FOSTERING INDEPENDENT LEARNING OF ENGLISH VERB TENSE, ASPECT AND VOICE FORMS AT THE TERTIARY LEVEL

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Abstract. The prior research on typical errors in student tests on tenses (Apse and Farneste, 2014) demonstrated that first-year undergraduates who were majoring in modern languages and business encountered such problems as distinction between the verb-aspect forms, which were followed by the verb tense forms and the combination of both. Although students had studied English as a Foreign Language for almost ten years, they still could not distinguish between the use of the present and past tenses in the given context. One of the reasons for student problems was insufficient practice of independent learning. Thus, the present study was focusing on designing exercises which were related to the content and the skills required for the completion of the study programme and which could foster developing independent study skills. The research was a case study. Undergraduate students from full-time studies (22 students) were selected. The results of the pre-test-post-test design showed that doing the self-test and several practice exercises helped students to improve the use of verb forms. The views collected with the help of a questionnaire survey revealed that half of the students considered useful the provided self-test, and they had retaken it before the final test in class, but only few of the students had also done the electronically available additional exercises for self-study.

Key words: independent learning, English verb forms, tense, aspect, voice, tertiary level

INTRODUCTION

Previous research in English as a Foreign Language (EFL) studies indicates that non-native students in tertiary contexts experience a range of problems that are related to grammar. Research done by Çakır from Turkey (2011), Jurina Babović, Skledar Matijević and Krakić from Slovenia (2013), Muftah and Rafic-Galea from Yemen (2013), Apse and Farneste from Latvia (2014) has resulted in a similar conclusion that even after several years of studying grammar, EFL undergraduates are still struggling with tenses. Çakır's study (2011: 123) revealed that Turkish students could not distinguish between the past simple and the present perfect, the present continuous and the present simple as well as the past simple and the past continuous tenses. Similarly, the research of Jurina Babović et al. (2013: 114) showed that typical grammatical mistakes advanced students make were misuse of the simple and the continuous tense and avoidance of perfect tenses.

The reasons for these problems have been sought in differences between the native language (L1) and the target language (Çakır, 2011), between the student level of English proficiency in one group, as well as limited time for in-class teaching and extensive syllabus which should be covered (Jurina Babović et al., 2013: 114). Larsen-Freeman, Kuehn and Haccius (2002: 3) emphasised that English verb forms were among the most effort consuming grammar themes for an EFL learner because of their various verb tense-aspect form combinations and semantic meanings each combination conveys.

In order to solve this problem, sometimes students are put in groups according to their level of English proficiency. However, the study of Jurina Babović et al. revealed that special grouping of learners was not a useful decision, as all students have to meet the same requirements to complete the course. Another solution proposed was additional online material design to meet different student needs (Jurina Babović et al., 2013: 114). The above idea has been supported by Reinders and Balcikanli (2011: 23), advocating that popular textbooks provide little information about learner autonomy and its development and, therefore, teachers should work at supplementary material design as well as appropriate instruction.

Besides additional practice, the text included in exercises is also essential. Linguists suggest teaching the tense-aspect system not only at the sentence level, but as a means of achieving cohesion in discourse (Larsen-Freeman et al., 2002: 8). Hinkel (2002: 195), in his turn, pointed out that teachers should select a real-life context for mastering English tenses; namely, the exercises should include simplified authentic discourse. As the same verb form may express different meanings in a text, EFL learners need to master the distinctions between forms used in different contexts (Newby, 1998).

In the previous study on student performance while studying tenses at a university in Latvia, it was concluded that, similar to Çakır's observation (2011), the undergraduates had problems in distinguishing between the present and the past tense as well as between different aspect forms in the given context (Apse and Farneste, 2014: 14). It was also emphasized that the first-year learners were not used to autonomous and/or additional work to prepare for their tests; therefore, teachers should help to develop self-learning habits (ibid.).

Thus, the goal of the present paper is to design contextual practice exercises in order to improve the students' use of verb tenses and to foster developing independent study skills.

