

**The importance of interest and retention
for achievement in learning English tense transpositions**

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Abstract

The acquisition of English tense forms, and in particular the capacity to transpose these forms appropriately across shifting temporal and discursive contexts constitutes a persistent challenge for learners of English as a second language. This difficulty is well attested among students of Isa Mustapha Agwai Polytechnic, Lafia, whose inconsistent selection and transposition of tense forms motivate the present inquiry. The study is organised around three interrelated constructs: interest, retention and achievement. It proceeds from the premise that pedagogical approaches capable of eliciting learner's interest while simultaneously reinforcing memory are those most likely to yield durable grammatical competence. The study investigates the extent to which an inductive instructional model enhances students' interest in, and retention of, English tense transposition. The inquiry is theoretically grounded in Schema Theory, which accounts for the manner in which learners assimilate novel linguistic input into pre-existing cognitive structures. The study adopts a quasi-experimental one-group pre-test/post-test design, with a population comprising 336 students drawn from the Department of Mass Communication in the 2023/2024 academic session. Instruction in tense transposition ought to transcend the habitual memorisation of grammatical rules in favour of learner-centred, cognitively informed pedagogical approaches capable of fostering active engagement, meaningful learning, and sustained grammatical development.

Keywords: English tenses, interest, retention, achievement, inductive model.

1. Introduction

Grammar plays a vital role in effective communication. It serves as the bedrock of language structure and provides the principles for clarity, coherence, and precision in both written and spoken communication. In our view, grammar is what allows individuals to express their thoughts, ideas, and emotions with accuracy and consistency, enabling understanding between speakers and ensuring that messages are decoded as intended. Larsen-Freeman and Anderson (2011) observe that conformity to grammatical rules, such as subject-verb agreement, correct word order, and appropriate punctuation, helps convey ideas more efficiently and reduces confusion and misinterpretation. Grammar also strengthens a person's credibility and professionalism, as it reflects a level of linguistic competence in communication. We contend that mastering grammar fosters critical thinking, since it encourages analytical reasoning and logical structure in both written and oral expression. It is equally vital to the development of effective writing skills, which include composing well-structured essays, reports, and documents. Furthermore, we argue that the assimilation of grammar is essential for language learners, as it lays the foundation for acquiring vocabulary, understanding idiomatic expressions, and mastering more complex language

forms. Polytechnic students in Nigeria often encounter specific grammar-related problems arising from various factors. One common factor is the lack of a strong foundation in English grammar, as many students come from different linguistic backgrounds and may not have had the opportunity to receive adequate language instruction during their early education. Ellis (2008) states that this can result in challenges with basic grammar rules, such as subject-verb agreement, verb tenses, and sentence structure.

English tenses play a major role in communication, as they allow speakers to express time, continuity, completion, and intention. Despite their importance, we have observed that many students continue to struggle with distinguishing between tense forms, particularly the progressive and perfect aspects. Educational research suggests that effective learning depends not only on instruction but also on psychological factors such as interest, memory, retention, and achievement motivation. When students develop genuine interest in learning, they engage more actively in classroom activities, and this in turn facilitates retention. Retention ensures that learned structures remain accessible and retrievable over time, while achievement reflects learners' ability to apply knowledge effectively in different contexts. To address these challenges, we believe it is crucial for polytechnics to adopt explicit grammar teaching and instructional models capable of stimulating students' interest, retention, and achievement in learning English. Oyetunde et al. (2024) argue that instructional models play a critical role in shaping students' cognitive development and academic performance. This is largely why numerous studies, such as those by Prince (2004), Lightbown and Spada (2013), Adebayo (2019), and Mahdi and Ismail (2023), have sought to identify more effective ways of acquiring and competently using English grammar.

The problem of incompetence in using English tenses is, in our experience, particularly prominent at Isa Mustapha Agwai I Polytechnic, Lafia, especially among ND II students of Mass Communication. A key contributing factor is reliance on the deductive teaching model, which positions the teacher as the primary source of knowledge and relegates students to passive recipients in the learning process. We therefore focus this study on employing the inductive teaching model to improve interest and retention in learning, with a view to enhancing achievement in the use of English, particularly in mastering tense transposition. Our central concern is to investigate the extent to which interest and retention influence students' ability to transpose among the twelve tenses of English, particularly in changing the present tense to the present perfect tense, the past tense to the past perfect tense, and the future tense to the future perfect tense.

The findings of this study will benefit lecturers of English language courses, Polytechnic students, institutional administrators, ministries of education, library users, and other researchers in the field of English grammar instruction. Beyond this, we contend that the study contributes to the field of language teaching more broadly by offering empirical evidence on the pedagogical value of the inductive model in tense instruction, an insight that can inform how educators approach learner-centred grammar pedagogy in Nigerian tertiary institutions and beyond.

