

**USING DEDUCTIVE AND INDUCTIVE METHODS IN
TEACHING PAST SIMPLE AND PAST CONTINUOUS
TENSES: THE CASE STUDY OF FIRST YEAR
LAO UNIVERSITY STUDENTS**

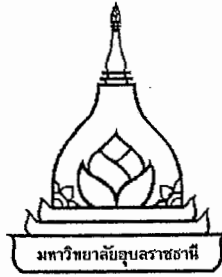


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**AN INDEPENDENT STUDY SUBMITTED IN PARTIAL FULFILMENT OF
THE REQUIREMENTS FOR THE DEGREE OF MASTER OF ARTS
MAJOR IN TEACHING ENGLISH AS A FOREIGN LANGUAGE
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INDEPENDENT STUDY APPROVAL
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TITLE USING DEDUCTIVE AND INDUCTIVE METHODS IN TEACHING
PAST SIMPLE AND PAST CONTINUOUS TENSES: THE CASE
STUDY OF FIRST YEAR LAO UNIVERSITY STUDENTS

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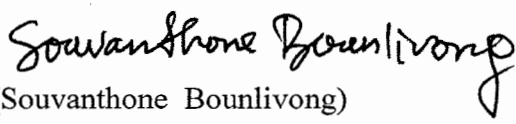
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บทคัดย่อ

ชื่อเรื่อง : การสอนอดีตกาลและอดีตกาลต่อเนื่องโดยการให้กฎและให้
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สาขา : การสอนภาษาอังกฤษเป็นภาษาต่างประเทศ

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ศัพท์สำคัญ : การให้กฎ การให้สรุปรกฎจากตัวอย่าง อดีตกาล อดีตกาลต่อเนื่อง นักศึกษาลาว

การศึกษานี้มีวัตถุประสงค์เพื่อตรวจสอบว่าการสอนแบบใดได้ผลดีกว่ากัน ระหว่างการ
 ให้กฎและให้สรุปรกฎจากตัวอย่างในการสอนอดีตกาลและอดีตกาลต่อเนื่อง กลุ่มประชากรคือ
 นักศึกษาชั้นปีที่หนึ่ง วิชาเอกภาษาอังกฤษของมหาวิทยาลัยแห่งชาติลาว จำนวน 62 คน โดยแบ่ง
 ออกเป็นสองกลุ่ม ได้แก่กลุ่มทดลองที่ 1 ซึ่งสอนโดยการให้กฎ และกลุ่มทดลองที่ 2 สอนโดยการให้
 สรุปรกฎจากตัวอย่าง

ผลการศึกษาแสดงให้เห็นว่าความสามารถของนักศึกษาในการเรียนอดีตกาลและอดีต
 กาลต่อเนื่องของกลุ่มทดลองทั้งสองกลุ่มดีขึ้นในระดับที่ไม่ต่างกัน ($p > 0.679$) ซึ่งแสดงให้เห็นว่า
 การสอนโดยให้สรุปรกฎจากตัวอย่างไม่ต่างจากการสอนโดยให้กฎ

ABSTRACT

TITLE : USING DEDUCTIVE AND INDUCTIVE METHODS IN
TEACHING PAST SIMPLE AND PAST CONTINUOUS
TENSES: THE CASE STUDY OF FIRST YEAR LAO
UNIVERSITY STUDENTS

BY : SOUVANTHONE BOUNLIVONG

DEGREE : MASTER OF ARTS

MAJOR : TEACHING ENGLISH AS A FOREIGN LANGUAGE

CHAIR : SIRINTIP BOONMEE, Ph.D.

KEYWORDS : DEDUCTIVE TEACHING / INDUCTIVE TEACHING
PAST SIMPLE / PAST CONTINUOUS
LAO STUDENTS

The purpose of this study was to investigate whether the deductive teaching or the inductive teaching was more effective in helping students learn past simple and past continuous tenses. The subjects of the study were 62 first year students majoring in English at the National University of Laos. They were divided into two groups. One was treated with the deductive teaching whereas the other with the inductive teaching.

The results of the study indicated that both the deductive and the inductive teachings were effective in promoting students' ability to learn past simple and past continuous tenses ($P < 0.000$). The mean gained scores of the two groups are not different ($p > 0.679$), which means that the two teaching techniques are equally effective.

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CHAPTER 1

INTRODUCTION

This chapter introduces the study of the use of deductive and inductive methods in teaching past simple and past continuous tenses. It consists of the rationale, purpose of the study, research question, significance of the study, scope of the study, and definition of key terms.

1.1 Rationale

In the present time, English is an international language. It is widely used as a second or foreign language (Harmer, 2001). English has been very important and strongly needed by Lao students, staff, officials, etc. since Laos opened its door to the outside world in 1986 (Sisouvanxay, 2001). In Laos, English is taught as a foreign language. There is no English curriculum for Lao primary schools. It is only primary students in cities who have a chance to study English. For secondary schools, the English curriculum has been approved by Ministry of Education (MOE) since 1995. But it is not used in every school, especially in remote areas because there are not enough materials and English teachers.

The problem above has led to the students' problems in learning English in Lao colleges and universities. The most problematic area of language learning faced by the majority of Lao national university students in studying English is grammar (Vilavongsa, 2003), where grammar is defined as the way words are arranged and combined in a language in order to form longer unit of meaning (Ur, 1988).

Although its definition seems simple, grammar is a subject that is often difficult and confusing and it is not popular. Therefore, for Lao students, studying grammar is not motivating because many rules are needed to remember. Students have to do a lot of boring repetition drills and exercises.

In teaching, teaching grammar is one of the most essential parts of teaching a foreign language. Lao students learn grammar by trying to memorize the grammar rules. Vilavongsa (2003) states that Lao students are taught to remember grammatical structure or forms and functions via examples and explanations rather than using the language in context or interaction.

Grammar can, in fact, be taught in many different ways. One teaching method which teachers commonly use is the deductive teaching. This method is well-liked because the teacher can simply give grammar rules to students before letting them do exercises (Freeman, 2000). This method is easy to manipulate. However, it may be boring to both teacher and learners. An alternative teaching method can be used by the teachers to teach grammar is the inductive teaching. In this teaching method, the teacher gives examples to the students then encourages them to discover the rules (Freeman, 2000). This method requires the teacher to provide examples and exercises that lead the students to find out the rule. Although this method is not new, it is rarely used by Lao teachers of English in teaching grammar because they have to prepare more activities for students to learn the rules.

One basic problem in teaching grammar is how to teach students successfully. The most important thing for teachers is to find interesting and useful methods to help students learn language.

In this study the researcher would like to find out whether teaching grammar deductively is better or worse than inductively. The grammar points investigated are past simple and past continuous tenses because Lao students often use them incorrectly.

1.2 Purpose of the study

The purpose of the study is to investigate which teaching technique, the deductive or the inductive, is more effective in helping students learn past simple and past continuous tenses.

1.3 Research question

Which teaching technique, deductive or inductive, is more effective in helping students learn past simple and past continuous tenses?

1.4 Hypothesis

It is hypothesized that inductive teaching will be more effective in helping students learn past simple and past continuous tense because the learners play active roles in finding out rules, which should better help them remember.

1.5 Significance of the study

This study will inform teachers who teach English as a foreign language about an effective method in teaching grammar to Lao students.

1.6 Scope of the study

This study will be conducted with 62 first year students majoring in English at the National University of Laos. It focuses on the students' learning about past simple and past continuous tenses, during the second semester of academic year 2007-2008 (from September 2007-June 2008).

The next chapter will present issues and research relevant to the study.

CHAPTER 2

LITERATURE REVIEW

This chapter provides reviews concerning this study: deductive teaching, inductive teaching, forms and uses of past simple and past continuous tenses, background of the Lao language, and related studies.

2.1 Deductive Teaching

Deductive teaching is the teaching process in which the teacher presents a general concept or a formal rule by first defining it and then providing examples or illustrations that demonstrate the idea. This means that the teacher presents the rules directly to the students and then allows them to practice examples to which the rules apply (British Council Teaching English, 2005; Brown, 2001; Cotter, 2005 cited in Santadkarn, 2006; Decoo, 1996; Larsen-Freeman in Celce-Murcia, 2001; National Institute Landmark College, 2005; Nunan, 2003). In the deductive classroom, a grammar explanation or rule is given by the teacher followed by a set of exercises designed to help the students understand the grammar point being taught and learn the point. The deductive approach is more teacher-centered because the teacher gives the rules and explains directly to the students, after that the teacher let them do exercises. It places a strong emphasis on grammar explanations. It has been claimed that students usually request rules and state that they find them helpful. Moreover, giving a rule explicitly can often bring about language insights in a more effective manner (Brown, 2001; Robinson, 1996 cited in Larsen-Freeman, 2001).