THEORETICAL BACKGROUND

1 TEACHING ENGLISH VERB FORMS IN CONTEXT

Linguists distinguish three types of practice in grammar classes: mechanical, meaningful, and communicative (Paulston and Bruder, 1976; Richards and Reppen, 2016). If mechanical practice is focusing on form and is controlled by

employing drills, then meaningful practice activities focus on form and meaning and are based on the use of model texts. Communicative activities deal with form and meaning in 'a real communicative context', which envisages that students write their own texts (Richards and Reppen, 2016: 159-160). The linguists consider that students should start with doing controlled (e.g. gap filling) and semi-controlled activities (i.e. using grammar in different situations) (ibid.: 160). McCarthy (2016) stresses that advanced grammar should be discussed at the discourse level, not at the separate sentence level. That would ensure that students encounter how grammar is used in paragraphs (2016: 214).

Long (1991) distinguishes between focus-on-forms and focus-on-form instruction. Focus-on-forms involves practice-based teaching of specific forms of the target language, whereas, focus-on-form deals with meanings in performing communicative tasks. Ellis (2015: 3) holds the view that focus-on-forms instruction is effective only if the forms are dealt with their functions in different communicative activities. However, it is noted that second language learners encounter problems with focusing on both forms and their meaning, and that learners can master the forms better if intensive instruction is ensured, 'involving repeated activities performed over a period of time' (ibid.: 4). Despite its limitations, Ellis considers that language learning intentionally can be useful for older learners, especially if there is not sufficient time allocated for the focus-on-form type instruction (Ellis, 2015: 10). Also, other linguists (e.g. Lyster and Sato, 2013) emphasise the importance of repetition in grammar classes.

Nunan (1998: 108-109) suggests that students should be given opportunities (1) to use authentic texts so that they can practice linguistic forms in different contexts; (2) to do drills as the first step in studying grammar; (3) to master links between forms, meaning and use; (4) to 'develop their own understanding' how English grammar is used in context; and (5) to encounter the same grammatical items in different contexts of different level of complexity. The target of teaching English grammar should be focusing on the use of grammatical structures in purposeful communication (ibid.: 109).

Although an ever-growing number of contextual tasks is included in advanced grammar books, the demand for them is greater than offer. Books for self-studies frequently contain 'uncontextualized sentences' where learners are expected to fill in the gaps or open brackets, using correct verb forms (Fortune, 1992: 160) and a few exercises with the focus on one or two tensed verb forms in context. Although linguists consider that drill-based exercises are useful in a language classroom (Levy and Stockwell, 2006: 185), Loschky and Bley-Vroman (1993: 124-125) emphasize the importance of communicative tasks which should view 'the language as a tool of communication'. They (ibid.: 153) assert that students should learn how to deal with 'the contextual cues', which 'should not be sufficient by themselves to immediately solve the processing problem for the learner […]. If context cues are too rich, the learner will not be forced to rely on the target structure for meaning'. The teacher should help learners to master 'form-meaning connections' to eliminate the problems while mastering tenses (Lee, 2016: 94).

2 PRACTICE FOR INDEPENT LEARNING

Prior research demonstrates that independent learning skill development at the tertiary level could be useful to ensure more grammar practice, which is vital when dealing with mixed ability groups within a limited period of time. Self-study skills will also be useful for further studies and future career.

In order to meet different level student needs, Jurina Babović et al. (2013) suggested designing additional exercises, which could be done in the local online learning platform. The study showed that the availability of supplementary online exercises designed for different levels of English proficiency was successful even with part-time learners. Such exercises helped students from lower levels 'to "standardize" their knowledge' before dealing with more demanding tasks, which should be performed in other subjects, for example, business English classes (ibid.: 114). Teachers at the tertiary level face problems not only with 'different linguistic knowledge' groups, but also different 'pace of learning' (Al-Subaiei, 2017: 182; 185). Similarly to Jurina Babović et al. (2013), Al-Subaiei suggested focusing on strengths of mixed-ability groups and using 'specific tasks' in order to meet the needs of all levels of students (ibid.: 186).

