, Nigeria. Guided by Schema Theory, the research employed a quasi-experimental design using a non-equivalent pre-test-post-test control group. Eighty-one SS 2 students were randomly selected from two public schools, 47 in the experimental group and 34 in the control group. Data were obtained through the English Tense Transposition Achievement Test (ETTAT), adapted from *Brighter Grammar* textbooks 2 and 3 (Ogundipe, Eckersley & Macauley, 2010). Descriptive statistics (mean and standard deviation) addressed the research questions, while Analysis of Covariance (ANCOVA) tested three hypotheses at the 0.05 significance level. The instrument was validated by three experts from the University of Jos, and Kendall's coefficient of concordance confirmed reliability. Results showed that students taught through the inductive method significantly improved in transposing verbs across future tense forms – future perfect, future continuous, and future perfect continuous – compared with those taught by conventional methods. The findings suggest that inductive method enhances cognitive engagement, activates prior schemata, and strengthens grammatical competence and communicative clarity. The study concludes that inductive grammar teaching is an effective alternative to traditional methods and recommends integrating discourse-level tasks, narrative reconstruction, and contextualised activities into grammar lessons to deepen students' mastery of tense transposition.

Keywords: Inductive Method, Tense Transposition, Future Tense, Grammar Instruction, Schema Theory.

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I. INTRODUCTION

The teaching and learning of English language grammar is a component of language education. In the context of senior secondary students' education, mastering grammar, particularly tense transposition, plays a role in their overall language proficiency and academic success. Tense transposition is the linguistic ability to shift verbs accurately from one tense to another, which according to Samuel (2024), is a skill that reinforces clarity and precision in effective communication. The future tense occupies a central position in English grammar as it enables speakers and writers to

convey actions, events, or states that will occur at a later point in time. It includes both regular and irregular verb forms, with regular verbs typically marked by the suffix *-ing* and irregular verbs undergoing morphological changes. Beyond the simple future, English employs progressive and perfect aspects to express duration, completion, and continuity. For example, the future continuous (*will be + verb-ing*) highlights ongoing actions in the future, while the future perfect emphasizes actions completed before another future event.

Mastery of the English future tense is essential for students, as accurate use of future tense forms ensures

temporal coherence in discourse. In senior secondary education, the ability to transpose verbs across future tense forms – simple, continuous, perfect, and perfect continuous – represents not only grammatical competence but also cognitive-linguistic sophistication, enabling students to construct narratives with precision and clarity. Traditional teaching methods often emphasise direct instruction and rote memorisation of grammar rules. In contrast, modern pedagogical methods explore the potential benefits of more interactive and student-centred methods, such as the inductive method. The inductive method of teaching grammar involves guiding students to discover grammatical rules through the analysis of examples and patterns, rather than explicitly presenting the rules upfront.

This method encourages student engagement, critical thinking, and a deeper understanding of grammatical concepts. Existing research in language education (Habibi, 2021) has established that the inductive teaching method can significantly improve students' retention and application of grammatical rules. Nevertheless, Ahmad and Rauf (2023) contend that the particular influence of the inductive method on senior secondary students' achievement in tense transposition in English remains insufficiently investigated. This study therefore focused on appraising the effectiveness of the inductive method in teaching future tense transposition to senior secondary students. The research sought to generate empirical evidence that may contribute to curriculum development, the enhancement of teacher education programmes, and the improvement of pedagogical practices within the classroom.

➤ *Statement of the Problem*

Despite various instructional interventions, the grammatical fossilization of tense-related errors remains prevalent among senior secondary school students in Mikang Local Government Area (LGA) of Plateau State. Ugwo (2024) asserts that the inability of students to transpose tenses accurately is not merely a surface-level error; it represents a fundamental breakdown in cognitive-linguistic processing. This deficit renders students unable to maintain temporal coherence in spoken and written discourse, leading to ineffective communication and poor academic achievement.

