

Teaching Voice through Inductive Method and its Effectiveness

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Recommendation for Acceptance

This is to certify that Mrs. Sangita Regmi has prepared this thesis entitled ‘Teaching Voice through Inductive Method and its Effectiveness in Lower Secondary Level’ under my guidance and supervision.

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Declaration

I hereby declare that to the best of my knowledge, this thesis is original; no part of it was earlier submitted for the candidature of research degree to any university

Date: 4th July, 2024

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Sangita Regmi

Dedication

I would like to dedicate this thesis to my family, teachers, friends and relatives who consistently persuaded me to complete this thesis. Without all of your support and continual encouragement, I would not have been able to reach this milestone.

Acknowledgement

This thesis writing becomes a reality with the considerable help and support of many individuals. I would like to express my deepest gratitude to all of them.

I am sincerely thankful to Hetauda Campus for providing me with the opportunity to work a research writing in the form of a dissertation on the topic “Teaching Voice through Inductive Method and its Effectiveness.” I would also express my sincere appreciation to our campus chief Mr. Devi Ram Lama to manage my administrative task.

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Abstract

This research titled as “Teaching Voice through Inductive Method and its Effectiveness” was an endeavor to get the effectiveness of inductive method comparing it with deductive method. It was an experimental research. I had handpicked thirty two students from grade seven associated with a single community school situated in Makawanpur district. A pre – test was executed before the experiment in order to find their pre – knowledge of the subject matter. After that, the students were divided into two different groups as experimental and controlled group through non – random sampling procedure. They were taught from the 30th May 2023 to the 7th July 2023 implementing inductive method for experimental group whereas deductive method for controlled group. After that, a post – test was executed to get their achievement scores as data. The primary sources of the data were their scores obtained in several questions. The findings portrayed a vast difference of average score with 8.25 (8.57%) between those two groups. It displayed that application of inductive method is more fruitful in comparison to deductive method to make the students understand the subject matter well in lower – secondary level. However the time consumption of this method can be declared as its negative side.

The research constitutes five chapters. In which, chapter one contains background of the study, statement of the problem, objectives of the study, research questions, significance of the study, delimitations of the study and operational definitions of the key terms. In the same way, review of related theoretical literature, review of empirical literature, implications of the study and conceptual framework are included in the second chapter. In addition to, the third chapter holds method of procedures implied during the study, population, sample and sampling strategies, research tools, sources of data that i.e. primary and secondary, data collection procedures, data analysis procedures and ethical consideration. Furthermore, the

fourth chapter consists of analysis of data and interpretations. At last, findings, conclusion and recommendations are included in the fifth chapter.

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Abbreviations

ELT: English language teaching

ETC: Etcetera

i.e.: That is

No.: Number

F.M.: Full marks

%: Percent

CHAPTER ONE

INTRODUCTION

This current research work is on “Teaching Voice through Inductive Method and its Effectiveness”. This is a proposed research tries to explore the importance of inductive method in teaching English grammar. This introduction part consists of Background of the study, Statement of the problem, Objectives of the study, Research questions as well as Significance of the study; furthermore, it covers the Delimitations of the study and Operational definition of the key terms.

Background of the Study

Language is defined differently by linguists. However, it is broadly recognized that language is a multifaceted human phenomenon with the primary purpose of facilitating communication. Finocchiaro (1964,p.8) defines language as, “A system of arbitrary, vocal symbols which permit all people in a given culture or other people who have learned the system of that culture, to communicate or to interact.” Wardhaugh (1972, p.3) states language as a system of arbitrary vocal symbols used for human communication. According to Sapir (1978,p.8), “Language is a purely human and non-instinctive method of communicating ideas, feelings and desires by means of a structured system of voluntarily produced symbols.” Based on the provided definitions, we can conclude that language is a social phenomenon used by the entire community to convey ideas and emotions. It serves as a means of communication through which we build relationship within society. Likewise, Chomsky (1957, p. 13) has defined, "Language is a set of sentences each finite in length and constructed out of a finite set of elements."