As mentioned above, online independent learning has proved to be useful for additional training of grammar at the tertiary level (Jurina Babović et al., 2013); however, research conducted so far on the use of network for learning grammar has resulted in contradictory findings. Dafei (2007) claimed that independent learning fostered higher learners' English proficiency. In order to achieve that students' autonomy should be developed 'by giving more responsibility, teaching learning strategies, cultivating positive attitudes and guiding reflection' (Dafei, 2007: 16). Dafei also emphasised that learning strategies should be selected depending on the learner's 'preference', and that it is important for students to learn how to 'control their own learning' (ibid.). Likewise, other linguists have concluded that online learning should be fostered to ensure learner-centred approach in their learning process and to adapt to different student needs (Garcia and Arias, 2000).

Other studies also support the use of multimedia in teaching as they ensure some variety in EFL classes (e.g. Armenteros et al., 2013). As to learners, some studies demonstrate that they prefer paper-based rather than web-based materials, despite the fact that nowadays students are considered 'digital natives' (Jarvis and Szymczykš, 2010). Although students have a positive attitude towards independent learning, and they consider that online activities are 'more interesting', not all of them do online exercises (ibid.). Among the main reasons which are mentioned is 'hypertext' which directs students to completely different web pages, and the materials which are not systematic in design (ibid.: 37-38). The reasons for favouring books are their 'availability, clear organization and gradation of exercises, comprehensible presentation and explanation of a grammar point, and clarity of instructions', whereas 'lack of variety' seems to be the major limitation from students' perspective (ibid.: 38). When asked for reasons why students have not practiced outside the classroom, the respondents

mention several: 'lack of time', 'because it is boring', preference to practice under the guidance of a teacher, interest in other aspects than grammar, 'lack of results', 'grammar being difficult to practice' (ibid.: 35). Thus, Jarvis and Szymczyk (2010: 38) suggest using a blended approach to teaching grammar by combining web- and paper-based activities.

Because the opportunities it provides, the Modular Object-Oriented Dynamic Learning Environment (Moodle) has become one of the most popular online platforms in teaching languages at the tertiary level (e.g. Brandl, 2005; Levy, 2009; Sahin-Kızıl, 2014). However, multimedia teaching cannot 'replace traditional teaching', which ensures 'mutual interaction and influence between teachers and students' (Dai and Fan, 2012: 1146). Frequently, students lack involvement, they have problems in dealing with more complex questions and understanding 'the cause of the wrong answers' (ibid.: 1147). Ceylan's (2015: 90) study revealed that tertiary level learners perceive the teacher as an authority, who makes decisions and takes responsibility for the learning process. Despite understanding importance of autonomy, learners show reluctance in independent studying (ibid.).

According to Richards and Schmidt (2010: 326), 'learner autonomy is 'the principle that learners should be encouraged to assume a maximum amount of responsibility for what they learn and how they learn it'. They emphasize that it is 'not necessarily the same as independence' (ibid.) Najeeb (2013: 1240), who has analysed the multi-faceted and sometimes interlinked notions 'autonomy' and 'independence' from language learning perspective, concludes that they might be used 'as synonyms, or near synonyms', and that linguists still have different views about their meaning and use. Learner independence is closely linked with learner involvement, which, in its turn, fosters the learning process (Najeeb, 2013: 1238). Foreign language learning is linked not only with independence, but also with interaction and cooperation. Material selection for grammar classes 'require some expert knowledge, which teachers possess'; therefore, learning should be controlled by the teacher and modified for a particular situation or even culture (Ertürk, 2016: 653). It means that students cannot be independent in choosing either goals, or materials and methods as well as exercises (ibid.: 650). However, in the context of the teacher helping students to develop their skills that could be useful for life-long learning, the notion *autonomy* and *autonomous learner* could be used.

METHODS AND MATERIALS

The present research was a case study as the size of the studied sample was small – 22 first-year full-time undergraduate students at a university in Latvia, majoring in foreign languages and business. The study language for the entire programme is English. The group had mixed language proficiency, but all of the students had studied English at school as their first foreign language. During the case study the students were taught the English tense, aspect and voice forms. The studies in class comprised both theoretical material and practice exercises of