Although it is easier for the teacher to control the class and it is more understandable for the learners to learn grammar point, Al-Kharat (2000) states that the deductive teaching may not motivate students in learning because the students do not have to induce the rule. It is taught by the teacher.

2.2 Inductive Teaching

Inductive teaching is an approach where the teacher presents the learners with samples of language. The principle or rule is to work out by students through a process of guided discovery. Students study various example of language use, and they are left to find out rules and generalization on their own. It is an approach where the students are encouraged by the teacher to work out the rule for themselves through relevant examples and guided discovery. The teacher does not explain the language rules explicitly. Students induce them from carefully guided exposure and practice with examples. In inductive teaching, the teacher creates the opportunity and the context in which students can successfully make the appropriate generalizations (British Council Teaching English, 2005; Brown, 2001; Cotter, 2005 cited in Santadkarn, 2006; Decoo, 1996; Gollin, 1998; Larsen-Freeman in Celce-Murcia, 2001; National Institute Landmark College, 2005; Nunan, 2003).

Inductive teaching is appropriate because it is more natural in terms of language acquisition. Learners are not overwhelmed by grammatical explanations. And it motivates them to discover rules rather than being told. The inductive approach helps teachers to assess what the learners already know about a particular structure and make any necessary adjustments in their lesson plan. The inductive teaching also promotes academic achievement, increases abstract reasoning skills, and improves ability to apply principles (Brown, 2001; Felder, 1995; Larsen-Freeman, 2001).

However, it takes more time for learners to understand the grammar point in the inductive teaching than in the deductive teaching. And students usually make mistakes about the language based upon the examples given by the teacher (Brown, 2001; Nunan, 2003).

2.3 Forms and Functions of English Past Simple Tense

2.3.1 Forms

The English verbs of past simple tense have inflected forms. These forms are either regular or irregular. The regular form ends with –ed while the irregular one has many different spellings as shown below:

2.3.1.1 Regular forms: clean – cleaned

walk – walked

exercise – exercised

2.3.1.2 Irregular forms: go – went

leave – left

put – put

There are rules of how to add –ed to the regular forms (Khamying, 2000)

(1) Verbs that end with **e**, just add **d** as in:

love - loved

move - moved

free - freed

(2) Verbs that end with **y** and before **y** is a consonant, change **y** to **i** then add **ed** as in:

cry - cried

rely - relied

marry - married

(3) Verbs that have one syllable with a lax vowel and end with a consonant add that consonant to the end then add **ed** as in:

hop - hopped

beg - begged

plan – planned

(4) Verbs that have two syllables, stressed on the second syllable which ends with a consonant, add that consonant to the end before adding **ed**, as in:

concur – concurred

occur – occurred

refer – referred

(5) In all other cases, add **ed** to the base form, as in:

walk – walked

reach – reached

play – played

The form of past simple is as below:

Subject + V2 + (object)

2.3.2 Functions

The past simple tense tells an event that happened in the past time. It is the most common form which is used to describe past event (Master, 2004). Knowles (1979, cited in Celce-Murcia and Larsen-Freeman, 1999; p.133) points out that “The past simple also states facts. What the core meaning of the past tense adds is a sense of remoteness”.

According to Tescher and Evans (1993), there are three uses to which the English past simple tense is put in a past time frame. They are as follows:

2.3.2.1 A simple past event:

My father died in 1982.

Khamsouk had a stomachache last night.

2.3.2.2 An enduring past situation.

My brother worked at Fuel Enterprise Company from 1979-2003.

Bounmee taught at his school for 35 years.

2.3.2.3 A repeated / habitual event in the past.

Every morning, when I was young, I walk 3 kilometers to school.

Bounpanh went to twelve conferences a year until he retired.

The simple past tense is also used with past continuous tense as in this example:

I saw a car accident while I was riding to school this morning.

2.4 Forms and the Use of English Past Continuous Tense

2.4.1 Forms

The forms of past continuous tense usually end with –ing. There are some rules of how to add –ing to the base form as shown below:

2.4.1.1 Verbs that end with e and before e is a consonant, cross

out **e** then add **ing**, as in:

exercise – exercising

leave - leaving

move – moving

2.4.1.2 Verbs that have one syllable with a lax vowel and end with a consonant add that consonant to the end then add **ing**, as in:

beg – begging

plan – planning

sit – sitting

2.4.1.3 Verbs that have two syllables, stress on the second syllable which ends with a consonant, add that consonant to the end before adding **ing**, as in:

concur – concurring

occur – occurring

refer – referring

2.4.1.4 In all other cases, add **ing** to the base form, as in:

free – freeing

cry – crying

play – playing

read- reading

talk - talking

The form of past continuous tense is as below:

Subject + was, were + verb ing (+object)

“Was” is used with singular subjects such as: I, he, she, it, except singular you.

“Were” is used with plural subjects such as: we, they, and you (both singular and plural).

2.4.2 Functions

According to Master (2004, p.125) there are three uses of past continuous tenses. First it is used to show that two past actions occurred at the same time.

Examples:

He **was reading** while I **was talking** on the phone.

My son and I **were watching** TV while my wife **was cooking**.

This tense also occurs in a sentence with another past simple verb. While the simple past form represents a single past action, the past continuous form represents a continuous process in the past, as shown in the following examples:

While he **was walking** along the street, he **saw** an accident.

My wife **was cooking** when I **came** in.

Notice that a clause after “when” is used with past simple tense, but a clause after “while” is used with past continuous tense (Khamying, 2000).

Lastly, the past continuous tense is used to indicate an event that was happening at a particular time in the past.

Example: The students **were studying** at eight o'clock yesterday.

At nine o'clock last night, my son **was watching** TV.

When I saw my friend, he **was talking** to his girlfriend.

2.5 Background of Lao

In the Lao Language, there is no inflected form of the verbs to indicate past events of any aspects, including simple and continuous. For example,

Past simple:

Lao: khamdeng **tham khuam sa at** hong none khong lao tone bai mui ni.

= khamdeng **clean** room his afternoon
this.

Lao: mae khong khuai **teng khao leng** saep lai mui van ni.

= mother my **cook** dinner delicious yesterday.

Lao: mui van ni khuai **pai** hong hen.

= yesterday I **go** school.

Lao: pitsamai **kin** fer mui sao ni.

= pitsamai **eat** rice noodle soup morning this.

Past continuous:

Lao: mae khong khuai **kamlang teng khao leng** nai khana thee
 khuai **kamlang beung** tho la phaap.

= mother my **be cooking** dinner while I **be watching** television.

Lao: luok sao khong khuai **kam lang het** bot pheuk haat nai vela
 Khuai **khao ma** nai heun.

= daughter my **be doing** home work when I **come** in.

Lao: vela kao mong sao mui van ni sonthip **kam lang hen** yoo

= at none o'clock yesterday sonthip **be studying**.

In contrast with English, there are no changes in the past simple and past continuous forms in Lao. Only the time expressions indicate the past event.

2.6 Related Studies

There have been a number of studies in the field of teaching grammar using deductive and inductive teaching. Some of them claim that deductive teaching is better than inductive. Some show that inductive teaching is more effective. Others claim that it depends on the grammar point and the level of students.

The studies which claim that inductive teaching is better are, for example, the study of Maneekarn (2003) which investigated the effects of using deductive and inductive teaching in teaching present simple passive voice to Mattayomsuksa 3 students in Ubon Ratchathani, Thailand. The studies of Dameus (2004); Herron and Tomasello (1992); Kim (2007); Pakistan Research Institute (2006) also showed that the inductive group performed significantly better than the deductive group.

Studies like Bartlett (2005) and Gallagher (2006), on the other hand, stated that the deductive worked better.

Al-Karrat (2005); National Institute Landmark College (2005) compared deductive and inductive methods in grammar lessons. The findings revealed that both teaching techniques could help students learn target language and provided clear examples in guiding their learning. This means that both teaching methods improved

students' ability in learning the language. El-Banna (1985); Hsiao (1999); Mendleson (1982); Shaffer (1989); Thomas (1972) also compared the deductive and inductive teachings. Unlike the other research mentioned earlier, the research findings revealed that there were no significant differences between these two methods. Inductive and deductive methods are equally effective in teaching grammar.

Others like Larsen-Freeman (2001); Nunan (2003) claim that the effectiveness of inductive and deductive teaching is not conclusive. Both teaching approaches offer advantages to students with different learning strengths and motivation, it depends on the grammar point being taught and the level of the learners. Neither method by itself is superior for use in all language.

As we see, the results of related studies are inconclusive. Thus, the researcher wants to investigate whether the inductive teaching is more effective than the inductive in teaching past simple and past continuous tenses to Lao students.