English language is a foreign language in our country Nepal. Many private schools, colleges and universities use English medium for teaching learning activities. English mainly remains in our school as a subject of different language. People in past used English as a means of communicating with foreigners, watching movies, listening to news in English and it was less focused in developing language competence. The value of English has grown to different level now. Many schools and universities are offering the best English education because of the international importance of English competence. The trend of sending children to English medium schools and or colleges has begun as an English mania today in Nepal (Bista 2011, p3).

"Grammar forms the structural basis of our capacity for self – expression. The better we understand its workings, the more effectively we can evaluate and control the meaning and impact of our own and others' language use." David Crystal (2004).

Grammar is the collection of rules that enables us to comprehend language. In case of learning English, English grammar comes forth as a barrier for learning. It is easy to learn vocabulary but putting them in the correct form of grammar is still a difficult task for the students. Grammar is meant set of rules but teaching only rules can't provide them the proper knowledge of using it in different context. So we must avoid the traditional form of grammar teaching. We have to use inductive method to deductive to provide the students learning which will help them to construct sentence of grammar without remembering the structures. That is why nowadays inductive method of grammar teaching is talked by many scholars and educationists.

Thornbury (1999, p.29) elaborated "An inductive approach starts with some examples from which a rule is inferred." Students are focused with examples so that

they can derive the rules themselves. In other words, students find out rules from the exposed examples. The inductive approach is often identified with the experiential methods/approaches such as the direct method, situational language teaching and discovery learning. Cowan (2009, p.32) explained signifying inductive method that "Inductive instruction involves having students formulate rules from natural language and it is perhaps more useful in teaching intermediate and advanced students."

Teaching English grammar unfolds many challenges for language teachers and learners both. In such circumstances voice teaching also holds issues that have to be dealt inside classroom so that learners can be comfortable in learning and using such grammatical items. As I had also studied via deductive method of teaching, I too had faced difficulties in learning. And I have also seen many students striving in learning English grammar. So I was eagerly interested in seeking how inductive method of teaching grammar surpasses students' incapability in learning voice.

Statement of the Problem

Being an English learner is difficult for everyone who learns English as their foreign language. In our country Nepal too, English is being practiced from long time but the teaching and learning hasn't become fruitful yet. Though the teachers tried to maximize the learning, they were unable to achieve the level of accuracy and competence. That's why, we are compelled to focus on grammar teaching to make them understand the language and learn the way how native speaker of the target language use it. If they become capable in proper use of grammar, they are sure to make errorless production as well use of English language.

As my concern goes to teaching grammar, I tried to find out the effectiveness of one of the grammar teaching methods, inductive way of teaching grammar with

great comparison and contrast with deductive way of grammar teaching. Grammar teaching in the context of Nepal has been running as a problematic matter. Grammar is just taught by many teachers in classroom. They neither give their best by applying different techniques to teaching nor try to motivate the learner for the using purpose. Students make their own reasons that they learn grammar to get more marks but not as a thing to develop their competence with language use. They can make correct sentences using correct forms of the structure but they give poor performance over spoken and written level.

So, grammar teaching is necessary to learn English language and it cannot be forsaken for any reasons. It has led me to this research as well as given stance to complete it to find out whether grammar teaching would be influenced or not by some purposive methods of grammar teaching while teaching voice. It has clearly given a head start for completing my research project.

Objectives of the Study

The study had the listed objectives;

- To find out the effectiveness of inductive method in teaching English grammar.
- To propose educational implications derived from the study's findings

Research Questions

This study was oriented to find out answer to the following questions;

- What are the effectiveness of inductive method in teaching English grammar?
- How does inductive method of teaching help students in overcoming problems related to voice
- Can the learners be capable to attain understanding of the rule through inductive method?
- What are the pedagogical implications of effectiveness of inductive method in teaching English grammar?

Significance of the Study

After this research is carried out, there are many benefits we can gain. The direct help would be to those who are always engaged in English language teaching learning activities. Apart from English language teachers, textbook designers, curriculum designers, ELT practitioners, etc. who are involved in carrying out researches would be benefitted too. The main benefits would go to the teachers who want to teach grammar efficiently to students as this thesis research is concerned over the use of inductive method in especially in grammar teaching. Those would be benefitted who are curious for using new methodologies in grammar teaching. Students who are learning English in schools/ colleges can also get favoured through the carried out research that it would help them to know about effectiveness of inductive method in English voice teaching, so that they could use inductive method while teaching in future.