different level of difficulty, including also exercises that students had to prepare independently at home and that were checked in class afterwards. After this, a paper-based pre-test (self-test) on the use of verb tense, aspect and voice forms was given to the students, but the right answers were not provided. The students were asked to take the self-test at least one more time independently, not during the class, but this time they could do it electronically as the test was available in the online platform Moodle, and after submitting the test, they could also see the right answers. In fact, the setting of the test was arranged so that the students could take it as many times as they wished; thus, the researchers could observe whether the students were willing to practise the same exercises independently going through them several times. The test contained a gap filling exercise that asked the students to open the brackets using the given verb in the appropriate tense, aspect and voice form. There were 24 gaps in the exercise, among which 7 required the use of the passive voice (present simple, future and past perfect forms), and the others required the use of the active voice (2 present continuous, 7 present simple, 5 past simple, 1 past perfect and 2 future (with *will*) tense-aspect forms). The self-test was based on a slightly modified authentic text, taken from J. K. Jerome's *Three Men in a Boat*, and it was contextual for the field the students were majoring in. The students were also advised to do the following to prepare for the final test (post-test) on the use of verb tense, aspect and voice forms, which was graded: redo the class and homework exercises, redo the self-test electronically and revise the theory, as well as do the specially designed self-study exercises available in the online platform Moodle. The final test contained a gap filling exercise with 20 gaps where students were asked to open the brackets using the given verb in an appropriate tense, aspect and voice form. All additional exercises were also contextual, based on authentic materials, namely, articles from *The Economist*.

All students were familiar with the Moodle platform where the self-tests, as well as the additional self-study exercises were available because it is used in all subjects the students take, both for independent assignments and as a place where to find study materials, including interactive ones. The platform is even used for tests that are graded, so it was assumed that the students who participated in the present research should not experience any difficulties due to the form in which the self-test and additional self-study exercises were available. In addition, students are familiar with various electronic devices, namely, personal computers, smart phones, and tablets, because they use them on daily basis to get access to the study materials during the classes, to check some information on the internet and also to do some assignments in class. There are even subjects where the students are required to come to classes with their own electronic devices to be able to participate and do all the class assignments.

The applied research methods were the frequency analysis of the grammatical errors the research participants made in the self-test and the final test and the authors' designed questionnaire survey (see Appendix 1). The purpose of the questionnaire was to find out whether the students have prepared

independently for the final test and what the students' opinion on the designed additional exercises and their usefulness is.

During the case study, the authors asked the following research questions:

1. What is the improvement in the use of verb tense, aspect and voice forms after doing additional self-study exercises and the self-test?

2. What are the students' perceptions about the provided training opportunities before the final test on the use of the finite forms of the verb?

RESULTS AND DISCUSSION

1   IMPROVEMENT IN THE USE OF VERB TENSE, ASPECT AND VOICE FORMS

In order to find out whether the students' ability to apply the English verb tense, aspect and voice forms had improved after self-studies, a frequency analysis of the errors students made in the self-test (pre-test) and the final test (post-test) was conducted. When the self-test was taken in class in paper form, 168 correct answers (or 39%) were received while there were 257 errors (59%) and in 7 cases no insertions were made. Because the self-test was offered when students had already studied the theoretical material and done the planned class and homework exercises on the use of verb tense, aspect and voice forms, it could be assumed that they had mastered the theme. However, the results lead to an assumption that either the class and home assignments alone did not prepare the students well enough for a test or that the students had not been preparing carefully enough for those assignments, thus assuring the authors that additional self-study exercises would be useful to help the students prepare for the final test.

Analysing the grammatical errors the students had made in the self-test, it can be observed that most of them occurred in the use of the verb tense (66) and aspect (57) forms, although a rather large number also refer to the use of both tense and voice (30) and tense and aspect (29) forms (see Figure 1). These can also be related as corresponding to the findings of the previous research (Apse and Farneste, 2014).
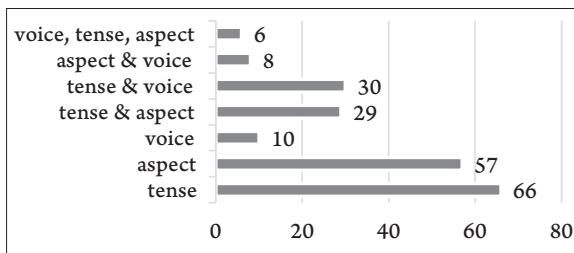

Figure 1 **Number of errors in the self-test**

Particular gaps seemed to be more problematic for many of the students, for example the sentence where the second gap required the use of the present simple tense:

> It (1) _____ (to be surprising) that all our treasures of today (2) _____ (to be) only the dug-up commonplaces of three or four hundred years ago.