In order to explain how the research is conducted, the description of methodology will be presented in the next chapter.

CHAPTER 3

RESEARCH METHODOLOGY

This chapter describes the research methodology. Descriptions of the subjects, duration of study, instrument, procedures, data collection and data analysis are presented below.

3.1 Subjects

The subjects of this study comprised 62 students from two classes of first year in the five year program university students majoring in English in the faculty of Letter at the National University of Laos. All of them had to take the pre-test with the purpose of evaluating the students' ability in using past simple and past continuous tenses. Class one was treated with Deductive teaching (henceforth "deductive group") whereas the other with Inductive teaching (henceforth "inductive group").

3.2 Duration of the Study

The study was conducted during the second semester of academic year 2007-2008 in seven weeks for seven periods, each of which lasted 100 minutes. Two periods were used for the pre- and post-tests and five periods were devoted to the treatment.

3.3 Research Instruments

The instruments used in the study were the pre- and post-tests, the handout of sets of verbs comparing the base with past simple and past continuous forms, the handouts of forms and functions of past simple and past continuous tenses and worksheets.

3.3.1 Pre-test / Post-test

The pre-test and the post-test were the same. They were “gap filling” test type. They consisted of 40 incomplete sentences in paragraphs which required the students to fill in the blanks with the correct verb forms of past simple and past continuous tenses (See Appendix 1). Two periods were devoted to the pre-and post-tests.

3.3.2 Handout

There were two handouts for both groups. One handout contained 61 frequently found verbs with past simple and past continuous forms: regular and irregular. (The students also learned these verbs during the treatment, and these verbs were also presented in pre/post-tests). This aimed to demonstrate and compare the differences between the base forms with past simple and past continuous forms. The other handout was about functions and forms of past simple and past continuous tenses (See Appendix 2).

3.3.3 Worksheets

There were 10 worksheets used in the treatment. The 10 worksheets used with both groups were different in the way of presentation but had the same purposes (See Appendix 3). Two worksheets were used in each teaching period as detailed below:

In period 1, Worksheets 1 and 2 were used. They aimed to demonstrate and compare the past simple and past continuous verb forms with the base forms: Worksheet 1 was to identify whether the forms were base, past simple or past continuous forms. Worksheet 2 was to change the base forms into past simple and past continuous forms.

For period 2, Worksheets 3 was to choose the correct past simple verb forms in sentences. Worksheet 4 was to complete the text with past simple verb form.

In period 3, Worksheet 5 was to underline the correct past continuous verb form in sentences. Worksheet 6 was to choose the correct verb form of either past simple or past continuous tense in sentences.

In period 4, Worksheet 7 was to complete the sentences with either past simple or past continuous tense. Worksheet 8 was to complete the text with either past simple or past continuous tense.

And in period 5, Worksheets 9 and 10 were to complete the texts with either past simple or past continuous tense.

3.4 Research Procedures

This study was conducted during the class hours. The subjects were informed that they were involved in an experiment. The procedures were illustrated below:

3.4.1 The Pre-test

The students were required to take the pre-test in the first period within 90 minutes. They were informed that this test would not affect their grades but they should take the test seriously. They were not allowed to use any dictionary, but they were encouraged to ask the teacher for the meaning of unknown words.

3.4.2 Teaching Procedures

The two experimental groups were taught differently according to each approach. There were five teaching periods, each lasted 100 minutes.

3.4.2.1 The Deductive Group

In the second week of the experimental period (teaching period 1), the researcher explained to the students the forms and the functions of two past tenses: past simple and past continuous, based on handout 1 (See Handout 1 for the deductive group). The researcher explained the differences between the past simple verb form: (Subject + V 2 (+ object)) and the past continuous verb form: (Subject + was/ were + present participle (V ing) (+ object)). The students were told that there are two types of past simple verb forms: regular and irregular. The regular forms are usually added **ed** to the end. The irregular forms have many different spellings thus they should be remembered. The researcher wrote the examples on the board.

Following this explanation, the students were assigned to do Exercise 1 individually for 20 minutes, stating whether each verb given was base, past simple or past continuous (See Worksheet 1). When the students finished it, the researcher checked the answers with the whole class. Then the researcher assigned them to do Exercise 2 in pairs for 30 minutes, writing the past simple and past continuous forms for each verb given and telling whether it was regular or irregular (See Worksheet 2).



After the students finished it, the researcher gave the students the answer on the board with some explanations.

In the following period, the researcher reviewed the lesson having been taught in the previous period by summarizing it for them again. Then the students did Exercise 3 in pairs for 20 minutes which required them to circle the correct past simple verb form in sentences (See Worksheet 3). After that the students were required to do Exercise 4 in groups of four or five for 20 minutes. It required them to complete the text with the past simple form of the verb in parentheses (See worksheet 4). When the students finished each exercise, the researcher gave the answers and told the students why it was used.

In the third period, the researcher assigned the students to do exercise 5 in pairs for 20 minutes, by underlining the correct past continuous verb form in sentences (See Worksheet 5). Then they were assigned to do Exercise 6 in groups of four or five for 20 minutes which required them to choose the correct past simple or past continuous verb form in sentences (See Worksheet 6). After the students finished each exercise, the researcher checked the answers with them and told them why each tense was used in each sentence.

In period four, the researcher assigned the students to do Exercise 7 in pairs for 20 minutes, which required them to use the verbs in parentheses to complete the sentences with either past simple or past continuous tense (See Worksheet 7). After checking this exercise, the students did Exercise 8 in their previous group for 20 minutes (See Worksheet 8). Then the researcher checked the answers with the students and informed them why these tenses were used.

In period five, the researcher assigned the students to do Exercise 9 in pairs for 20 minutes, by changing the verbs in the parentheses in the text into either past simple or past continuous tense (See Worksheet 9). After that the students were required to do Exercise 10 in groups of four or five for 30 minutes which required them to complete the text with either past simple or past continuous tense using the verbs in parentheses (See Worksheet 10). After the students finished each exercise, the researcher checked the answers with the class and explained to them why each verb tense was used. Then in the following week, the students were given the post-test.

3.4.2.2 The Inductive Group

For the Inductive group, it was taught differently from the Deductive group. First, the researcher assigned the students into groups of four or five. After that, the researcher gave the students the handout of sample of base, past simple and past continuous verb forms. The students studied and identified these verb forms with the main purpose of finding the differences between base, past simple and past continuous tense (See Handout 1 for the inductive group). The researcher tried to involve the students in the process of rule induction by asking them questions as follow “What does the verb form in the past simple tense look like?” “What about in the past continuous tense? What verb form is used after verb to be? And what is the difference between regular and irregular verbs?” After that the students discussed and concluded the verb form in each tense.

Next, the students were assigned to do Exercise 1 in pairs for 20 minutes which required them to state whether each verb given was base, past simple or past continuous (See Worksheet 1). When they finished it, they compared their assumptions with those of other groups. Then the researcher checked the answers with the students’ help and concluded the lesson by asking them about the differences between each verb form again.

After doing Exercise 1, the researcher assigned the students to do Exercise 2 in groups of four or five for 30 minutes. They needed to write the past simple and past continuous forms for each verb given and telling whether it was regular or irregular (See worksheet 2). After the students finished doing it, they were asked to compare their assumption with each group member then compare it with other groups. Finally, the researcher checked the answers with the students whether they were correct or not.

In the second period, the students were divided into groups of four or five. Then the researcher gave the handout of functions of past simple and past continuous tenses to the students which required them to study the functions of these two tenses based on example given (See Handout 2 for the inductive group). Next, the researcher monitored the class by asking them some questions such as: “When is past simple tense used? When do we use past continuous tense?” The students discussed the rules in groups. After they concluded the rule of these tenses, the researcher assigned them to do Exercise 3 which required them to circle the correct past simple verb forms

in sentences (See Worksheet 3). After that students were required to do Exercise 4 in groups of four or five which required them to complete the text with past simple form of the verb in parentheses (See Worksheet 4). When the students finished this exercise, the researcher asked them to compare the answers with their group members. Finally, the researcher checked the answers with the whole class.

In the following period (period 3), the researcher reviewed the forms having been taught in the previous period by asking the students to say them out. Then the students were assigned to do Exercise 5 in pairs which required them to underline the correct past continuous form in sentences (See Worksheet 5). After that, the researcher checked the answers with students' assumptions and asked them why past continuous tense was used in those sentences. Next, the students were given Exercise 6 to do in groups of four or five by choosing the correct past simple or past continuous verb form in sentences (See Worksheet 6). After the students finished it, the researcher checked the answers and asks them why each tense was used in each sentence.