➤ *Research Questions*

To guide the study, the following research questions were raised:

- What are the pre-test and post-test achievement mean scores of SS 2 students' transposition of verbs from future tense to future perfect tense in the experimental and control groups?
- What are the pre-test and post-test achievement mean scores of SS 2 students' transposition verbs from future tense to future continuous tense in the experimental and control groups?
- What are the pre-test and post-test achievement mean scores of SS 2 students' transposition of verbs from future tense to future perfect continuous tense in the experimental and control groups?

➤ *Hypotheses*

The following hypotheses were formulated and tested at 0.05 level of significance:

- Ho1: There is no significant difference in the pre-test and post-test achievement mean scores of SS 2 students' transposition of verbs from future tense to future perfect tense in the experimental and control groups.
- Ho2: There is no significant difference in the pre-test and post-test achievement mean scores of SS 2 students' transposition of verbs from future tense to future continuous tense in the experimental and control groups.
- Ho3: There is no significant difference in the pre-test and post-test achievement mean scores of SS 2 students' transposition of verbs from future tense to future perfect continuous tense in the experimental and control groups.

II. THEORETICAL FRAMEWORK

This study is grounded in Schema Theory, first articulated by Sir Frederic Bartlett in 1932. Schema Theory emphasizes the role of cognitive frameworks in organizing prior experiences stored in human memory. These schemas function as mental structures that shape perception, direct comprehension, and facilitate the integration of new information within cultural and social contexts. A central proposition of the theory, as Hegde (2022) posits, is that pre-existing knowledge structures exert a significant influence on cognitive activity, thereby determining how individuals interpret and assimilate novel stimuli. Human memory, according to this perspective, contains vast amounts of information systematically grouped into schemata based on contextual relevance. Within the domain of language learning, Schema Theory highlights the dynamic interplay between students' prior knowledge of grammatical structures, such as verb tenses, and their ability to interpret and manipulate textual meaning. The theory provides a foundation for examining how the inductive method enhances senior secondary students' achievement in tense transposition by activating and restructuring existing cognitive schemata.

III. LITERATURE REVIEW

Competence in future tense transposition is integral to mastering the English language, as it enables speakers and writers to express temporal relationships with precision. By employing tense transposition effectively, students can ensure that their communication accurately reflects time-related distinctions, thereby enhancing both clarity and coherence in discourse. Whether discussing past events, present activities, or plans, Hussain and Mehdi (2023) believe that using the correct tense ensures that the message is clear and understood. Students are required to use multiple tenses correctly because effective speaking and writing rely on appropriate use of tenses to create coherent and engaging narratives.

The term 'tense' refers to how verbs in English language are used to indicate the time when an action or event takes place. It is a grammatical expression of time reference. Some scholars argue that time is perceived as a continuum with three main divisions: the present, past, and future, as well as

different aspects, such as completed actions or on-going actions (Adeiyongo & Doki, 2017). Other scholars argue that English has only two tenses – past and present (Ozturt, 2019). The scholars further argue that there is no future tense since there are no formal time changes in verbs that signal the future. They further claim that there is no proper future tense in English because there is no specific form of the verb to express future events. The controversy arises because English does not have a distinct future tense marked by verb inflection but instead uses auxiliary verbs like “will” or “shall”.

The polemics among linguists notwithstanding, Hans Reichenbach's (1947) Theory of Tense distinguishes between three time points: the event time, the reference time, and the speech time thereby explaining complex tense aspects like the past perfect. Tense primarily indicates the time of an action (past, present, future), while aspect describes the nature of the action (completed, ongoing, habitual). Tense and aspect are intertwined since aspectual distinctions often influence tense interpretation. For example, the present perfect (has eaten) conveys both past time and a connection to the present. Issah, Hamza, and Prosper (2022) and Matt (2023) assert the three main categories the English tense and to emphasise that tense and aspect work together to shape meaning, making it impractical to separate them.