In 6 cases the present simple tense was used instead, which could be explained by the fact that the students had most probably assumed that the present tense was used in the first gap and they had not paid attention that the second part of the sentence was already in the past. In gap 14 no correct answer was obtained:

> (13) _____ (to be) that the same in the future? (14) _____ (to refer, we) to lovingly as 'those grand old artists that (15) _____ (to flourish) in the nineteenth century, and (15) _____ (to produce) those soup-plates or beer-mugs'?

However, almost every student had used *will that be* correctly in gap 13. In gap 8, which required the use of the present continuous (*are hanging*), the students provided the following answers: *hangs* – 7 cases, *is hung* – 1 case, *had been hanging* – 1 case, *is hanging* – 1 case, *are hung* – 1 case, *is going to hang* – 1 case, *hanged* – 2 cases, *hang* – 1 case.

> The 'old blue' that (8) _____ (to hang) about our walls as ornaments (9) _____ (to be) the common every-day household utensils of a few centuries ago; …

The errors for gap 8 illustrate a number of problems, like the use of the wrong aspect or the wrong tense or the wrong voice or both wrong voice and tense, including also the lack of knowledge of the contextual use of the past forms *hung* and *hanged*.

The results of the final test on the use of the verb tense, aspect and voice forms showed a large improvement in the overall students' skills to employ the right verb form because 289 (or 76%) correct answers were received and the number of errors was 89 (24%).
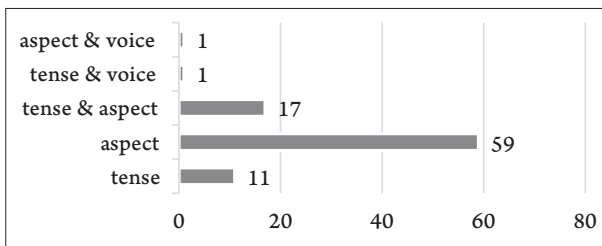

Figure 2 **Number of errors in the final test**

The analysis of the errors in the final test revealed that the major problem was the use of the appropriate verb aspect (59 errors), followed by the use of the verb tense-aspect form (17 errors) and then the tense form (11 errors), which is a clear indication that after the independent study the use of the verb tense forms had definitely improved (see Figure 2).

The comparison of the number of the grammatical errors by their type (see Table 1) reveals that the use of the English verb tense and voice forms has improved significantly. Nevertheless, the choice of an appropriate aspect form is still a problem, because the number of errors in selecting an appropriate aspect form exceeds by 2 in the final test, and the errors in both tense and aspect have reduced by 1.7 times. This is an indication to the fact that the students need more practice exactly on the use of the verb aspect forms in context, which, as already indicated in the first part of the article, is also supported by the conclusions of the previous research.

Table 1 **Comparison of the number of grammatical errors in the self-test and the final test**

Error type	Self-test	Final test
Aspect	57	59
Tense	66	11
Voice	10	0
Tense and aspect	29	17
Tense and voice	30	1
Aspect and voice	8	1
Tense, aspect and voice	6	0

As no additional formal teaching and practising was done in class between the self-test and the final test, it can be concluded that the students had prepared independently for the final test. Three students failed the final test; however, it is impossible to correlate their results with the information whether and how much in total they had prepared independently for the test because the survey, which provided information on how the students prepared for the test, was anonymous.

2 STUDENTS' OPINION ON THE USEFULNESS OF THE PROVIDED OPPORTUNITIES FOR THEIR INDEPENDENT STUDY

In order to find out how much the students had prepared for the test independently, a survey was conducted. As the research interest was to find out the students' approach when preparing for the test and whether they would try new exercises, not only revise what had already been taken in class, the answer choices included various activities – from revising the theory and redoing the class exercises and the specially designed self-test to doing the additional authors' created contextual self-study exercises available in the Moodle platform and searching Google for other practice exercises.