After the research is carried out many teachers, learners, educational experts, book publishers, syllabus designers, students, language learners as well as ELT practitioners are supposed to be benefitted. This research work is done to check the inductive method's effectiveness in English voice teaching and it is more significant in a sense that it would definitely help to lead English grammar understanding to different level.

Delimitations of the Study

This research consisted of the following delimitations;

- This study was limited to a single community secondary school of Makawanpur district.
- It was limited to teaching voice of English grammar i.e. active and passive voice.
- Among, many teaching methods, it was limited to inductive method.
- The population of this study was class seven students.
- Only 32 students were selected for the research.
- The duration of teaching was only four weeks.
- Pre – test and post – test were taken and the scores were analysed and interpreted to dig out the findings.

Operational Definition of the Key Terms

Some terms used in this research has varying meanings. So, some terminologies used in this research work can be defined as follows:

Deductive Method: In this research ‘Deductive Method’ refers to the method that starts from structures and is followed by examples.

Effectiveness: The word ‘Effectiveness’ in this study refers to the impact or influence of inductive method in solving problems related to active and passive voice.

Experimental research: In this research ‘Experimental Research’ refers to the method of research which was used in the research. It was only used in experimental group to determine the effectiveness of inductive method in teaching English voice (active and passive voice).

Holistic Comparison: In this research ‘Holistic Comparison’ is the comparing technique used to analyse the effectiveness of inductive method in teaching English voice. Furthermore, it is used to compare the result of controlled and experimental group in pre - test and post - test.

Inductive Method: In this research ‘Inductive method’ refers to the way of teaching English voice (active and passive voice) first by examples and later students derive rules from them.

CHAPTER TWO

REVIEW OF RELATED LITERATURE AND CONCEPTUAL FRAMEWORK

Conducting a literature review is a crucial task for any research project. It is an essential component of the research process, contributing significantly to nearly every operational stage. The present chapter explains the existing theoretical literature related to the present study for the purpose of finding out what have been studied and how those research works become helpful to this present study. The relevant literature and thesis have been reviewed in this section.

Review of the Theoretical Literature

Here, I have made an attempt to explore on the theoretical areas of my research work. Some relevant theories that are contributing to my research work are discussed below:

The Need of English in Nepal

The need of English language has grown in Nepal in other sectors. Jha (1989, p.76) stated the goal of teaching English in Nepal is to equip learners with the ability to communicate with English speakers and to acquire knowledge, ideas, skills, and techniques shared both formally and informally through the English language.

English medium is prevailing in science, engineering, medicine, and technical institutes, etc. As Malla (1977, p. 16) mentioned that English, on the one hand, is used as a library language to have an access to textbooks, lectures, and journals and, on the other hand, as a language to express one's thoughts and ideas in written and academic

exercise. Economically, English has become essential for promoting tourism and international trade in Nepal.

Most parents prefer to enroll their children in English – speaking schools. Students who do not have the opportunity to attend such schools often choose to join language institutes to enhance their English proficiency. Both high school and college graduates seek to improve their English skills, either to pursue higher education abroad or to begin a career in an international environment.

English Grammar Teaching

According to American Heritage Dictionary of the English Language grammar means: - The study of how words and their component parts combine to form sentences. -The study of structural relationships in language or in a language, sometimes including pronunciation, meaning, and linguistic history. -The system of inflections, syntax, and word formation in a language. -The implicit set of rules in a language that allows for the generation of all possible sentences. -A prescriptive set of rules outlining the current standard of usage for teaching or reference purposes. – Writing or speech evaluated according to these rules.

In our country Nepal many government as well as private schools started teaching English grammar from a separate book than regular English books. It is because of the highest value of English grammar in English language learning. Without learning the grammar of the target language none can achieve or build the language competence. As learning has become the burning desire of today's world we must provide correct form of grammar to the learners. Doing such thing requires a best plan with best teaching technique. Grammar instruction has a great value in language teaching. Thurnbury stated “Research suggests that learners who receive no

grammar instruction are at the risk of fossilizing sooner than those who receive.”(1999, p. 16).