The English future tense describes actions that will occur at a later time, either beginning and ending in the future or continuing for a period. It is expressed through four forms: the simple future, the future progressive, the future perfect, and the future perfect progressive. The auxiliaries *will* and *shall* are central to forming these tenses, with traditional usage assigning *shall* to the first person (“I,” “we”) and *will* to others. However, in contexts of emphasis, commitment, or warning, this usage is reversed. Since the simple future tense combines *will/shall* with an infinitive, irregularities in verb

forms do not affect its construction. The future perfect tense conveys actions that will be completed before another future event, often accompanied by time expressions. It is formed with *will/shall + have + past participle*, and while many past participles are irregular, the tense functions consistently across regular and irregular verbs. The future perfect continuous tense, on the other hand, emphasizes the duration of an activity leading up to a specific point in the future, using *will/shall + have been + verb-ing*. Both the progressive and perfect progressive forms highlight ongoing or incomplete actions, often interrupted or continuing until a set reference point, making them useful for expressing continuity and duration in future contexts.

IV. METHOD

The study adopted a quasi-experimental research design. Specifically, the non-equivalent pretest-posttest control group design was employed. The population for the study comprised all the 426 SS 2 students of the nine public senior secondary schools in Mikang LGA. The simple random sampling technique was used to sample two participating schools. The sample size for the study was 81 SS 2 students from two public schools – 47 students were in the experimental group, while 34 students were in the control group. The English Tense Transposition Achievement Test (ETTAT) was the instrument used to collect data for the study.

V. RESULTS

➤ Research Question One

What are the pre-test and post-test achievement mean scores of SS 2 students' transposition of verbs from future tense to future perfect tense in the experimental and control groups?

Table 1 Analysis on the Pre-test and Post-test Achievement Mean Scores of Students' Transposition of Verbs from Future tense to Future perfect tense in both the Experimental and Control groups.

Group	N	Pre-test		Post-test		Mean Gain	$\bar{x}$ -Gain difference
		Mean	SD	Mean	SD		
Experimental	47	5.55	1.57	9.73	1.39	4.18	2.84
Control	34	5.52	1.65	6.86	1.17	1.34	

Table 1 shows that the experimental group had a pre-test achievement mean score of 5.55 with a standard deviation of 1.57 and a post-test achievement mean score of 9.73 with a standard deviation of 1.39, resulting in a mean gain of 4.18 after being taught using the inductive method. The control group, however, had a pre-test achievement mean score of 5.52 with a standard deviation of 1.65 and a post-test achievement mean score of 6.86 with a standard deviation of 1.17, yielding a mean gain of 1.34. The mean gain difference was 2.84 in favour of the experimental group. This implies that the inductive method of teaching did increase students' achievement in transposing verbs from future tense to future perfect tense among SS 2 students in Mikang Local Government Area of Plateau State.

➤ Hypothesis One

There is no significant difference in the pre-test and post-test achievement mean scores of SS 2 students' transposition of verbs from future tense to future perfect tense in the experimental and control groups.

Table 2 Summary of ANCOVA Results on the Pre-test and Post-test Achievement Mean Scores of Students' Transposition of Verbs from Future tense to Future perfect tense in both the Experimental and Control Groups.

Source	Type II Sum of Squares	Df	Mean Square	F	Sig.	Partial Eta Squared
Corrected Model	162.666 ^a	2	81.333	280.576	.000	.924
Intercept	69.335	1	69.335	239.185	.000	.839
Pre_Atvtffpt	62.437	1	62.437	215.389	.000	.824
Group	98.884	1	98.884	341.123	.000	.881
Error	13.334	46	.290			
Total	3425.000	49				
Corrected Total	176.000	48				

a. R Squared = .924 (Adjusted R Squared = .921)