2.1 The Roles of teaching models on learners' interest, retention and achievement in grammar

The concept of teaching model refers to the deliberate and skilful strategies employed by educators to facilitate teaching and learning. It encompasses the systematic and considered choices that teachers make within the learning environment in order to engage students meaningfully in the process of conveying knowledge and promoting the acquisition of skills and understanding. Deci and Ryan (2020) state that teaching models involve the selection and implementation of instructional activities, resources, and assessments designed to address the learning objectives and needs of learners. We would argue, in this regard, that the effectiveness of any given model rests not merely on its theoretical soundness but on the extent to which it is sensitively adapted to the particular classroom context in which it is applied. Effective teaching models, accordingly, take into consideration a range of factors, including the nature of the subject matter, the characteristics of the students, the dynamics of the learning environment, and the expected learning outcomes.

This view is well captured by Prince (2004), when he observes that effective teachers continually consider and reconsider the teaching models they adopt on the basis of feedback, assessment data, and research findings, with a view to maximising student learning outcomes and creating inclusive, supportive learning environments. We find this observation particularly instructive, as it foregrounds the reflective and iterative nature of pedagogical decision-making, a quality we consider indispensable to effective grammar instruction in particular. The concept of teaching model, then, recognises the evolving nature of education, with educators continually endeavouring to adopt the most effective and pedagogically sound approaches available to them, so as to promote meaningful teaching and substantive student learning. It is against this backdrop that we situate the present study's interrogation of the inductive teaching model, and its bearing on learners' interest, retention, and achievement in the domain of English grammar.

Interest in grammar is understood as the level of engagement, curiosity, and motivation that learners exhibit towards studying and understanding the rules, structures, and use of language. Lightbown and Spada (2013) observe that when learners are genuinely interested in grammar, they are more likely to participate actively in learning activities, such as asking questions and seeking further knowledge. We would argue that this active disposition is what distinguishes superficial learning from deep engagement, as interested learners tend to go beyond a surface-level grasp of the material and instead analyse the underlying rules and structures that govern the language (Adebayo, 2019). It is through this process of analysis that learners come to comprehend how the language actually works, an understanding that, in turn, enables them to make connections, identify recurring patterns, and apply the language more effectively in practice.

We contend that interest in language acquisition is not an innate or fixed disposition but one that can be cultivated through deliberate pedagogical means, such as the integration of real-life examples, the use of interactive and engaging classroom communication, and a consistent emphasis on the relevance of grammar skills to everyday conversation. Learners

who sustain this level of engagement, and who are genuinely driven to grasp the underlying concepts of grammar, are, in our assessment, considerably more likely to attain proficiency in both speaking and writing. Ogunrinde (2016) contends that such learners develop, over time, an instinct for grammatical accuracy, becoming increasingly precise in their use of language. We would suggest that this enhanced linguistic competence does not merely improve technical accuracy but fosters a more assured command of the language as a whole, one that translates into markedly improved communication skills. It is for this reason that we regard the concept of interest in grammar as foundational to the present study, since it can significantly shape a learner's overall language-learning experience and, ultimately, their level of proficiency.

Retention in grammar refers to the ability of learners to store and recall grammatical rules, structures and vocabulary over time. It involves the process of encoding information into memory and retrieving it when needed. Retention in grammar centres on the long-term retention of grammar knowledge which goes beyond the short-term memorisation to ensuring that grammar rules and structures are properly stored in the learner's memory for retrieval in the future. According to Ibrahim (2016), promoting long-term learning encourages learners to depend on their grammatical knowledge constantly and precisely after a long duration of time. Effective retention of grammar knowledge is essential for accurate language production and proficiency (Thornbury, 2013). The ultimate goal is for the learner to apply the stored grammatical knowledge correctly in practical spoken or written communication. Retention allows learners not only to recall rules but also to understand their application in different communication contexts (Adeyemi, 2017). Retained grammar knowledge supports the production of grammatically precise and articulate language that guarantees effective communication. Retention in grammar deals with the process of consolidation and reinforcement. Learners need to revisit what they have learned and strengthen their understanding through practice, repetition and exposure to language. Yusuf (2020) explains that regular practice aids in solidifying the acquired grammar knowledge saving it from being lost over time. Strategies that can enhance retention include regular review and practice, providing recollective devices or memory aids, offering opportunities for application in contextualized practices, and reinforcing learning through various means such as auditory, visual, or kinaesthetic activities.

Achievement in grammar may be defined as the level of mastery or proficiency that learners attain in understanding and using grammatical structures and rules effectively. It encompasses learners' ability to apply grammatical knowledge in oral and written communication with both accuracy and appropriateness. We would suggest that achievement in grammatical competence is best understood as a combination of three interrelated dimensions: understanding rules, recognising patterns, and developing the ability to apply them in meaningful contexts. Abubakar (2017) opines that achievement in grammar constitutes a remarkable facet of language expertise, one that showcases an individual's accuracy, clarity, coherence, expressive range, writing proficiency, reading comprehension, communicative competence, and self-confidence. In our view, achievement in grammar is, in essence, the outward representation of successful language acquisition and the effective application of grammatical knowledge.