Benefits of Teaching Grammar

Grammar teaching holds significant value in the field of English language instruction. As the foundation of English language, grammar is not acquired naturally but must be explicitly taught. Grammar functions at the sentence level, governing syntax or permissible word orders, and at the sub – sentence level, ensuring elements like number and person agreement between subject and verb. Although certain students may possess a more analytical learning approach than others, it is imperative for anyone aiming to use English precisely and fluently to receive instruction in grammar rules. Like any other subject, students will likely learn grammar at different rates. In summary, teaching grammar is essential in English language education.

Zhang (2009, p186-187)

Learners need to learn grammar for practical and instrumental purposes for general and specific purpose. Teaching grammar is beneficial for language learning because it serves as a tool to improve the mastery of language. Students can find an intrinsic interest in grammar. The study of grammar is necessary to learning to use a language. It is better for the learners to study grammar individually and independently than as a part of the classroom. It is beneficial for participants of classroom interactions. Engaging in activities for enjoyment and gaining general knowledge is advantageous.

Ways of Teaching Grammar

Among the various approaches to teaching grammar, the inductive and deductive methods are particularly popular. These two techniques differ significantly from each other. In the deductive method, students learn the rules and receive detailed information about the target language, which they then apply when using the language. Conversely, in the inductive method, students are not directly taught grammatical or other rules but are encouraged to infer these rules through their experiences with the language. This method involves presenting students with numerous examples, allowing them to discern the underlying rules on their own. In contrast, the deductive method involves explicitly teaching the rules to the students. These two ways of English grammar teaching are described below.

Deductive Way of teaching

Deductive way of teaching grammar is derived from deductive approach. It is a rule-to-language use approach. Thornbury (1999, p. 29) while describing the process of deductive approach said, "A deductive approach starts with the presentation of a rule and is followed by examples in which the rule is applied". The main goal of this approach is to help learners possess explicit knowledge of the target language. To quote Richards et al. (1985, p.73), "Language teaching methods which emphasize the study of grammatical rules of a language (for example, Grammar Translation Method) make use of the principle of deductive learning". Likewise, Brown (1994, as cited in Sharma and Phyak, 2008, p.167) states deductive reasoning is a movement from generalization to specific instances: specific subsumed facts are inferred or deduced from a general principle."

It is an academic and scholarly approach to grammar teaching. Deductive way of language teaching is to traditionally associate with Grammar-Translation method. In this way, lesson starts with explanation usually in the learner's mother tongue of a grammar point. So, this method develops learner's linguistic competence rather than functional communicative skills. It is an old method but not outdated. According to Thornbury (1999, p.29), the deductive approach involves the following steps pr procedures:

- a. Presenting rules
- b. Describing and explaining rules
- c. Providing examples
- d. Explaining underlying rules, often using the mother tongue
- e. encouraging students to practice the rule orally or in writing
- f. Contrasting differences between the mother tongue and the target language areas.

Advantages of Deductive Method

This method includes following advantages:

- i. It is direct and efficient, making it a time – saving approach.
- ii. It honours the intelligence and maturity of many adult learners, recognizing the importance of cognitive processes in language acquisition.
- iii. It is useful for students having analytical learning style.
- iv. It allows the teacher to deal with language points.

- v. The grammatical questions can easily be learned by the learners.

(Thornbury, 1999, p.30)

The disadvantages of a deductive method

Beginning a lesson with a grammar presentation can be focusing for some students, particularly younger ones who may lack sufficient language skills to grasp the rules. This method often leads to a teacher – centered, lecture – style classroom where students remain passive. The teacher's explanations tend to dominate, reducing students' involvement and interaction. This approach fosters the misconception that learning a language is merely about knowing the rules. N.A. Abdugarimova (2021, p.373)

Inductive Way of teaching

Inductive way of grammar teaching grammar is derived from the inductive approach. Inductive approach starts with the presentation of some examples from which learners have to infer rules. Richards et al. (1999, p.241) emphasized “natural communication rather than formal study of grammar rule.” From the above definitions, it can be said that inductive way of teaching is such kind of way of teaching grammar, in which, the sentences are presented and practiced orally and in writing and students have to discover the rules from the example.