The data were subjected to analysis of covariance (ANCOVA) having experimental and control groups to determine if a significant difference exists between the pre-test and post-test achievement mean scores of SS 2 students in their ability to transpose verbs from future tense to future perfect tense in the experimental and control groups. Table 2 shows that $F(1, 46) = 341.123$, $P < 0.05$. Since the p-value of .000 is less than the 0.05 level of significance, the null hypothesis was rejected. This indicates that there was a significant difference in the pre-test and post-test achievement mean scores in transposing verbs from future tense to future perfect tense of the SS 2 students in the experimental and control groups. The result further revealed an adjusted R squared value of .921, which means that 92.1 percent of the variation in the dependent variable, which is the ability to transpose verbs from future tense to future perfect tense, is explained by variation in the treatment of the inductive method of teaching, while the remaining is due to other factors not included in this study. From this, it can be inferred that the inductive method of teaching does improve students' ability to transpose verbs from future tense to future perfect tense.

➤ Research Question Two

What are the pre-test and post-test achievement mean scores of SS 2 students' transposition of verbs from future tense to future continuous tense in the experimental and control groups?

Table 3 Analysis on the Pre-test and Post-test Achievement Mean Scores of Students' Transposition of Verbs from Future Tense to Future Continuous Tense in the Experimental and Control Groups.

Group	Pre-test		Post-test		Mean Gain	$\bar{x}$ -Gain difference
	Mean	SD	Mean	SD		
Experimental	3.82	1.40	9.18	0.96	5.36	2.62
Control	3.89	1.34	6.63	1.28	2.74	

Table 3 shows that the experimental group had a pre-test achievement mean score of 3.82 with a standard deviation of 1.40 and a post-test achievement mean score of 9.18 with a standard deviation of 0.96, resulting in a mean gain of 5.36 after being taught using the inductive method. The control group, however, had a pre-test achievement mean score of 3.89 with a standard deviation of 1.34 and a post-test achievement mean score of 6.63 with a standard deviation of 1.28, yielding a mean gain of 2.74. The mean gain difference was 2.62 in favour of the experimental group. This means that the inductive method of teaching did increase students' achievement in transposing verbs from future tense to future continuous tense among SS 2 students in Mikang Local Government Area of Plateau State.

➤ Hypothesis Two

There is no significant difference in the pre-test and post-test achievement mean scores of SS 2 students' transposition of verbs from future tense to future continuous tense in the experimental and control groups.

Table 4 Summary of ANCOVA Results on Pre-test and Post-test Achievement Mean Scores of Students Transposing Verbs from Future Tense to Future Continuous Tense in the Experimental and Control Groups.

Source	Type II Sum of Squares	Df	Mean Square	F	Sig.	Partial Eta Squared
Corrected Model	114.135 ^a	2	57.068	99.454	.000	.812
Intercept	157.825	1	157.825	275.047	.000	.857
Pre-test_Atvtftct	35.174	1	35.174	61.299	.000	.571
Group	81.697	1	81.697	142.375	.000	.756
Error	26.395	46	.574			

Total	3103.000	49				
Corrected Total	140.531	48				

a. R Squared = .812 (Adjusted R Squared = .804)

The data were subjected to analysis of covariance (ANCOVA) having experimental and control groups to determine if a significant difference exists in the pre-test and post-test achievement mean scores of SS 2 students on their ability to transpose verbs from future tense to future continuous tense in the experimental and control groups. Table 4 shows that $F(1, 46) = 142.375$, $P < 0.05$. Since the p-value of .000 is less than the 0.05 level of significance, the null hypothesis was rejected. This indicates that there was a significant difference in the pre-test and post-test ability to transpose verbs from future tense to future continuous tense mean scores of the SS 2 students in the experimental and control groups. The result further reveals an adjusted R squared value of .804, which means that 80.4 percent of the variation in the dependent variable, which is the ability to transpose verbs from future tense to future continuous tense, is explained by variation in the treatment of the inductive method of teaching, while the remaining is due to other factors not included in this study. Hence, we can say that the inductive method of teaching does improve students' ability to transpose verbs from future tense to future continuous tense.

