

USING TIMELINES AND CONCEPT QUESTIONS IN TEACHING PRESENT TENSES - A THEORETICAL RESEARCH

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ABSTRACT

The aims of the study are to investigate the theoretical background of timelines and concept questions, its uses and functions in teaching present tenses. The results suggest that the practical roles of these methods benefit both teachers and students. For students, the methods help them feel more interested and useful in studying grammar, especially in learning grammar tenses. For teachers, these are good solutions to enhance students' interest and participation in the classroom.

Keywords: Concept Questions, Grammar, Tense, Timelines.