According to Nation and Macalister (2010), achievement in grammar can be enhanced through a combination of effective instruction, practice, feedback, and assessment, such as the provision of clear explanations, opportunities for guided and independent practice, constructive feedback, and the assessment of learners' progress through various means, including quizzes and writing assignments. We consider this an instructive account, as it underscores the extent to which achievement is not an incidental outcome but one that is deliberately cultivated through sustained pedagogical effort. Taken together, these factors contribute considerably to the learning process and to learners' overall achievement in grammar.

2.2. Inductive and deductive teaching models

The inductive teaching model is fundamentally learner-centred and is grounded in the principle that learners develop knowledge through observation, exploration, and discovery. Rather than presenting grammatical rules at the outset, the teacher exposes learners to specific examples and guides them towards identifying the patterns and principles underlying those examples. Hattie (2009) recognises the importance of active engagement in effective learning, and the inductive model provides considerable opportunity for such engagement. Learners are encouraged to observe linguistic forms, compare examples, formulate hypotheses, and draw conclusions from the evidence before them. This process not only promotes active participation but also encourages critical thinking, independent learning, and problem-solving.

A major strength of the inductive model lies in its movement from the concrete to the abstract. By encountering grammatical structures in meaningful examples before being introduced to formal rules, learners can relate new knowledge to their existing linguistic experience. Such connections can facilitate deeper understanding and make grammatical knowledge more meaningful and applicable. The model also gives learners a sense of ownership of the learning process because they participate in the discovery of the rules rather than simply receiving them from the teacher. Nevertheless, inductive teaching is not without limitations. It can be relatively time-consuming, and some learners may experience difficulty when expected to infer complex grammatical principles independently. Its effectiveness may therefore depend on the nature of the content, the proficiency of the learners, and the extent of guidance provided by the teacher. For this reason, the model is often more productive when used alongside other forms of instruction.

The deductive teaching model, in contrast, proceeds from the general to the specific. It is commonly associated with teacher-centred instruction in which the teacher introduces a grammatical rule or principle, explains its meaning and application, and subsequently provides examples through which learners practise the rule. The approach therefore follows a relatively direct and systematic progression from rule to example and application. Sweller, Kirschner, and Clark (2007) emphasise the value of direct and structured instruction, particularly where learners require explicit guidance in acquiring new knowledge. In grammar teaching, this model enables the teacher to present grammatical principles clearly and efficiently before directing learners to apply them in particular contexts.

The deductive model is particularly useful where the subject matter involves clearly defined rules, procedures, or conventions. Grammar, mathematics, and formal logic, for instance, often require learners to understand principles that can be explicitly stated and systematically applied. Thornbury (2006) observes that explicit instruction can provide language learners with a logical and orderly progression towards increasingly complex grammatical concepts. By presenting the rule before its application, the deductive model can reduce uncertainty and provide learners with a clear framework within which they can organise their understanding. It may also be economical in terms of instructional time, especially when the grammatical concept is straightforward and the teacher needs to cover substantial content.

However, the deductive model has also attracted criticism because of its relatively strong emphasis on teacher explanation and rule application. When used exclusively, it may limit opportunities for learners to explore language independently and discover patterns for themselves. Learners may also acquire grammatical rules mechanically without developing a sufficiently deep understanding of how and why those rules operate in actual language use. This does not necessarily invalidate the model; rather, it suggests that its effectiveness depends considerably on how it is implemented. Explicit instruction can be complemented with meaningful examples, guided practice, discussion, and opportunities for learners to apply and examine grammatical structures in context.

The effects of inductive and deductive teaching models on students' interest, retention, and achievement in grammar are therefore best understood in relation to the particular learning context. Inductive instruction, by requiring learners to examine examples and discover grammatical patterns, can generate curiosity and active involvement. Dörnyei (2010) emphasises the importance of learner engagement and the cognitive processes through which learners establish connections and construct meaning. The discovery element of inductive teaching may consequently enhance students' interest because learners participate directly in the process of arriving at grammatical knowledge. Its exploratory nature, however, can also increase the cognitive and temporal demands placed on learners, particularly when the grammatical structure is complex or the available examples are insufficiently clear.

Deductive instruction offers a different learning experience. By providing the rule explicitly, it gives learners an immediate conceptual framework for interpreting subsequent examples and completing exercises. This can be particularly helpful for learners who require clear guidance or who are encountering unfamiliar grammatical structures. Its limitation is that learners may sometimes focus on remembering rules rather than understanding the linguistic patterns and contexts in which those rules operate. Consequently, the relationship between the teaching model and retention cannot be reduced simply to the assumption that one model produces longer-lasting learning than the other. Retention is likely to depend on the quality of instruction, opportunities for practice, meaningful contextualisation, and learners' active engagement with the material.