Likewise, in the words of Richards et al. (1985, as cited in Sharma and Phyak, 2008, p.169), “In inductive learning learners are not taught grammatical or other types of rules directly but are left to discover or induce structures from their experience and assessments of using the language.”

It often involves a lot of examples to encourage learners to see the pattern of usages. In this approach, learners study and from these examples they derive an understanding of the rules. It is rule-discovery or rule-governed creativity approach. This approach is identified with the experimental methods such as direct method, situational language teaching and discovery learning.

Thornbury (1999, p.49) gives some typical stages of inductive method for teaching grammar. At first examples should be presented. The next process is to analyse examples orally or written. Then the principles/rules will be derived. Then rules will be more generalized out of the previous activity. Then the oral/written practice will be done. Finally the application or verification of the rules from the exercise.

Disadvantages of inductive method

The inductive method has several disadvantages. It can mislead students into thinking that discovering rules is the main goal of language learning, rather than a tool for understanding. Additionally, the time spent figuring out rules might reduce the time available for practicing them productively. This method also demands a creative and well-prepared teacher, placing significant pressure on lesson planning. Furthermore, students might derive incorrect rules, or their interpretations could be too broad or too narrow in application.

Advantages of Inductive Method

Some of the merits of inductive method are:

- i. It is more communicative.

- ii. The inductive method, which follows the theory "from example to generalization," is highly effective for classroom teaching.
- iii. It is a student-centered method.
- iv. It includes problem-solving activities.
- v. It develops students' self-reliance and autonomy.
- vi. Rules discovered by them are more meaningful, memorable, and serviceable. (Thornbury, 1999, p.54)

Review of Empirical Literature

A number of researches have previously been carried out related to teaching methods, teaching materials and teaching grammar. These researches conducted by many Scholars are reviewed follow which enlighten me to make this research.

Poudel (2011) carried out a research entitled "Effectiveness of inductive method in teaching causative verbs" which was an effort to find out the effectiveness of teaching grammar through inductive method. It had been carried out practically. Thirty students studying in grade ten from Pharping Higher Secondary School, Kathmandu were the sample population for this work. Before starting the class, the students were pre-tested to determine their proficiency level in causative verbs. After the researcher had analyzed the scores of pre – test, researcher had started real teaching and administered progress test in the interval of five days. After teaching for 20 days, the post-test was undertaken using the same pre-test items. After that the researcher had analyzed the results of pre-test, progress test and post test to assess the

effectiveness of inductive method in teaching causative verbs. The findings of this study show that teaching causative verbs through inductive method is effective.

Dhami (2014) conducted a research entitled “Effectiveness of Explicit over Implicit Learning while Teaching Grammar” that tried to find out which way of giving instructions namely: explicit instruction or implicit learning is better to teach grammar. It included both ways of teaching while experimenting. The data was gathered from the classroom experiment conducted in grade xii. Students were divided into experimental group and controlled group. The subjects were selected on the basis of equal level of performance in their pre-test. It was found out that explicit way of teaching outperformed the implicit way of learning as the students were aware about the language function before they encounter the grammatical structure.

Karki (2015) conducted a research entitled "Techniques used in teaching grammar at lower secondary level" to explore the existing techniques used in teaching grammar at lower secondary level. In order to carry out this research, she had used non-random judgmental sampling procedures to select five teachers from five government-aided schools in Syangja district. The tools applied for data collection included an observation checklist and note - taking. The data obtained was analyzed descriptively and interpreted using basic statistical tools. After the interpretation of the raw data obtained from the teachers, it was found that the teachers are using many techniques for teaching a single grammatical item. Similar to deductive and inductive teaching methods, various techniques such as lecturing, explaining, illustrating, demonstrating, group/pair, task-based learning, discovery learning, teaching through text, elicitation and incorporating fun and games are used in grammar instruction. There is the vast majority to use illustration and task-based techniques in grammar

teaching (i.e. 87.5% classes). Similarly, teaching through text and using lecture/explanation techniques were among the most commonly used methods, while deductive teaching, discovery and demonstration techniques were the least utilized. Classroom interaction revealed that students particularly enjoyed learning through task-based activities with fun and games.