In the fourth period, the students reviewed the previous lesson. After that, the researcher assigned them Exercise 7 to work in pairs. They were required to use the verbs in parentheses to complete the sentences with either past simple or past continuous tense (See Worksheet 7). After checking this exercise, the researcher assigned them Exercise 8 to work in groups of four or five. They needed to complete the text with past simple and past continuous tense (See Worksheet 8). Then the researcher checked the answers with the students and discussed why these tenses were used.

In the last teaching period (period 5), the researcher reviewed the lesson having been taught in period 4 by asking them questions about it before assigning them to do Exercise 9. They worked in pairs which required them to change the verbs in parentheses in the text into either past simple or past continuous tense (See Worksheet 9). Next, they were assigned to do Exercise 10 which required them to complete the text with either past simple or past continuous tense using the verbs in parentheses (See Worksheet 10). After they finished doing the exercise, the researcher checked the answers with the class. To make sure that the students understood the uses of past simple and past continuous tenses, the researcher asked some questions to

review the rules of these two tenses such as: “When is past simple used? And when is past continuous used?”

Like the deductive group, the students took the post-test the week after period five.

3.4.3. The Post-test

For both the deductive and the inductive groups, the post-test was taken the week after the treatments.

3.5 Data Collection

The data was obtained from the students’ pre- and post- test scores. The total score was 40. The scoring criteria were set as follows:

1 point was given to the correct verb form.

-Past simple tense:

Examples:

A: He **cleaned** the house.

B: I **went** to bed at 11:30.

-Past continuous tense:

Examples:

C: I/He/She/ **was cleaning** the house.

D: We/You/They **were going** to school.

0.5 point was given to the correct aspect but slightly incorrect verb form.

-Past simple tense:

Examples:

A: I **planed** my last trip.

B: She **leaved** the house at 8:00.

-Past continuous tense:

Examples:

C: I/He/She/ **were doing** home homework.

D: We/You/They **was studying**.

0 point was given to incorrect aspects such as: Present, perfect and future aspects.

3.6 Data Analysis

The data gained from the pre- and post- test scores was analyzed and statistically compared by the SPSS program, to see which technique, the deductive or the inductive teaching, was more effective in teaching past simple and past continuous tenses to the Lao students.

The results of the study will be discussed in the next chapter.

CHAPTER 4

RESULTS OF THE STUDY

4.1 Results

This chapter presents the results of the study. The pre/post-test scores, gained scores, mean scores, T-values, and P-values of both groups are presented.

As stated in Chapter III, the subjects of this study comprised 62 English major students from two first year classes at the National University of Laos. They took the pre-test before the treatment. The pre-test results of both groups were not different

(P-value is 0.075 as shown in Table 1 below). This means that the subjects of both groups have the same background knowledge of the target grammar point.

Table 1 Pre-test Scores of the Two Groups

Subjects	Deductive group	Inductive group
1	13.5	16
2	15	25
3	8.5	18
4	13	29
5	12.5	6.5
6	12.5	19
7	20	6.5
8	16.5	19
9	6.5	16
10	13.5	24.5
11	12	17
12	6	14
13	5.5	16.5
14	14.5	20
15	18.5	18.5
16	12	28
17	7.5	18.5
18	25.5	11
19	17	17.5
20	5	17.5
21	19.5	14
22	9.5	18
23	10	15.5
24	18	9.5
25	16	8
26	15.5	18.5
27	5	8
28	15	14
29	32	13
30	14.5	20.5
31	13.5	17.5
Σ	423.5	514.5
Mean	13.66	16.59
T-value	-1.838	
P< 0.075		

After the students received the treatment, they took the post test. The collected data were analyzed to find out whether the post-test ones of both groups are higher than their pre-test mean scores and whether the difference is significant or not. The results are presented in Table 2 below:

Table 2 Pre-and Post-test Scores of both Groups

Subjects	Deductive group			Inductive group		
	Pre-test	Post test	Gained scores	Pre-test	Post test	Gained scores
1	13.5	33	19.5	16	35.5	19.5
2	15	30.5	15.5	25	36	11
3	8.5	30.5	22	18	34	16
4	13	23.5	10.5	29	40	11
5	12.5	25	12.5	6.5	37	30.5
6	12.5	28.5	16	19	31.5	12.5
7	20	36.5	16.5	6.5	24	17.5
8	16.5	22	5.5	19	26	7
9	6.5	23	16.5	16	37.5	21.5
10	13.5	37	23.5	24.5	27	2.5
11	12	33	21	17	33.5	16.5
12	6	20.5	14.5	14	33	19
13	5.5	19	13.5	16.5	39	22.5
14	14.5	27	12	20	39.5	19.5
15	18.5	35.5	17	18.5	25	6.5
16	12	30.5	18.5	28	40	12
17	7.5	24.5	17	18.5	31.5	13
18	25.5	38.5	13	11	30.5	19.5
19	17	33	16	17.5	35	17.5
20	5	32	27	17.5	38.5	21
21	19.5	28	8.5	14	35.5	21.5
22	9.5	25.5	16	18	30	12
23	10	32	22	15.5	37	21.5
24	18	24.5	6.5	9.5	38.5	29
25	16	33	17	8	36.5	28.5
26	15.5	37	21.5	18.5	34	15.5
27	5	29.5	24.5	8	35	27

Table 2 Pre-and Post-test Scores of both Groups (continued)

Subjects	Deductive group			Inductive group		
	Pre-test	Post test	Gained scores	Pre-test	Post test	Gained scores
28	15	26.5	11.5	14	31	17
29	32	36	4	13	21	8
30	14.5	36.5	22	20.5	34	13.5
31	13.5	31	17.5	17.5	27	9.5
Σ	423.5	922.5	498.5	514.5	1033.5	519
Mean	13.66	29.75	16.09	16.59	33.33	16.74
T-value	-16.095			-13.556		
	*** P <0.000			*** P<0.000		

Obviously, the students in both groups scored higher on the post-test. The mean score before the treatment of the deductive group is 13.66 and after the treatment is 29.75. For the inductive group, the mean score before the treatment is 16.59 and after the treatment is 33.33 (out of 40). The mean gained scores are 16.09 in the deductive group and 16.74 in inductive group. And the P-value of both groups is $P < 0.000$. This means that both groups have significantly improved the use of past simple and past continuous tenses.

When the gained mean score of the deductive group was compared with that of the inductive group to see whether they were different, the result is as shown in Table 3.

Table 3 The Comparison between the Gained Scores of both Groups

Subjects	Deductive group	Inductive group
1	19.5	19.5
2	15.5	11
3	22	16
4	10.5	11
5	12.5	30.5
6	16	12.5
7	16.5	17.5
8	5.5	7
9	16.5	21.5
10	23.5	2.5
11	21	16.5
12	14.5	19
13	13.5	22.5
14	12	19.5
15	17	6.5
16	18.5	12
17	17	13
18	13	19.5
19	16	17.5
20	27	21
21	8.5	21.5
22	16	12
23	22	21.5
24	6.5	29
25	17	28.5
26	21.5	15.5
27	24.5	27
28	11.5	17
29	4	8
30	22	13.5
31	17.5	9.5
Σ	498.5	519
Mean	16.09	16.74
T-value	-0.418	
P> 0.679		

As it can be seen in Table 3, the gained score on the post-test of the inductive group is higher than that of the deductive group (16.74 and 16.09). The difference, however, is not statistically significant ($P > 0.679$).

According to the results presented, it is likely that both teaching methods benefited the students of both groups in learning past simple and past continuous tenses equally well. Each group scored higher on the post-test than the pre-test. When their gained scores are compared, we found no statistic difference.

Therefore, it can be concluded that the inductive treatment and the deductive treatment are equally effective in teaching past simple and past continuous tenses to these two groups of Lao students.

The next chapter will discuss the results presented in this chapter.

CHAPTER 5

DISCUSSION

This chapter discusses the results described in the previous chapter and provides pedagogical implications.

5.1 Discussion

The findings of this research indicate that both teaching methods enhance students' ability in learning past simple and past continuous tenses. When the post-test mean scores of both subject groups are compared with those of the pre-test, it shows that the students in both groups have higher scores on the post-test. The study agrees with Al-Karrat (2005) and National Institute Landmark College (2005) that both teaching techniques could help students learn the target language.

This research findings support the studies of Al-Karrat (2005); El-Banna (1985); Hsiao (1999); Mendleson (1982); National Institute Landmark College (2005); Shaffer (1989); Thomas (1972) which claimed that both teaching techniques could guide their learning and help students learn target language. This means that both teaching methods improved students' ability in learning the language. Inductive and deductive methods are equally effective in teaching grammar.

From the researcher's observation during the students' learning process, it was seen that the learners in both groups were active in learning the lessons. However, the students of the inductive group had more interaction in working with both their partner and group members. They were more interested in the learning process than those of the deductive group. The method is more student-centered.