Similarly, students' achievement in grammar may be influenced by the nature of the grammatical item being taught, learners' prior knowledge, classroom conditions, and the

manner in which either model is applied. Inductive teaching may be particularly productive where learners can reasonably infer patterns from well-selected examples, while deductive teaching may be advantageous when a grammatical rule is complex, unfamiliar, or difficult to infer. In our view, the central issue is therefore not whether inductive or deductive teaching should be regarded as universally superior, but how each model can be appropriately deployed to meet particular instructional objectives.

A balanced use of both models can consequently provide a more comprehensive approach to grammar instruction. The teacher may begin with examples that allow learners to observe and explore a grammatical pattern and subsequently provide explicit explanation of the rule. Alternatively, a grammatical rule may first be introduced deductively and then reinforced through contextual examples, guided discovery, and communicative practice. Such flexibility allows grammar instruction to accommodate both explicit explanation and active discovery, while creating opportunities for learners to develop understanding, retain grammatical knowledge, and apply it appropriately in different contexts.

2.3 Models of teaching English tenses

English tenses are grammatical constructs essential for conveying the precise timing of actions, events, and states. Far from being arbitrary rules, we consider them indispensable tools that enable language users to describe actions occurring at different points in time, thereby lending clarity and precision to the information conveyed. Chi (2020) opines, in this regard, that the identification of any given tense is invariably linked to its associated verb forms, which serve as the building blocks for constructing meaningful sentence structures. It is through the systematic application of tenses that a narrative acquires chronological coherence, allowing for a clear understanding of when events unfold, an accuracy that we regard as crucial to achieving unambiguous communication. Tense and aspect, it should be noted, describe distinct yet interconnected dimensions of a verb's temporal meaning. Cowgill and Jasanoff (2023) view tense as the grammatical category that communicates an event's location in time, determined by the form of its first auxiliary verb or, in the absence of an auxiliary, by the morphological form of the main verb itself. Aspect, by contrast, furnishes additional information about how an action unfolds over time. Arsen (2022) observes that aspect describes whether an action is habitual, ongoing, completed, or completed prior to another point in time, together with its duration or relationship to other events; it is characterised by a single verb form in affirmative sentences, or by the use of the auxiliary 'do' in questions and negative constructions, its meaning being contingent on contextual cues and accompanying time expressions.

Tense transposition, as a grammatical construct, plays a key role in the transformative and subtle expression of temporality in English. It refers to a deliberate shift in grammatical categories or structures, primarily involving changes in verb tense that deviate from their standard temporal associations. Martin and Sippel (2023) posit that such shifts are neither arbitrary nor erroneous but rather reflect strategic linguistic choices aimed at enhancing clarity, precision, and stylistic impact in both spoken and written discourse, a position with which we concur. The scholars further describe tense transposition as a transformation in the grammatical positioning, order, or form of linguistic components, characterised by the

deployment of a verb form in a temporal context different from its inherent meaning. Popova (2025) similarly reiterates that tense transposition is not merely a grammatical irregularity but a purposeful manoeuvre within the speaker's communicative repertoire, one whereby transposed tenses retain their original semantic reference while simultaneously functioning in opposition within their given context, thereby enabling layered expression and interpretive depth. In this way, we would argue, tense transposition facilitates a communicative flexibility that allows speakers and writers to invoke temporal shifts mirroring psychological perspective, narrative focus, or rhetorical strategy.

We contend that teaching English tenses effectively involves considerably more than routine memorisation; it demands, rather, a strategic combination of structured instruction, engaging practice, and real-life contextual usage. Teachers of English continually strive to identify creative and inventive techniques capable of resonating with learners across diverse backgrounds and proficiency levels, a task made both easier and more complex by the rapid evolution of technology and pedagogy in recent decades. From traditional approaches, such as deductive grammar instruction, to more contemporary, learner-centred strategies, such as guided discovery, each model offers distinct benefits. Teachers may, for instance, engage learners through interactive activities, including games, role play, and storytelling, so as to reinforce tense usage within a meaningful context, while digital platforms and online resources now play an increasingly critical role by offering interactive grammar tutorials and personalised feedback. Mahdi and Ismail (2023c) contend, nonetheless, that selecting the most effective model ultimately depends on students' needs, goals, and learning styles, a view that underscores the importance of careful planning and adaptation in ensuring that students grasp the concept of time expression in English. It is for this reason that the present study concentrates specifically on the inductive model, given that lecturers of English at Isa Mustapha Agwai I Polytechnic, Lafia, rely solely on the deductive model for English language instruction.