Regmi (2015) carried out a research entitled “Role of Inductive Method in Teaching English Prepositions” was an attempt to find out the role of inductive method in teaching English prepositions. To achieve the research objectives, the researcher employed a purposive non-random sampling method for selecting the sample. Primary data was collected from the thirty students at Shree Nawa Kiran Vidya Mandir School in the Jhapa district. The researcher created test items and administered them to these thirty students. Both pre – test and post – test were conducted. The results of the pre - test and post test were analyzed to determine the role of inductive method in teaching English prepositions. The average score of the students on the pre- test compared with the average score of students on the post-test was highly increased. The study's findings indicate that using inductive method to teach prepositions is both effective and beneficial.

Sanba (2017) conducted a research entitled "Teachers' perceptions on the use of inductive technique in teaching present tense" to seek out the use of the inductive technique for the present tense while teaching at the secondary level of the school. In order to carry out his research, he had used non – random judgmental purposive sampling strategy to select the thirty teachers from ten government aided and twenty non – government aided schools of Lalitpur. The tool, which he had applied for the data collection, was questionnaire. He had calculated and elaborated the obtained information descriptively using the simple statistical tools of the data interpretation.

His work has shown that the teachers are using the inductive teaching rather than the deductive methods. This carried out research had displayed that the inductive technique is useful, effective, beneficial, advantageous, interactive, communicative and contextual for the teaching present tense of the grammar in the English language teaching.

Karki (2018) conducted a research titled "Effectiveness of Video-Based Teaching for Improving Listening Skills" intended to evaluate the impact of using videos in teaching listening skills. It was conducted at Janata Higher Secondary School in Jhapa, where forty students were purposefully selected as participants. After administering a pre-test to gauge their initial listening abilities, the students were divided into two groups: an experimental group exposed to video-based teaching and a control group taught with audio-only methods. Following one month of instruction, both groups took a post-test, and the average scores were analyzed and compared with their pre-test scores. The data analysis revealed that teaching through videos significantly enhanced students' listening skills compared to traditional audio-only methods.

Yadav (2018) operated a research titled as "Novice Teachers' Experiences and Perceived Challenges in Teaching Grammar" aimed to explore the experiences of novice English teachers and the challenges they face in teaching grammar. The study used purposive non-random sampling to select forty secondary-level novice English teachers from twenty different schools in the Siraha district. Data were collected using a questionnaire and analyzed using descriptive and interpretative methods, employing simple statistical tools like frequency counts and percentages. The results indicated that novice teachers used a variety of methods to teach grammar, including presenting

rules and structures, conducting pair and group activities, using textbook exercises, and providing texts for grammar practice. More than 70 percent of the teachers reported challenges in engaging students in pair and group work, role play, and simulations, as well as in providing appropriate materials and contextualizing grammar to address errors. They also faced difficulties in applying skills learned during their college education, managing students' use of their mother tongue, selecting and using supplementary exercises, managing classroom practice tasks, and implementing inductive activities in their teaching.

Basnet (2019) carried out a research titled as “Effectiveness of games in teaching vocabulary in grade five” with an objective of figuring out the effectiveness of games to teach vocabulary. It was an experimental sort of research. The researcher had selected twenty students of grade of as sample population belonging to Nawayug Shikshya Niketan Secondary School located at Kanakai – 1, Durgapur in Jhapa district Nepal. The researcher considered test items as the primary tool for data collection. Firstly, the researcher administered a pre – test to observe the existing competence of the students. After that, she divided the students into two different groups; experimental and controlled groups utilizing non – random sampling procedure. Then, she took twenty eight classes applying language games for experimental group but traditional way for controlled group and administered post – test to obtain their achievement after the entire classes. The findings were compared between the both groups. According to her study, it had been found that students from experimental group portrayed better result than the students in controlled group that clarifies the use of language games used for vocabulary teaching is far better than traditional lecture method.

Chaudhary (2022) executed a research entitled "Techniques Used by English Teachers in Teaching Grammar at Grade Twelve" aimed to identify the methods employed in grammar instruction. The primary objective was to explore the specific techniques utilized by English teachers at the twelfth-grade level. This study adopted a qualitative research methodology and selected four participants from both public and private schools in the Kathmandu district through purposive sampling. Data were collected using diary writing as the main tool. The collected data were then analyzed and interpreted using a thematic approach. The study's findings revealed that several techniques can be effectively applied in teaching grammar, including awareness, controlled drill, illustration, free discourse, meaningful practice, and discourse composition. Specifically, awareness was used to introduce lessons, illustration for presenting and explaining content, and controlled drills for practicing lessons introduced through the awareness technique. For free practice, guided meaningful practice was employed. It was observed that all teachers consistently used awareness, illustration, controlled drills, and guided meaningful practice in their grammar instruction.