The findings of the survey revealed that 14 students had revised the theory, 11 students had done the class exercises one more time, 9 students had retaken the electronic self-test more than once, 7 students had searched Google and done some exercises available, 6 students had done the self-study exercises available in the e-course and 4 students had taken the electronic self-test once (see Figure 3). This indicates that most of the students preferred redoing the exercises they were already familiar with. It assures the findings of the previous research that the students benefit from repetition (Lyster and Sato, 2013), as the overall results in the test had improved, but it is also observed that the students were not particularly willing to learn independently if the task was new because only 6 respondents did the electronically available self-study exercises and 7 searched for additional exercises available on other internet sites, which means that the students rely more on the teacher guided and controlled learning once already experienced in class, and they are not really ready to take the responsibility for their own learning, but it is a very important skill that their future employers will demand; thus, it needs to be addressed more at tertiary level studies.
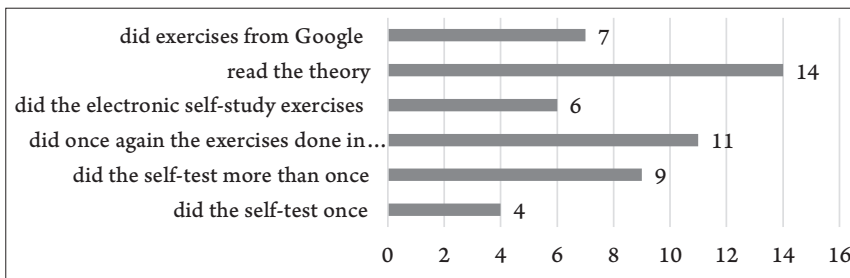

Figure 3 **The ways the students independently prepared for the final test (N of students)**

The students' answers to questions 5 and 6 of the survey showed that 91 per cent of them had taken the self-test while preparing for the final test: 41 per cent had taken it once, 23 per cent had taken it twice and 23 per cent had taken the self-test three times, which allows the authors to assume that the designed contextual test was useful in the students' opinion. However, the analysis of the electronic data in the system on how many times the students had taken the electronic self-test indicated that 35 per cent of all the research participants had retaken the test on the same day it was given in class in the paper-form. They had retaken it as many times they needed to receive 100 per cent correct answers, which shows that these 35 per cent of the respondents did not use the self-test to prepare for the final test. This leads to an assumption that the students probably did not consider it useful to use the same exercise to revise the grammar theme right before the final test.

The previous assumption is also partly supported by the students' answers to the survey question whether they considered useful the designed electronic self-test, because the survey results indicated that only 3 students considered

it 'very useful' while 8 said that it was 'useful', which is exactly 50 per cent of the respondents (see Figure 4). 7 students (or 32%) stated that the test was 'partly useful' and only 1 student admitted the self-test to be 'not useful at all'. However, the improved performance results in the final test allow the authors to conclude that most probably the self-test and the encouragement to retake it, along with all the other revision activities, had fostered the students' independent learning of the verb tense, aspect and voice forms.
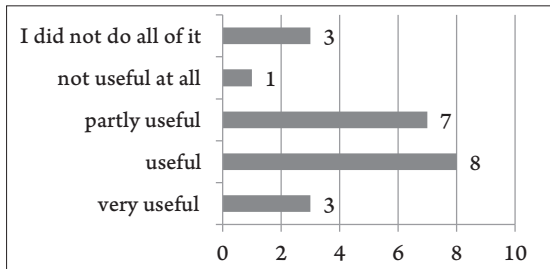

Figure 4 **The students' opinion on the use of the electronic self-test (N of students)**

In contrast, the results of the students' answers to the second question of the survey about the usefulness of the class exercises (see Figure 5) demonstrated that 73 per cent considered them 'very useful' and 'useful' (7 and 9 students respectively) while 23 per cent (or 5 students) thought they were 'partly useful'. The result can be explained by the fact that the students might have felt more obliged to do the class exercises even if they were not present in class as they wanted to make sure they had covered the class material or they felt this was definitely something compulsory to do. The retaking of the self-test or doing the additional electronic self-study exercises, the latter being done only by 6 students (see Figure 3), was not compulsory, the students were only advised to take them.
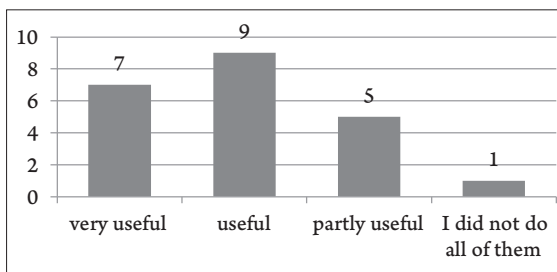