We would argue that the inductive model fosters a more thorough understanding of English tenses by motivating learners through the process of discovery. Rather than merely memorising rules, learners integrate examples with the underlying rules and principles, a process that leads, in our view, to more thorough and lasting retention. Baker (2023) suggests that rules acquired inductively are more readily retrieved than those committed to memory, a claim that resonates with our own understanding of the cognitive exertion learners undergo in analysing structures and patterns in order to formulate rules, itself a defining feature of the inductive process and one we consider particularly essential for acquiring complex grammatical patterns such as English tenses. Singh (2025) points out that learners benefit from interacting with natural language patterns, as this promotes deep cognitive engagement, a view Extramarks (2024) similarly endorses in observing that such engagement facilitates meaningful interaction with grammatical patterns, thereby laying the foundation for analytical thinking. Following such exposure, we suggest, language learners are able to examine grammatical structures in considerable detail, identifying and comparing verb patterns as they occur in the language. It is through dialogue and questioning that learners come to observe and deduce consistent forms, such as the use of '-ed' for past tense verbs or the 'is/am/are + verb-ing' pattern for the present continuous

tense, reflecting upon and formulating hypotheses in order to acquire the language more effectively. Suraasa (2024) stresses, in conclusion, that this form of learning promotes critical thinking by transforming grammar into a system governed by usage rather than memorisation, a conclusion with which we readily align.

2.4 Empirical review

A number of empirical studies have investigated the effectiveness of various instructional models in teaching English grammar, particularly verb tenses, and it is to these that we now turn. Alfares (2024), for instance, conducted a study entitled 'Does Applying an Inductive Model Based on System Thinking Improve EFL Grammar Learning?' at Umm Al-Qura University, Makkah, Saudi Arabia, examining the impact of an inductive model grounded in system thinking on grammar learning among students. Fifty-two students were purposively sampled and divided equally into experimental and control groups, each taught by a different EFL teacher using the inductive and deductive models, respectively; pre-tests and post-tests were administered, and data were analysed using a one-sample t-test. The findings revealed significant improvement in the experimental group, thereby affirming the effectiveness of inductive instruction grounded in system thinking. We would note, however, that the study's reliance on purposive sampling and limited statistical analysis presents gaps that the present study seeks to address, by employing simple random sampling to compare multiple groups while controlling for extraneous variables.

Obi (2017), in a related study, examined the effects of task-based instruction on SS II students' use of English tenses in Bassa Local Government Area, Plateau State. A sample of 104 students was selected through random sampling, and a quasi-experimental design was employed; the findings indicated that task-based instruction significantly enhanced students' mastery of tenses. While this study is to be commended for its emphasis on instructional strategy, it was nonetheless geographically limited and confined in focus to task-based learning. The present study, by contrast, concentrates specifically on the inductive model and its impact on tense transposition, thereby offering, we would suggest, a more targeted pedagogical insight.

Lawal, Tajudeen, and Abubakar (2023) investigated the effectiveness of inductive and problem-solving teaching models in teaching geometry to JS II students in Katsina State. Using a pre-test/post-test experimental design, 720 students were randomly assigned to traditional, problem-solving, and inductive teaching groups, with data collected using the Geometry Performance Test ($r = 0.84$) and analysed by means of SPSS. The results showed that both the inductive and problem-solving models proved more effective than the traditional method. Although this study convincingly demonstrated the efficacy of inductive instruction, it was concerned with mathematics and, moreover, with a considerably younger cohort of learners. The present study replicates this experimental structure within the domain of English grammar, thereby extending the application of inductive teaching to language learning more broadly.

Anani (2017), for his part, carried out a quasi-experimental study in Ghana entitled 'Teaching and Learning of Grammar at the Basic Level of Education: Revisiting Inductive Teaching Approach', investigating the comparative effects of inductive and deductive

methods in grammar instruction among junior high school students. A purposive sample of 99 participants, comprising both teachers and students, was employed, with data collected through observation and classroom tests and subsequently analysed using SPSS. The findings implied that students taught through the inductive model demonstrated superior grammatical competence, leading the study to recommend the adoption of the inductive model for grammar instruction more generally. Whereas that study was conducted at the basic level of education, however, the present study is concerned with students at the tertiary level, a distinction we consider pedagogically significant.

Abdou and Sadiq (2022), finally, explored the use of English verb tenses in the writings of Polytechnic students in Maradi, Niger Republic. Grounded in Performance Analysis Theory, the study raised three objectives together with corresponding research questions, and three hundred and seventy students were randomly sampled from four Polytechnics. Data were collected through essay tests requiring the use of the present, past, and future tenses, and analysed using mean scores and standard deviation within a mixed-methods framework. The findings revealed widespread difficulty across all three tenses, with common errors of substitution, addition, and omission, leading the study to recommend that teachers clearly illustrate tense formation and usage contexts. Unlike this mixed-methods study, we adopt in the present research a quasi-experimental design, assessing students' ability to transpose tenses in both written and spoken forms, thereby offering, in our estimation, a more targeted and controlled analysis.