The students in the inductive group induce the rules by brainstorming with their partners or group members and discuss activities among themselves before concluding the rules. The teacher provides the time for students to explore or to discover the language by themselves, not to tell them how it works. They have to use critical thinking to find out the rules. The inductive teaching extends academic

achievement and improves ability of the learners to apply the language because it is more student-centered (Felder, 1995). "Learning is an active process of constructing knowledge rather than acquiring knowledge.....rather than a process of knowledge transmission" (Duffy and Cunningham, 1996).

As for the deductive group, the students are taught the rules of those grammatical points by the teacher. Therefore, the students did not have to conclude the rules by themselves in the learning process. They just remember what teacher tells them. Many learners gain benefit from this way of teaching. It has been claimed that students usually want to be told the rules and state that they find them helpful. Moreover, giving a rule explicitly can often bring about language insights in a more effective manner (Brown, 2001; Robinson, 1996 cited in Larsen-Freeman, 2001).

5.2 Pedagogical Implications

As can be seen in the results, the two teaching methods, deductive and inductive, are effective in teaching grammar. Therefore, they are good methods in teaching English grammar to Lao students.

It is recommended that EFL teachers use either of these teaching techniques. With the inductive teaching, the students can learn the language through examples before concluding the rules. When the students induce the rules by themselves, they understand the language. The teacher may teach the target language through a variety of appropriate examples. In addition, the teacher may encourage the students to involve in the learning process in the target language classroom by letting them work with their partners or group members. The teacher should ask them some questions related to the grammar point being taught and encourages them to induce the rules.

The teacher may also use deductive teaching, in which he/she explains the grammar rules and sets the task that helps the students apply the rules to language use. Based on the findings of this study, the deductive method is also effective to use in the language classroom.

The next chapter will provide the conclusion of the study.

CHAPTER 6

CONCLUSION

This chapter presents conclusion, discusses limitations of the study and makes recommendations for further study.

6.1 Conclusion

The purpose of the study was to investigate whether the inductive teaching is more effective than the deductive teaching in teaching past simple and past continuous tenses to Lao first year university students, majoring in English, at the National University of Laos. The results of the study indicate that both teaching methods are good. Therefore, it is recommended that teachers use either of these teaching techniques in their classroom.

6.2 Limitations of the Study

This study contains some limitations. First, due to time limitation, the study did not include questions and negative statements of past simple and past continuous tenses. That is, it did not cover all relevant points of the target grammar points. Second, the investigated grammar points were also limited, which again was due to the time limitation. Third, the subject group was also limited. And lastly, it concerns the time of post-test administration. That is, the test was given right after the treatment was finished, which may not reflect long term effectiveness of the teaching methods.

6.3 Recommendations for Further Study

From the limitations mentioned in the previous section, there are some points that the researcher would like to recommend for further study. To confirm that deductive and inductive methods are effective in teaching past simple and past continuous tenses, further research should have more class time and practice, and include questions and negative statements as well. The methods should be experimented with other grammatical points to test which teaching technique is better in teaching grammar. They also should experiment with more subject groups. And lastly, the post test may be postponed for some time to see long term effectiveness of the two teaching methods.

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APPENDICES

APPENDIX A
PRE-AND POST-TESTS

PRE-AND POST-TESTS

Instructions: Use the verbs given in the parentheses to fill in the blanks with the most appropriate tense of either the past simple or the past continuous.

1. A Beautiful Day

It (1).....(be) a Sunday morning. When I (2).....
(wake) up, I (3)..... (open) the window. The sun (4).....
(shine). The birds (5)..... (sing) in the tamarind tree. My wife
(6)..... (work) in the vegetable garden. My daughter (7).....
(water) the flowers. My sons (8)..... (exercise). The neighbors
(9)..... (clean) their yard. The dog (10)..... (bark) at
something in the tree.

2. My Childhood Memory

I have a special childhood memory of a summer evening when I
(1)..... (be) seven or eight. My mother, father and sisters
(2)..... (sit) on the front porch. The sun (3)..... (set). My
sisters (4)..... (swing) on the porch swing, and my mother
(5)..... (rock) in her rocking chair. Our dogs (6)..... (lie) on
the steps. My father (7)..... (play) his guitar and (8).....
(sing). All of us (9)..... (listen) to him. Back then, he (10).....
(love) to sing, and he (11) (have) a wonderful voice. I
(12)..... (feel) so happy, peaceful and secure. That evening is one of my
best memories.

Adapted from Mosaic Grammar 1 by Werner and Spaventa

PRE-AND POST-TESTS (CONTINUED)

3. An Embarrassing Accident

One day last summer I (1)..... (go) to the park. While I (2)..... (eat) an ice cream cone and (3)..... (walk) past the boating lake, I (4)..... (see) my friends Carol and Jim. They (5)..... (take) their dog for a walk. When we (6)..... (meet) , we (7).....(stop) for a chat. While we (8)..... (talk), the dog suddenly (9)..... (jump) up and (10).....(try) to get my ice cream. I (11)..... (pull) my hand away and unfortunately the ice cream (12)..... (come) out of the cone. There (13)..... (be) a bald man behind me sitting on a bench and reading a newspaper. The ice cream (14)..... (fly) through the air and it (15)..... (land) on the man's head. When I (16)..... (look) at my friends, they (17)..... (laugh) in hysterics. But I (18)..... (be) terribly embarrassed.

Adapted from Life Lines Pre-intermediate Student's Book by Hutchinson

Answer keys to pre/post-tests**Text 1:**

- | | |
|-----------------|--------------------|
| 1. was | 6. was working |
| 2. woke | 7. was watering |
| 3. opened | 8. were exercising |
| 4. was shining | 9. were cleaning |
| 5. were singing | 10. was barking |

Past simple = 3

Past continuous = 7

Text 2:

- | | |
|------------------|-------------------|
| 1. was | 7. was playing |
| 2. were sitting | 8. (was) singing |
| 3. was setting | 9. were listening |
| 4. were swinging | 10. loved |
| 5. was rocking | 11. had |
| 6. were lying | 12. felt |

Past simple = 4

Past continuous = 8

Text 3:

- | | | |
|------------------|-----------------|-------------------|
| 1. went | 7. stopped | 13. was |
| 2. was eating | 8. were talking | 14. flew |
| 3. (was) walking | 9. jumped | 15. landed |
| 4. saw | 10. tried | 16. looked |
| 5. were taking | 11. pulled | 17. were laughing |
| 6. met | 12. came | 18. was |

Past simple = 13

Past continuous = 5

Total: Past simple = 20

Past continuous = 20

APPENDIX B
HANDOUTS FOR THE DEDUCTIVE GROUP

HANDOUTS FOR THE DEDUCTIVE GROUP

Handout 1

Forms and Functions of Past Simple and Past Continuous Tenses

1. Past Simple Tense

1.1 Forms

In English the verbs of past simple tense have inflected forms. These forms are either regular or irregular. The regular form ends with –ed and the irregular form has many different spellings as in the verb forms below:

1.1.1 Regular forms: clean – cleaned

walk – walked

exercise – exercised

1.1.2 Irregular forms: go – went

leave – left

put – put

There are some rules of how to add –ed to the regular forms (Khamying, 2000).

(1) Verbs that end with **e**, just add **d**.

love - loved

move – moved

free - freed

(2) Verbs that end with **y** and before **y** is a consonant, change **y** to **i** then add **ed**.

cry - cried

rely - relied

marry - married

(3) Verbs that have one syllable with lax vowel and end with a consonant add that consonant to the end then add **ed**.

hop - **hopped**

beg - **begged**

plan – **planned**

(4) Verbs that have two syllables, stressed on the second syllable which ends with one consonant add that consonant to the end before adding **ed**.

concur – **concurrent**

occur – **occurred**

refer – **referred**

(5) In all other cases, add **ed** to the base form.

walk – **walked**

reach – **reached**

play – **played**

The form of past simple is as below:

Subject + V 2 + (object)

1.2 Functions

The past simple tense tells an event that happened in the past time. Knowles (1979 cited in Celce-Murcia and Larsen-Freeman 1999; p.133) points out that “The past simple also states facts. What the core meaning of the past tense adds is a sense of remoteness”.

According to Tescher and Evans (1993), there are three uses to which the English past simple tense is put in a past time frame. They are as follows:

1.2.1 simple past event:

My father **died** *in 1982*.

Khamsouk **had** a stomachache *last night*.

1.2.2 An enduring past situation.

My brother **worked** at Fuel Enterprise Company *from 1979-2003*.

Bounmee **taught** at his school *for 35 years*.

1.2.3 A repeated / habitual event in the past.

Every morning, when I was young, I **walked** 3 kilometers to school.