➤ Research Question Three

What are the pre-test and post-test achievement mean scores of SS 2 students' transposition of verbs from future tense to future perfect continuous tense in the experimental and control groups?

Table 5 Analysis on the Pre-test and Post-test Achievement Mean Scores Transposing Verbs from Future Tense to Future Perfect Continuous Tense in the Experimental and Control Groups.

Group	Pre-test			Post-test		Mean Gain	$\bar{x}$ -Gain difference
	N	Mean	SD	Mean	SD		
Experimental	47	5.86	1.12	9.95	1.09	4.09	2.94
Control	34	5.89	1.31	7.04	1.34	1.15	

Table 5 shows that the experimental group had a pre-test achievement mean score of 5.86 with a standard deviation of 1.12 and a post-test achievement mean score of 9.95 with a standard deviation of 1.09, resulting in a mean gain of 4.09 after being taught using the inductive method. The control group, however, had a pre-test achievement mean score of 5.89 with a standard deviation of 1.31 and a post-test achievement mean score of 7.04 with a standard deviation of 1.34, yielding a mean gain of 1.15. The mean gain difference was 2.94 in favour of the experimental group. This means that the inductive method of teaching did increase students' achievement in transposing verbs from future tense to future perfect continuous tense among SS 2 students in Mikang Local Government Area of Plateau State.

➤ Hypothesis Three

There is no significant difference in the pre-test and post-test achievement mean scores of SS 2 students' transposition of verbs from future tense to future perfect continuous tense in the experimental and control groups.

Table 6

Source	Type II Sum of Squares	Df	Mean Square	F	Sig.	Partial Eta Squared
Corrected Model	298.234 ^a	2	149.117	409.628	.000	.947
Intercept	108.259	1	108.259	297.391	.000	.866
Pretest_ Atvffpct	79.012	1	79.012	217.048	.000	.825
Group	212.830	1	212.830	584.649	.000	.927
Error	16.745	46	.364			
Total	4302.000	49				
Corrected Total	314.980	48				

a. R Squared = .947 (Adjusted R Squared = .945)

The data were subjected to analysis of covariance (ANCOVA) having experimental and control groups to determine if a significant difference existed between the pre-test and post-test achievement mean scores of SS 2 students in their ability to transpose verbs from future tense to future perfect continuous tense in the experimental and control groups. Table 6 shows that $F(1, 46) = 584.649$, $P < 0.05$. Since the p-value of .000 is less than the 0.05 level of

significance, the null hypothesis was rejected. This indicates that there was a significant difference in the pre-test and post-test achievement scores of transposing verbs from future tense to future perfect continuous tense mean scores of the SS 2 students in the experimental and control groups. The result further reveals an adjusted R squared value of .945, which means that 94.5 percent of the variation in the dependent variable, which is the ability to transpose verbs from future

tense to future perfect continuous tense, is explained by variation in the treatment of the inductive method of teaching, while the remaining is due to other factors not included in this study. Hence, it can be concluded that the inductive method of teaching does improve students' ability to transpose verbs from future tense to future perfect continuous tense.

VI. DISCUSSION

The primary objective of this study was to investigate the effect of the inductive method of teaching on Senior Secondary Two (SS 2) students' achievement in future tense transposition. The findings revealed a significant improvement in students' ability to transpose future tense forms into the future perfect tense. This outcome corroborates the work of Lucas, Odunayo, and Isife (2021), who demonstrated that inductive approaches enhance students' mastery of tense transformation, particularly in shifting from simple future to future perfect forms. The implication of this finding is that grammar instruction should not be restricted to isolated sentence drills but should incorporate discourse-level activities such as sequencing tasks, story retelling, and narrative reconstruction. These activities provide students with opportunities to contextualize tense usage, thereby reinforcing the functional application of the future perfect tense. At the policy level, curriculum designers should consider integrating instructional guides that emphasize temporal connectors and narrative sequencing into grammar syllabi, ensuring that students develop both structural accuracy and communicative competence.