3. Theoretical framework

This study is grounded in Schema Theory, originally proposed by the British psychologist Sir Frederic Bartlett in 1932. The theory explains how individuals organise, interpret, and retrieve information through pre-existing knowledge structures known as *schemas*. These mental frameworks influence how learners perceive, understand, and respond to new information, particularly in language acquisition. In the context of English grammar learning, especially tense transposition, Schema Theory suggests that learners draw on their existing knowledge and schemas to understand and produce language. The theory therefore provides useful insights into how undergraduate students internalise and apply grammatical rules.

Schema Theory is particularly relevant to the learning and use of English tenses because learners rely on their existing schemas of time, such as the past, present, and future, to understand tense structures. These schemas develop through linguistic exposure as well as real-life experiences. They enable learners to associate particular verb forms with specific temporal contexts. For example, a student's schema for the past may include completed actions and historical events, which guides the use of past-tense verbs. Similarly, the schema for the future may include intentions, predictions, or scheduled plans, influencing the use of future constructions such as “**will**” and “**going to**.”

The relevance of Schema Theory to tense-switching abilities lies in the role of contextual cues in activating appropriate schemas. Schema activation enables learners to understand the function of different tenses in reading and listening activities by connecting new information with familiar temporal concepts. For instance, when a learner encounters time

markers such as “**yesterday**,” “**now**,” or “**tomorrow**,” the schema associated with the corresponding time frame is activated. This activation assists the learner in interpreting and producing sentences that accurately reflect the intended time. As learners encounter new language input, they continually develop and modify their existing schemas. Over time, these schemas become more refined and incorporate a wider range of verb forms and tense structures. This process of schema modification contributes to learners’ competence in using different tenses appropriately. In both speaking and writing, students draw on these schemas to select appropriate tense forms, thereby improving grammatical accuracy and fluency.

Furthermore, Schema Theory provides a basis for explaining how learners transfer their knowledge of tense from one language to another. For multilingual learners of English, existing schemas for tense in their first or other previously acquired languages may influence their understanding and use of English tenses. Positive transfer may occur when the tense structures of the languages are similar. However, differences between the languages may result in negative transfer, leading to errors in tense usage. Such errors can affect learners’ ability to achieve competence in English grammar. Schema Theory therefore helps explain how learners’ previous linguistic knowledge can either facilitate or interfere with the acquisition of English tense structures.

It worthy to note that, lecturers of English can apply the principles of Schema Theory in teaching tenses by using strategies that activate students’ existing knowledge while helping them develop new understanding. Grammar lessons can be designed to connect tense forms with familiar real-life situations. Before introducing a new tense, for example, the lecturer can encourage students to recall related knowledge through discussions, brainstorming activities, or short quizzes. Before a lesson on the past tense, students may be asked to share experiences from their past. Such an activity can activate their existing schema of past events. Similarly, discussions about students’ plans, intentions, and aspirations can activate their schemas of the future tense. Lecturers can also use storytelling to demonstrate how different tenses function in real-life contexts. Such activities can help students understand how tense forms change according to context and how they can be appropriately applied in different communicative situations.

4. Methodology

The study adopted the quasi-experimental design type. Specifically, the design for this study was the non-equivalent group pre-test-post-test design that involved two groups, the experimental and control groups. The design was selected because it allowed for separate determination of main effects as well as the interaction effects of both the independent and moderating variables on students’ interest, retention, and achievement in Grammar. The quasi-experimental design allows the use of intact classes and was adopted because randomisation was not possible.

Quasi-experimental research design, according to Ade, Martono, and Teguh (2019), is a method used in scientific research to study cause-and-effect relationships between variables. It shares similarities with experimental designs but lacks random assignment of participants to different groups. There are various reasons for using a quasi-experimental

design, such as ethical considerations or practical limitations that prevent a randomised control trial. In a quasi-experimental design, researchers typically have some control over the intervention or treatment being applied to a group of participants.

The population for this study were the 336 students of the Department of Mass Communication, 2023/2024 academic session at Isa Mustapha Agwai I Polytechnic, Lafia. The English Tense Switching Achievement Test (ETSAT) consisted of two sections, namely A and B. Section A elicited the bio data of the students which include department, matriculation number, date of the pre and post-tests. This is to ensure that the respondents or students are integral to the structure used for the study. Section B had 100 subjective items adapted from Brighter Grammar textbooks 2 and 3 (Ogundipe, Eckersley, & Macaulay, 2010).

5. Data analysis and discussion of results

Descriptive and inferential statistics was used to analyse the data collected in this study. T-test analysed differences between the mean score achievements in tense switching of the group based on the inductive model of teaching. The data were analysed using the Statistical Package for Social Sciences (SPSS) version 29. Below are some tables depicting the data analysis followed by discussions of the results.