Bounpanh **went** to only twelve conferences a year *until he retired*.

The simple past tense also establishes the time reference and is used with past continuous tense as in this example:

While I **was riding** to school *this morning I* **saw** a car accident.

2. The past Continuous Tense

According to Master (2004, p.125) the past continuous tense is used to show that two actions occurred at the same time as in the following examples:

My mother **was cooking** *while* my sister and I **were watering** the flowers.

He **was reading** a book *when* I **was talking** on the phone.

This tense usually occurs in a sentence with another past simple verb. While the simple past form represents a single action, the past continuous form represents a continuous process, as shown in the following examples:

While he **was walking** along the street, he **saw** an accident.

My wife **was cooking** *when* I **came** in.

Notice that a clause after “when” is used with past simple tense, but a clause after “while” is used with past continuous tense (Khamying, 2000).

The past continuous tense is also used to tell an event that was happening at a particular time in the past.

Example:

The students **were studying** *at eight o'clock yesterday*.

At nine o'clock last night my son **was watching** TV.

When I saw my friend, he **was talking** to his girlfriend.

The form of past continuous tense is as below:

Subject + was, were + verb ing (+object)
--

“was” is used with singular subjects such as: I, he, she, and it, except singular you.

“Were” is used with plural subjects such as: we, they, and you (both singular and plural).

Handout 2

Sample of Verb Forms

Base form	Past simple	Past continuous with was / were
<u>Regular</u>		
<u>Group 1</u>		
1. agree	agreed	was/were agreeing
2. arrive	arrived	was/were arriving
3. believe	believed	was/were believing
4. curse	cursed	was/were cursing
5. decide	decided	was/were deciding
6. exercise	exercised	was/were exercising
7. free	freed	was/were freeing
8. invite	invited	was/were inviting
9. move	moved	was/were moving
<u>Group 2</u>		
10. carry	carried	was/were carrying
11. cry	cried	was/were crying
12. marry	married	was/were marrying
13. study	studied	was/were studying
14. try	tried	was/were trying
<u>Group 3</u>		
15. beg	begged	was/were begging
16. hop	hopped	was/were hopping
17. nod	nodded	was/were nodding
18. plan	planned	was/were planning
19. stop	stopped	was/were stopping
<u>Group 4</u>		
20. occur	occurred	was/were occurring
21. concur	concluded	was/were concurring
22. permit	permitted	was/were permitting
23. refer	referred	was/were referring

Handout 2 (continued)

Base form	Past simple	Past continuous with was / were
<u>Group 5</u>		
24. accept	accepted	was/were accepting
25. answer	answered	was/were answering
26. ask	asked	was/were asking
27. bang	banged	was/were banging
28. climb	climbed	was/were climbing
29. cook	cooked	was/were cooking
30. enjoy	enjoyed	was/were enjoying
31. play	played	was/were playing
32. reach	reached	was/were reaching
33. start	started	was/were starting
34. stay	stayed	was/were staying
35. walk	walked	was/were walking
<u>Irregular</u>		
36. be	was/were	was/were being
37. become	became	was/were becoming
38. break	broke	was/were breaking
39. buy	bought	was/were buying
40. choose	chose	was/were choosing
41. come	came	was/were coming
42. do	did	was/were doing
43. drink	drank	was/were drinking
44. eat	ate	was/were eating
45. fall	fell	was/were falling
46. feel	felt	was/were feeling
47. get	got	was/were getting
48. go	went	was/were going
49. have	had	was/were having
50. hear	heard	was/were hearing
51. know	knew	was/were knowing
52. leave	left	was/were leaving
53. make	made	was/were making
54. read	read	was/were reading
55. say	said	was/were saying
56. sit	sat	was/were sitting
57. speak	spoke	was/were speaking
58. take	took	was/were taking
59. think	thought	was/were thinking
60. wake	woke	was/were waking
61. write	wrote	was/were writing

APPENDIX C
HANDOUTS FOR THE INDUCTIVE GROUP

HANDOUTS FOR THE INDUCTIVE GROUP

Handout 1

Sample of Verb Forms

Base form	Past simple	Past continuous with was / were
<u>Regular</u>		
<u>Group 1</u>		
1. agree	agreed	was/were agreeing
2. arrive	arrived	was/were arriving
3. believe	believed	was/were believing
4. curse	cursed	was/were cursing
5. decide	decided	was/were deciding
6. exercise	exercised	was/were exercising
7. free	freed	was/were freeing
8. invite	invited	was/were inviting
9. move	moved	was/were moving
<u>Group 2</u>		
10. carry	carried	was/were carrying
11. cry	cried	was/were crying
12. marry	married	was/were marrying
13. study	studied	was/were studying
14. try	tried	was/were trying
<u>Group 3</u>		
15. beg	begged	was/were begging
16. hop	hopped	was/were hopping
17. nod	nodded	was/were nodding
18. plan	planned	was/were planning
19. stop	stopped	was/were stopping
<u>Group 4</u>		
20. occur	occurred	was/were occurring
21. concur	concurrent	was/were concurring
22. permit	permitted	was/were permitting
23. refer	referred	was/were referring

Handout 1 (continued)

Base form	Past simple	Past continuous with was / were
<u>Group 5</u>		
24. accept	accepted	was/were accepting
25. answer	answered	was/were answering
26. ask	asked	was/were asking
27. bang	banged	was/were banging
28. climb	climbed	was/were climbing
29. cook	cooked	was/were cooking
30. enjoy	enjoyed	was/were enjoying
31. play	played	was/were playing
32. reach	reached	was/were reaching
33. start	started	was/were starting
34. stay	stayed	was/were staying
35. walk	walked	was/were walking
<u>Irregular</u>		
36. be	was/were	was/were being
37. become	became	was/were becoming
38. break	broke	was/were breaking
39. buy	bought	was/were buying
40. choose	chose	was/were choosing
41. come	came	was/were coming
42. do	did	was/were doing
43. drink	drank	was/were drinking
44. eat	ate	was/were eating
45. fall	fell	was/were falling
46. feel	felt	was/were feeling
47. get	got	was/were getting
48. go	went	was/were going
49. have	had	was/were having
50. hear	heard	was/were hearing
51. know	knew	was/were knowing
52. leave	left	was/were leaving
53. make	made	was/were making
54. read	read	was/were reading
55. say	said	was/were saying
56. sit	sat	was/were sitting
57. speak	spoke	was/were speaking
58. take	took	was/were taking
59. think	thought	was/were thinking
60. wake	woke	was/were waking
61. write	wrote	was/were writing

Handout 2

Functions of past simple and past continuous tenses

1. Past Simple Tense

Group A:

1. My father **died** *in 1982*.
2. Khamsook **had** a stomachache *last night*.
3. I **saw** a car accident *this morning*.
4. *Last weekend*, my roommate **cleaned** the room.
5. *This morning*, I **walked** to school.
6. A neighbor's dog **barked** *last night*.
7. *A few minutes ago*, two cars **crashed**.
8. My daughter **went** to the market *yesterday*.
9. I **had** a big breakfast *this morning*.
10. My friend **called** me *yesterday evening*.

Group B:

1. My brother **worked** at Fuel Enterprise Company *from 1979-2003*.
2. Bounmee **taught** at his school *for 35 years*.
3. Prince Souphanouvong **was** the president of Laos *for 11 years*.
4. My friend **lived** in Luang Prabang *from 1997-2001*.
5. I **studied** in former Soviet Union *for 5 years*.

Group C:

1. *Every morning, when I was young* I **walked** 3 kilometers to School.
2. Bounpanh **went** to only one conference a year *until he retired*.
3. My friend **watched** TV until midnight *every day when he was in high school*.

4. I always **got** up late *when I was a teenager*.
5. My son **rode** a bicycle to school *every day when he was in primary school*.

2. The Past Continuous Tense

Group A:

1. My mother **was cooking** *while* my sister and I **were watering** the flowers.
2. He **was reading** a book *when* I **was talking** on the phone.
3. He **was sitting** *while* she **was walking** away.
4. My wife **was watering** some flowers *while* my son and I **were playing** badminton.
5. She **was crossing** the street *while* I **was passing** by.
6. My daughter **was doing** homework *while* I **was watching** TV.
7. *When* my friends **were going** home, I **was waiting** for the bus.
8. I **was cycling** *while* it **was raining**.
9. We **were having** a talk *while* we **were waiting** for the teacher.
10. Tom **was singing** *when* he **was cooking**.

Group B:

1. *While* he **was walking** along the street, he **saw** an accident.
2. My wife **was cooking** *when* I **came** in.
3. Chong **was reading** a book *when* the phone **rang**.
4. We **were having** dinner *when* he **arrived**.
5. My dog **barked** at a stranger *While* I **was playing** with him.
6. The young man **was riding** very fast *when* the police **stopped** him.
7. Some children **were playing** football *when* a ball **hit** the window.
8. I **was having** a bad dream *when* my wife **woke** me up.