Dhital (2022) presented a research study entitled "Classroom management in teaching of grammar: a case of Banke district" aimed to find out the ways of classroom management in teaching of grammar lessons in community schools. She had sampled two secondary level ELT teachers by using purposive non – random sampling procedures from two different community schools of Banke district. She had observed and evaluated 20 classes (i.e. ten of each teacher) of selected ELT teachers using classroom observation guidelines. She had adopted the ethnographic research design. The main research tools for data collection were classroom observation and unstructured interview. Her study depicted that classroom was not well managed

physically and psychologically due to the lack of physical facilities, teaching materials and poor condition of furniture. The research explored the fact that the teachers have been facing multiple challenges while teaching grammar such as; lack of proper arrangement of desk and benches, noisy classes, opportunity of trainings, misbehavior of students and poor condition of the school building.

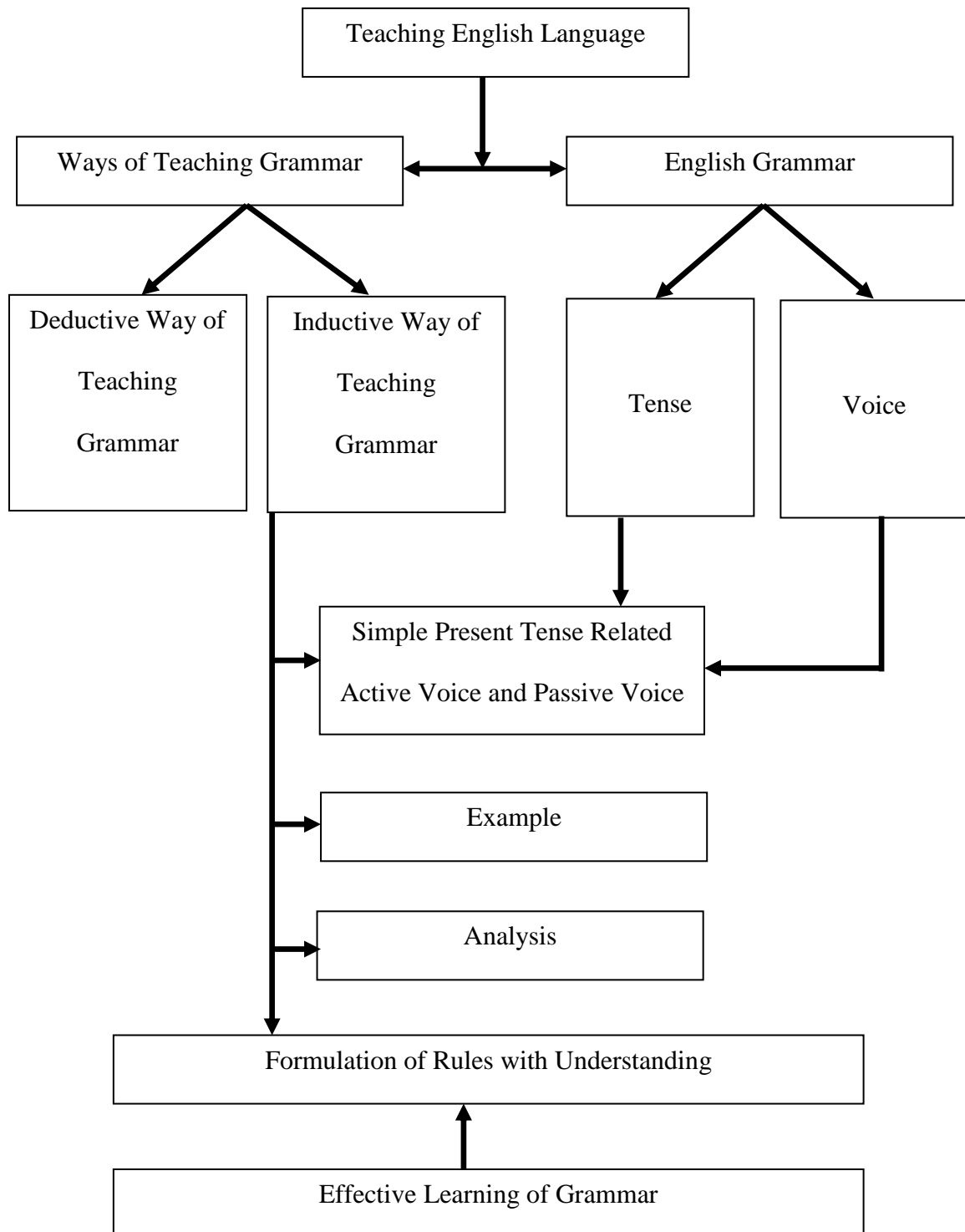
Implication of the Review for the Study

We can't separate literature review from research writing. It is one of the crucial parts of research. It surprisingly helps in conceptualizing research problem, research process, research design, methodological tools and so on. These reviews have given me some insights on the concept of using inductive method in English grammar teaching, the techniques used in grammar teaching and challenges faced in it by English language teachers as well as grammar teaching in Nepalese context. I am benefitted from the works of Chomsky (1957), Kathari (1990), Brown (1994), Richards et al. (1999), Crystal (2004), Cowan (2009), Zhang (2009), Abdulkarimova (2021). With their helps I had conceptualized the understanding of grammar teaching, importance, approaches, challenges and techniques in teaching English grammar and ways of teaching grammar. These including Thornbury's work (1999) especially helped me to understand the empirical ideas related to my research as these ideas are related to teaching English grammar.

Among the ten reviews all of them were conducted on the teaching grammar using different methods specially inductive and deductive way of teaching in the department of English education. These studies are somewhat related to my research. Particularly, the study of Regmi (2015) helped me in getting the idea how to use inductive method of teaching technique. From the study of Dhital (2022) and Dhimi (2014) I learnt