Research question 1: To what extent would the use of inductive teaching model enhance ND II students' interest and retention to transpose verbs from present tense to present perfect tense in Isa Mustapha Agwai I Polytechnic?

Table 1: Mean scores of students' ability to transpose verbs from present tense to present perfect tense

	Pre-test			Post-test			Mean Diff
	N	Mean	SD	N	Mean	SD	
Present Tense	336	5.21	1.424	336	6.39	.907	1.18
Present Perfect Tense	336	2.67	1.244	336	5.64	.677	2.97

Table one (1) above presents the mean achievement scores on the use of inductive teaching model to enhance ND II students' ability to transpose verbs from present tense to present perfect tense in the study. The result revealed a mean difference between the pre-test and post-test for present tense was 1.18 while the past perfect tense was 2.97. This implies that the students' ability to transpose verbs from present tense to present perfect tense increased when comparing their pre-test and post-test scores after being exposed to the use of inductive teaching model in the study

Research question 2: To what extent would the use of inductive teaching model enhance ND II students' interest and retentions to transpose verbs from past tense to past perfect tense in Isa Mustapha Agwai I Polytechnic?

Table 2: Mean scores of students' ability to transpose verbs from past tense to past perfect tense

	Pre-test			Post-test			Mean diff
	N	Mean	SD	N	Mean	SD	
Past Tense	336	6.15	1.218	336	6.36	1.018	0.21
Past Perfect Tense	336	4.77	1.724	336	5.55	1.233	0.78

Table presents the mean achievement scores on the use of inductive teaching model to check ND II students' ability to transpose verbs from past tense to past perfect tense in the study. The result revealed the mean difference between the pre-test and post-test for past tense was 0.21 while for past perfect tense was 0.78. This implies that students' ability to transpose verbs from past tense to past perfect tense increased slightly after being exposed to inductive teaching method and when comparing their pre-test and post-test achievement scores in the study.

Research question 3: To what extent would the use of inductive teaching model enhance ND II students' interest and retention to transpose verbs from future tense to future perfect tense in Isa Mustapha Agwai I Polytechnic?

Table 3: Mean scores of students' ability to transpose verbs from future tense to future perfect tense

	Pre-test			Post-test			Mean diff
	N	Mean	SD	N	Mean	SD	
Future Tense	336	5.20	2.465	336	5.56	1.434	0.36
Future Perfect Tense	336	3.37	2.213	336	5.39	1.114	2.02

The table presents the mean achievement scores on the use of inductive teaching model to check ND II students' ability to transpose verbs from future tense to future perfect tense in the study. The result revealed that the mean difference between the pre-test and post-test achievement scores of the students' ability to transposed verbs from future tense to future perfect tense. The future tense was 0.36 while the future perfect tense was 2.02. This implies that students' ability to transpose verbs from future tense to future perfect tense increased after being exposed to inductive teaching model and when comparing their pre-test and post-test achievement scores in the study.

6. Findings and discussion

This research was conducted with a view to investigating the use of the inductive teaching model in improving interest and retention in learning, thereby bringing about achievement in the use of English, particularly in the mastery of tense transposition. It is in the light of this objective that the study examined the extent to which interest and retention influenced students' ability to transpose among the twelve tenses of English, with particular attention to

changing the present tense to the present perfect tense, the past tense to the past perfect tense, and the future tense to the future perfect tense.

The major findings of the study, based on the data analyses undertaken, clearly demonstrate that the inductive model of instruction aroused students' interest and retention, an outcome reflected in their improved ability to switch between tenses. Indeed, many of the participants showed marked improvement when compared with their pre-test performance. In response to research question 1, the mean differences of 1.18 and 2.97 indicate that students were able to transpose verbs from the present tense to the present perfect tense with greater competence. Similarly, the response to research question 2 reveals that the inductive model encouraged students in the learning of grammar, as evidenced by the mean difference between the pre-test and post-test scores (0.21 to 0.78). The response to research question 3, moreover, demonstrates that students' interest and retention are indeed necessary for achievement in language learning, the mean difference between the pre-test and post-test in this instance ranging from 0.36 to 2.02. We would attribute this comparatively substantial difference to the inductive model employed by the lecturer over the course of instruction.

These findings lead us to conclude that interest and retention are of considerable importance to a learner's overall performance and achievement. The classroom activities, it would appear, stimulated both interest and curiosity in students' discovery of the grammar rules governing the use of tenses in English, and this heightened interest, in turn, appears to have aroused and modified the tense-related schemas stored in learners' memory, thereby bringing about achievement in tense usage.

The findings of this study show that the inductive teaching model had a positive effect on students' interest, retention, and achievement in transposing English tenses. This section discusses these findings alongside the empirical studies reviewed earlier, in order to show where they agree, where they differ, and what they add to existing knowledge.