9. I **was working** in the garden *when* my daughter **came** in.

10. Jake **was waiting** for me *when* I **got** there.

Group C:

1. The students **were studying** *at 3 o'clock yesterday*.

2. *At 9 o'clock last night*, my son **was watching** TV.

3. *At 4 o'clock yesterday* Anna **was studying** at school.

4. Ton and his girlfriend **were watching** a film in the cinema
at 7 p.m. yesterday.

5. Mr. and Mrs. Sotsi **were walking** in the park *around 6
o'clock yesterday morning*.

6. *Around 10 p.m. last night*, he **was talking** to his girlfriend.

7. *At 9 o'clock last night* I **was doing** my homework.

8. It **was raining** *at noon yesterday*.

9. A dog **was barking** *at midnight last night*.

10. We **were taking** a summer course *at this time last year*.

APPENDIX D
A TIME TABLE FOR TEACHING PERIODS

A TIME TABLE FOR TEACHING PERIODS

Periods	Time/ mins	Teaching contents	Worksheets	Activities
1	100 minutes	- Base form, past simple and past continuous. (continued)	Worksheet 1 Worksheet 2	-To identify whether each verb form is base, past simple or past continuous. - To change the base form into past simple and past continuous forms, and tell whether the verb is regular or irregular.
2	100 minutes	- Forms and functions of past simple tense. (continued)	Worksheet 3 Worksheet 4	- To choose the correct past simple verb form in sentences. - To complete the text with past simple tense and discuss why it is used.
3	100 minutes	-Forms and functions of past continuous tense. -Forms and functions of past simple and past continuous tenses.	Worksheet 5 Worksheet 6	-To underline the correct past continuous verb form in sentences and discuss why it is used. - To choose the correct verb forms in sentences of either past simple or past continuous tense and explain why such tenses are used in those contexts.

A TIME TABLE FOR TEACHING PERIODS
(CONTINUED)

Periods	Time/ mins	Teaching contents	Worksheets	Activities
4	100 minutes	-Forms and functions of past simple and past continuous tenses. (continued)	Worksheet 7 Worksheet 8	- To complete the sentences with either past simple or past continuous tense and explain why such tenses are used in those contexts. - To complete the text with past simple and past continuous tense and explain why such tenses are used in those contexts.
5	100 minutes	-Forms and functions of past simple and past continuous tenses. (continued)	Worksheets 9 and 10	- To complete the text with past simple and past continuous tense and explain why such tenses are used in those contexts. (continued)

APPENDIX E
WORK SHEETS

WORK SHEETS

Worksheet 1

Instructions: Put the correct form next to each verb whether it is base, past simple or past continuous.

1. acted
2. advise
3. was/were aiming
4. arranged
5. began
6. bit
7. bring
8. called
9. was/were catching
10. died
11. drove
12. was/were hitting
13. inserted
14. intend
15. joined
16. kick
17. was/were killing
18. laid
19. lived
20. was/were moving

Worksheet 1 (continued)

- 21. note
- 22. noticed
- 23. obtain
- 24. paid
- 25. was/were saving
- 26. smile
- 27. was/were swimming
- 28. taught
- 29. tried
- 30. was/were washing

Worksheet 2

Instructions: Write the past simple and past continuous forms for each of the following verbs. Then tell whether the verb is regular or irregular.

base form	past simple	past continuous	reg/irreg verb
1. adopt
2. argue
3. attend
4 attract
5. boil
6. breathe
7. carry
8. clean
9. cut
10. draw
11. dream
12. feed
13. fit
14. fly
15. grow
16. help
17. insist
18. investigate
19. kiss
20. learn
21. like
22. look
23. listen

Worksheet 2 (continued)

24. lead	.....	.....	.....
25. melt	.....	.....	.....
26. miss	.....	.....	.....
27. move	.....	.....	.....
28. open	.....	.....	.....
29. phone	.....	.....	.....
30. point	.....	.....	.....
31. pull	.....	.....	.....
32. return	.....	.....	.....
33. ride	.....	.....	.....
34. see	.....	.....	.....
35. sing	.....	.....	.....
36. sleep	.....	.....	.....
37. stand	.....	.....	.....
38. study	.....	.....	.....
39. try	.....	.....	.....
40. whisper	.....	.....	.....

Worksheet 3

Instructions: Circle the correct past simple verb form in the following sentences.

1. I losed / lost your address.
2. I broke / breaked a glass.
3. The rain stoped / stopped.
4. She lockked / locked the door.
5. I seed / saw Titanic on TV.
6. It raint / rained a lot yesterday.
7. It were / was black out last night.
8. I found / finded some old letters.
9. They left / leaved the house at 9:00.
10. Souksavanh dined / dinned out last night.
11. I started / startted school at the age of seven.
12. I made / maked a lot of friends at school.
13. Pitsamai arrived / arrivt home at 10 pm.
14. She used / ussed some good perfume.
15. We gived / gave our teacher some flowers.
16. Ho Chi Minh spoke / speaked French well.
17. A flower vase falled / fell out of the table.
18. Marina liked / liket her boyfriend.
19. A cat lied / lay down on the kitchen floor.
20. I haved / had a bad dream last night.
21. He drank / drinked a cup of coffee.

Worksheet 3 (continued)

- 22. Suwapa came / comed here this afternoon.
- 23. Shakespeare never goed / went to school.
- 24. She cleaned / cleant her house this morning.
- 25. My parents wantted / wanted me to be a doctor.
- 26. My friend gotted / got a birthday card this morning.
- 27. I spent / spende a lot of money on books this year.
- 28. King Sethathirath builded / built Pra That Luang.
- 29. That parrot tried / tryed to get out of the cage.
- 30. My grandmother carryed / carried a bag of grocery.

Adapted from The Good Grammar Book by Swan and Walter.

Worksheet 4

Instructions: Complete the text with past simple form of verbs in parentheses and discuss why this form is used.

Escape from the Jungle

On Christmas Eve 1971 Juliana Koepke, a seven-year-old German girl, (1) (leave) Lima by air, with her mother. They (2) (be) on their way to another town in Peru, to spend Christmas with her father. Forty-five miles later the plane (3) (break) up in a storm, and she (4) (fall) 3.000 meters, while she was strapped in her seat. She was not killed when the seat (5) (hit) the ground, but she (6) (lie) all night unconscious.

The next morning Juliana (7) (look) for pieces of the plane and (8) (call) for her mother. Nobody (9) (answer) and she (10) (find) nothing except a small plastic bag of sweet.

Juliana's collar bone was broken, one knee was badly hurt and she (11) (have) deep cut on her arm and legs. She (12) (have) no shoes and her glasses were broken. But she (13) (decide) to get out of the jungle because she (14) (know) that if she (15) (stay) there she (16) (will) die.

So Juliana (17) (start) to walk. She (18) (not find) anything to eat. She (19) (be) also in bad trouble from insect bites. She (20) (hear) helicopters, but (21) (can not) see them above the trees.

Worksheet 4 (continued)

After four days she (22) (come) to a river, so she
(23) (walk) and (24) (swim) down the river for another five
days. At last she (25) (come) to a hut. Nobody (26) (be)
there, but the next afternoon, four men (27) (arrive). They
(28) (take) her to see a doctor in the village.

Adapted from The Cambridge English Course by Swan and Walter.

Worksheet 5

Instructions: Underline the correct past continuous verb form in *italics* and discuss why it is used.

1. Ann *was/were cooking/cooking* at 8:00 this morning.
2. At 8:30 I *was/were waiting/waitting* for the bus.
3. At 9:00 on Saturday we *was/were watchhing/watching* TV.
4. At 10 o'clock yesterday morning they *was/were working/ workking*.
5. At 2:30 on Saturday afternoon we *was/were studeing/studying*.
6. At 5 o'clock yesterday evening Tom *was/were swiming/ swimming*.
7. Ning *was/were geting/getting* dressed, when I **came** in.
8. Oil and Sam *was/were playing/plaeing* soccer when we **arrived**.
9. It **was** a beautiful evening. The sun *was/were seting/setting*
10. And the birds *was/were flying/flieing* to their nests.
11. Yesterday evening some people *was/were doeing/doing* things.
12. At 7:30 Care *was/were driveing/driving* home.
13. At 8:30 Khuan *was/were exercising/exerciseing*.
14. At 9:15 Samlane and his friends *was/were practicing/practiceing* the guitars.
15. And at 10:30 Khamsy and Anita *was/were danceing/ dancing*.
16. I have a special memory of Christmas when I **was** five years old. My aunts, uncles and cousins *was/were visiting/visitting* us.
17. I *was/ were wearring/wearing* a new suit.
18. We *was/were sitting/siting* around the Christmas tree.
19. And everyone *was/were opening/openning* Christmas presents.
20. I *was/were looking/looking* at one big present near the corner of the room.
Then my mother **took** me to that present. It **was** for me.