Furthermore, the study revealed a significant improvement in students' achievement in transposing future tense forms into the future continuous tense following exposure to the inductive method. This finding aligns with Oyeyemi (2021), who argued that real-life contexts and form-meaning mapping facilitate the acquisition of continuous aspects in the future. The implication is that classroom practice should prioritize contextualized scenarios, such as dramatizations, dialogues, and situational role-plays, which provide temporal cues for the appropriate use of the future progressive tense. Guidance counsellors and remedial instructors may also adopt narrative reconstruction tasks to support students who tend to overgeneralize the simple future tense, thereby scaffolding their transition to more complex tense forms. In addition, the analysis indicated significant gains in students' ability to transpose future tense forms into the future perfect continuous tense. This result is consistent with Marshal (2020) and Parker (2024), who reported similar improvements in students' mastery of tense transposition involving extended duration and continuity. The pedagogical implication is that instructional materials should incorporate prolonged narrative tasks, such as diary writing, eyewitness accounts, and project reports, which naturally demand the use of duration expressions. Explicit practice with temporal adverbials should also be emphasized to strengthen students' ability to interpret and produce the future perfect continuous tense accurately. Assessment practices should move beyond testing form accuracy alone to include measures of temporal interpretation and communicative appropriateness, thereby

ensuring that students can apply tense structures meaningfully in authentic contexts.

The findings underscore the efficacy of the inductive method in enhancing students' achievement in tense transposition. By engaging students in discovery-oriented tasks, Omuse and Syomwene (2020) opine that the inductive approach activates prior schemata, fosters deeper cognitive processing, and promotes durable retention of grammatical structures. The study therefore contributes to the growing body of evidence supporting inductive pedagogy as a viable alternative to traditional deductive methods in grammar instruction.

VII. CONCLUSION

The findings of this study demonstrate that the inductive method significantly enhances SS 2 students' achievement in transposing future tense forms into more complex tense structures, including the future perfect, future continuous, and future perfect continuous. By engaging students in discovery-oriented tasks and contextualized activities, the inductive approach fosters deeper cognitive processing, activates prior schemata, and promotes meaningful application of grammatical rules. The implications extend beyond classroom practice to curriculum design, instructional policy, and assessment strategies, underscoring the need for grammar instruction that integrates discourse-level tasks, temporal connectors, and narrative sequencing. Although the study was limited in scope and duration, the results provide evidence for the pedagogical value of inductive methods in tense instruction. Future research should broaden the contexts, adopt longitudinal designs, and explore technology-enhanced applications to further validate and extend these findings. The study contributes to the growing body of scholarship advocating for student-centred approaches that prioritize comprehension, contextualization, and communicative competence in grammar teaching.

RECOMMENDATIONS

- Curriculum planners should integrate inductive grammar instruction into English language syllabi, emphasising tense transposition sequencing tasks, narrative reconstruction, and story retelling.
- Teacher training programmes should prioritise inductive approaches, equipping teachers of English with strategies to guide students in discovering grammatical rules through contextualized examples.
- Continuous professional development workshops should be organised to expose teachers of English to innovative inductive techniques.
- Teachers of English should adopt contextualised teaching methods, such as dramatizations, dialogues, and role-plays, to reinforce the use of future continuous and future perfect continuous tenses.
- Instructional materials should incorporate prolonged narrative tasks that naturally demand the use of duration expressions and complex tense structures.

➤ *Declaration of the Use of Artificial Intelligence*

This manuscript benefited from the use of Copilot AI on Microsoft Edge, which was employed to:

- Review and refine basic language elements, including grammar, spelling, and punctuation.
- Enhance clarity and polish the authors' original writing while preserving the integrity of their ideas.

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