For research question 1, the improvement recorded in transposing verbs from the present tense to the present perfect tense (a mean difference of 1.18 to 2.97) supports the findings of Alfares (2024), who found that an inductive model based on system thinking significantly improved grammar learning among EFL students in Saudi Arabia. Both studies suggest that when students are guided to discover grammatical patterns for themselves, rather than being told the rules directly, they tend to understand and retain those patterns better. Our findings also fits with Dörnyei's (2010) point that inductive teaching helps learners make logical connections on their own, which appears to have supported the improvement seen here.

For research question 2, the smaller improvement recorded for transposing verbs from the past tense to the past perfect tense (0.21 to 0.78) is closer to what Abdou and Sadiq (2022) found in their study of Polytechnic students in Niger Republic, where learners showed widespread difficulty across all three tenses, with common errors of substitution, addition, and omission. Our results support this pattern, since the past perfect tense clearly presented more difficulty for our students than the present perfect tense did. This suggests that some tense forms are harder to master through inductive teaching than others, a point that Abdou and Sadiq's mixed-methods study also raised, though from a different research design.

For research question 3, the stronger improvement recorded for transposing verbs from the future tense to the future perfect tense (0.36 to 2.02) supports the broader argument made by Lawal, Tajudeen, and Abubakar (2023), who found that inductive teaching was more effective than traditional methods, even though their study focused on geometry rather than language. The fact that a similar pattern appears in our own results, in a completely different subject area, suggests that the benefits of inductive teaching may apply quite widely, and are not limited to any one subject. This finding also aligns with Anani (2017), who found that junior high school students taught using the inductive model showed superior grammatical competence compared with those taught deductively. Since our study was carried out at the tertiary level, our results suggest that the benefits of inductive teaching identified by Anani at the basic education level continue, and may even become stronger, as learners grow older and more cognitively mature.

Our findings also relate closely to those of Obi (2017), who found that task-based instruction significantly improved SS II students' mastery of English tenses in Plateau State. Although Obi's study used task-based instruction rather than the inductive model specifically, both studies point to the same general conclusion: those instructional approaches that actively involve students in the learning process, rather than relying on passive rule transmission, tend to produce better outcomes in tense mastery. Our study adds to this by showing that the inductive model, tested through a controlled pre-test and post-test design, can achieve similar improvements at the Polytechnic level, where such research has been comparatively limited.

Taken together, these comparisons show that our findings are broadly consistent with existing studies, while also extending them in a useful way. Most previous studies, such as those by Alfares (2024), Lawal, Tajudeen, and Abubakar (2023), and Anani (2017), examined the inductive model in subjects other than English grammar, or at educational levels below the tertiary stage. Our study fills this gap by applying the same model specifically to tense transposition among Polytechnic students, and by showing that the results found elsewhere generally hold true in this context as well. At the same time, in line with Abdou and Sadiq (2022), our findings show that not all tenses respond equally well to inductive teaching, which suggests that lecturers may need to give extra attention to the more difficult tense forms, such as the past perfect, rather than assuming that one teaching model will work equally well for every aspect of grammar.

7. Conclusion

Based on the findings of this study, it establishes that interest, retention and achievement are strongly interconnected in learning tense transposition. The mean differences on tables above indicate that the students' interest and retention increased. That is why there were improvements in the post-tests results. Participation in the learning process serves as motivation for learning hence, acquiring the language. Interest is a strong motivation in learning. From the findings of the analyses, it shows that when students are motivated to learn, the learning process becomes easy because interest is naturally planted in the learners' minds. The learner then has more enthusiasm to acquire the language. Retention sustains knowledge, it is very vital in language learning and acquisition. It ensures that grammar structures are encoded into memory and retrieved when needs arise. Retention is measured through the

learner's achievement which shows whether the learner is able to accurately recall and apply the learned grammar knowledge in conversation or writing. The analyses of the tables above show that the inductive model helped the students retain the grammar rules they discovered. That is why there was improvement in the post-test performance. Achievement reflects successful mastery of the language. It is assessed by analysing the learner's performance in grammar-related tasks, assessment and practical application of language skills. Any grammar teaching model that ignores learners' engagement, limits effectiveness. It is clear from the study that the difference the inductive model made on the students was not outrageous, but at least there was a little change in performance which goes to show that students should be actively involved in the learning process.

The language curriculum planners should incorporate inductive approaches in the syllabi of language especially grammar. This will ensure that grammar lesson structure promotes active participation and discovery by learners. Lecturers should focus on the use of inductive model on grammar topics like verb transposition as it creates active participation and results in higher achievement and retention. Trainings, seminars and workshops should be organized by Polytechnics and other similar bodies to guide lecturers on how to effectively use the inductive approach in their lectures. Future studies should explore the impact of other models on the instruction and acquisition of other areas of language.

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