Figure 5 **The students' opinion on the use of the class assignments (N of students)**

To summarise, the above discussed results illustrate that when the students are required to be responsible for their own learning, they still tend to rely more on the teacher as an authority who can decide what, when and how to learn, which corresponds with the findings of the previous research described in

the theoretical background of this paper, but as autonomy is not only useful to attain better academic results in the studies, but also a skill required in the labour market, its development needs to be fostered not only at the tertiary level, but also at lower levels.

CONCLUSIONS

Based on the above discussion, the following conclusions can be drawn:

1. The results of the final test (post-test) clearly indicate that the overall use of English verb tenses, voice and aspect has improved. However, the use of aspect (present perfect vs. past simple; present continuous vs. present simple) is still problematic and needs to be addressed with additional practice exercises.

2. Half of the students found the self-test useful or very useful to prepare for the test and improve their knowledge, which is an indication to the fact that some students have a positive attitude to electronic self-tests and exercises as there is less pressure when and how to do them while the other part might still prefer the paper-based approach due to various reasons.

3. A combination of paper-based and electronic exercises when teaching and learning English verb tense, aspect and voice forms proved applicable and useful, because the overall students' skills to apply the verb forms correctly improved. The approach needs to be continued.

4. Independent study requires students to self-guide themselves, to reflect on their studies, i.e. be responsible. Autonomy is required in social and professional life; so, it may be concluded that the teaching approach also helps the students to prepare for life-long and life-wide learning.

5. The research had some limitations that need to be addressed in the future if possible: small sample size; impossibility to directly correlate the results with the authors' previous research as these are different students, so their language proficiency and other situational factors affecting the way they learned were not the same; the self-test and the additional self-study exercises were not designed to suit different levels of English language proficiency.

6. The present case is the first step in the research. The independent learning of tense, aspect and voice of verbs will be studied further as the same respondents were advised to do three more electronic gap-filling exercises to prepare for the examination. Based on the present research, the assumption is that the results should be better if the students did the self-study exercises.

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APPENDIX 1. QUESTIONNAIRE

Dear Students

We are working on designing tasks for self-studying of English tenses and would appreciate your opinion. The questionnaire is anonymous, and the answers will be presented only in a summarized form.

Please select the answer choice that suits you more.

1) What is your opinion about the theories given on tenses?
    a) It was very useful
    b) It was useful

    c) It was partly useful
    d) It was not useful at all
    e) I did not read all of them
    f) Other (comment please) _____
       _____

2) What is your opinion about the class assignments given on tenses?
    a) It was very useful
    b) It was useful
    c) It was partly useful
    d) It was not useful at all
    e) I did not read all of them
    f) Other (comment please) _____
       _____

3) What is your view about Self-test I with keys provided in the e-studies course?
    a) They were very useful
    b) They were useful
    c) They were partly useful
    d) They were not useful at all
    e) I did not do all of them
    f) Other (comment please) _____
       _____

4) Did you do Self-test I before writing the test on Tenses?
    a) Yes
    b) No

5) How many times did you do Self-test I before writing the test on Tenses?
    a) Once
    b) Twice
    c) Three times
    d) Other (please indicate the number): _____
       _____

6) Did you re-do Self-test I after
    a) Less than 10 minutes
    b) 11-20 minutes
    c) More than 21 minutes, but on the same day
    d) On some other day
    e) Other (comment please): _____
       _____

7) How did you prepare for the first midterm test on tenses? (please circle all that apply)

   a) I did self-test I once
   b) I did self-test I more than once
   c) I did once again the exercises which we had done during the classes
   d) I did the self-study exercises available in the e-course
   e) I read the theory
   f) I did not do anything
   g) I did exercises from Google
   h) Other (comment, please): _____
   _____

8) Please provide any other suggestions which could be important in your study process.

Thank you for your comments and time!

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