Worksheet 6

Instructions: Choose the correct verb form in parentheses: Past simple or past continuous tense and discuss why these tenses are used.

1. At ten o'clock last night I (read / was reading).
2. I (went / was going) to school yesterday.
3. Kham (lived / was living) in Pakse for eight years.
4. Sue (lived / was living) in France when her uncle (died / was dying).
5. When you (phoned / were phoning), I (had / was having) a shower.
6. We (watched / were watching) TV all evening.
7. Node (watched / was watching) TV when I (came / was coming) in.
8. My father (worked / was working) hard all his life.
9. It (rained / was raining) when I (came / was coming) out.
10. Yesterday we (drove / were driving) in car to Vang Vieng.
11. I (walked / was walking) home when I (met / was meeting) Joy.
12. We (saw / were seeing) Ton in town yesterday.
13. While I (cleaned / was cleaning) my room, a cat (ran / was running) in.
14. When Bounsong (arrived / was arriving), we (had / were having) dinner.
15. My mother (cooked / was cooking) lunch at 11:30 A.M. yesterday.
16. They (got / were getting) married while they (studied / were studying) in Europe.
17. When I (saw / was seeing) Bim, he (played / was playing) tennis.
18. When Noy (came / was coming), her brother (watered / was watering) the flowers.
19. While I (shopped / was shopping) this morning, I (lost / was losing) some money.
20. Everyone (enjoyed / was enjoying) the party when someone (screamed / was screaming) very loudly.

Worksheet 7

Instructions: Use the verbs in parentheses to complete the sentences with past simple or past continuous tense and discuss why they are used.

1. While I..... (cook), I..... (drop) the knife.
2. When I..... (arrive) at the party, everyone..... (have) a good time.
3. While I..... (go) to school this morning, I..... (meet) an old friend.
4. We..... (listen) to the news on the radio when the phone..... (ring).
5. While Alan..... (read) the newspaper, the cat..... (jump) on to the table.
6. I..... (meet) Tim while he..... (join) the English Crazy club at Ubon Ratchathani University.
7. Sally..... (break) her leg while she..... (skate).
8. While Don..... (shop), somebody..... (steal) his wallet.
9. When I..... (go) out this afternoon, it..... (rain).
10. The children..... (fight) when I..... (come) in.
11. I..... (see) you in the park yesterday while you..... (sit) on the bench.
12. While Tum..... (cut) the flower in the garden, he..... (hurt) his back.
13. When Karn..... (enter) the room, we..... (have) breakfast.
14. The doorbell..... (ring) while Eak..... (sweep) the floor.
15. While we..... (return) from the holiday, we..... (see) an accident.

Worksheet 7 (continued)

16. Jane..... (wait) for me when I..... (get) there.
17. I..... (walk) along the street when suddenly I..... (hear) footsteps behind me.
18. Somebody..... (follow) me. I was frightened and I..... (start) to run.

Worksheet 8

Instructions: Complete the text with past simple and past continuous tenses and discuss why they are used.

A Disastrous Sailing Vacation

A couple, Bill and Simone Butler, (1)..... (leave) Miami one summer weekend on their annual sailing vacation in their boat, Siboney. They (2)..... (want) to sail around the Caribbean Sea for two weeks.

During their vacation, they (3)..... (see) a large whales. Bill and Simone (4)..... (be) very excited. Unfortunately, while they (5)..... (watch) them, the whales (6)..... (begin) to hit the side of the boat.

Suddenly, water (7)..... (start) flooding in, and they (8)..... (realize) that they (9)..... (be) in trouble. They quickly (10)..... (jump) into the lifeboat while the boat (11)..... (sink), and (12)..... (watch) it disappear under the sea. Fortunately, they (13)..... (have) enough food and water for 20 days. They also (14)..... (have) a fishing line and a machine which (15)..... (make) salt water into drinking water. These two things (16)..... (help) them to survive their terrible experience.

During the next 50 days they (17)..... (catch) about 10 fish a day and (18)..... (eat) them raw. They (19)..... (see) about 20 ships, but although they (20)..... (wave) and (21)..... (shout) while they (22)..... (pass) by, nobody (23)..... (see) them. They (24)..... (become) weaker and weaker. Then, just as they (25)..... (begin) to lose hope, a fishing boat (26)..... (rescue) them. Their disastrous vacation (27)..... (be) over.

Adapted from American Headway Workbook 2 by Soars.

Worksheet 9

Instructions: Put the verb in parentheses in the Past Simple or the Past Continuous and discuss why these tenses used.

Last week I (1)..... (decide) to invite some friends over for dinner. I (2)..... (buy) lots of delicious food, including some imported ham. At about 6:00 I (3)..... (cook) in the kitchen. The sun (4)..... (shine) and it (5)..... (be) a beautiful evening, so I (6)..... (open) the back door. Then the telephone (7)..... (ring). I (8)..... (go) to answer it, and when I (9)..... (come) back, the ham (10).....(not be) on the table. I (11)..... (look) out of the window. A cat (12)..... (sit) in my yard on a wall, and it (13)..... (eat) my ham. What (14)..... (can) I do? I (15)..... (fill) a pan with water and (16)..... (go) quietly outside. The cat (17)..... (not look) in my direction, and it (18)..... (enjoy) the ham so much that it (19)..... (not hear) me. I (20)..... (walk) slowly up to it, I (21)..... (want) to empty the water over its head. A little cruel, I know, but the ham (22)..... (be) expensive! But at the last minute the cat (23)..... (hear) me, and (24)..... (jump) over the wall, and (25)..... (escape).

Adapted from Head Way Pre-Intermediate Student's Book.

By John and Liz Soars.

Worksheet 10

Instructions: Complete the text with the past simple or past continuous form of the verbs in parentheses and discuss why these tenses are used.

When James Bond (1)..... (get) back to his hotel room, it (2)..... (be) midnight. His windows (3)..... (close) and the air conditioning was on. Bond (4)..... (switch) it off and (5)..... (open) the windows. His heart (6)..... (thump) in his chest. He (7)..... (breath) in the air with relief, then (8)..... (have) a shower and (9)..... (go) to bed.

At 3:30 he (10)..... (dream), not very peacefully, of the three black-coated men with red eyes and angry white teeth, when suddenly he (11)..... (wake) up. He (12)..... (listen). There (13)(be) a noise. It (14)..... (come) from the window. Someone (15)..... (move) behind the curtains. James Bond (16)..... (take) his gun from under his pillow, he (17) (get) quietly out of bed, and (18)..... (creep) slowly along the wall towards the window. Someone (19)..... (breath) behind the curtains. Bond (20)..... (pull) them back with one quick movement. Golden hair (21)..... (shine) silver in the moonlight.

‘Mary Goodnight!’ Bond (22)..... (curse). ‘What the hell are you doing here?’

‘Quick, James! Help me in!’ She (23)..... (whisper) urgently.

Bond (24)..... (put) down his gun and (25)..... (try) to pull her through the open window. At the last moment her foot (26)..... (catch) in the curtain and the window (27)..... (bang) shut with a noise like a gunshot. Bond (28) (curse) again.

Mary Goodnight (29) (whisper), ‘I’m terribly sorry, James!’

Worksheet 10 (continued)

'Sh! Sh!'(30)..... (say) Bond, and quickly (31)..... (lead) her across the room to the bathroom. He (32)..... (turn) on the light and the shower. They (33)..... (sit) down on the side of the bath.

Bond (34)..... (ask) again. 'What the hell are you doing here ? What' the matter?'

'James, I (35) (be) so worried. A "Most Immediate" message (36)..... (come) from HQ this evening. A top KGB man, using the name Hendriks, is staying at this hotel. I (37)..... (know) you (38)..... (look) for him, but he knows you're here. He's looking for you!'

'I know,' said Bond, That man's here all right. So is a gun man called Scaramanga. Mary, (39)..... (do) HQ say if Hendriks has got a description of me.

'No, he hasn't. You were just described as secret agent James Bond.'

'Thanks, Mary. Now I must get you out of here. Don't worry about me, just tell HQ that you (40)..... (give) me the message, OK?'

'OK, James.' She (41)..... (stand) up and (42)..... (look) into his eyes: 'Please take care, James.'

'Sure, sure.' Bond (43) (turn) off the shower and (44)..... (open) the bathroom door. 'Now, come on.'

Adapted from American Headway Work book 2 by Soars.