some lessons of teaching grammar effectively. Similarly, the work of Karki (2015) provided me with an insight to prepare teaching methodology. For the methodology for my research, Yadav's (2018) thesis work helped a lot. Likewise, the work of Paudel (2011), Sanba (2017), Karki (2018), Basnet (2019) and Chaudhary (2022) widened my knowledge on effectiveness of different approach in teaching English grammar and all of these reviews motivated me in writing this research. These scholars' research papers to some extent aided me on the identification and selection of the different topics such as research questions, research tools, research design, and research methodology and so on.

Conceptual Framework



In this framework simple present tense related active voice and passive voice are taught using inductive method of teaching English grammar

CHAPTER – THREE

METHODS AND PROCEDURES OF THE STUDY

This chapter contains research methodology. Some of them are described over the sub - topics like design and methods of the study, population sample and sampling strategies, study area/field tools for data collection, data collection procedure and procedures of data analysis and interpretation. The methods employed in the research writing process are detailed here.

Design and Method of the Study

A research design is essential as it ensures the smooth execution of various research activities, maximizing information while minimizing the expenditure of effort, time, and money. Having a research design or plan before data collection and analysis is crucial for any research project. It involves advance planning of the methods for collecting relevant data and the techniques for analyzing it, considering the research objectives and the available resources, including staff, time, and budget. Kathari (1990, p32)

There are several research designs which can be used to find out answer of several problematic questions. There are so many research designs to follow such as experimental, survey, historical, ethnographic, case study, action research etc. and so on. I had followed the experimental research design among them.

An experimental research design is a framework of protocols and procedures established to conduct experimental research using a scientific approach with two sets of variables. In this framework, the first set of variables remains constant to measure the differences in the second set. A prime example of experimental research methods

is quantitative research. This approach assists researchers in collecting essential data to make informed research decisions and to ascertain the facts of a study. Enago Academy (2023).

Population, Sample and Sampling Strategies

The population of this study included all seventh – grade students from the Makawanpur district. The sample comprised all thirty – two seventh – grade students from a community school. Both the school and the sample size were selected using a purposive non - random sampling method.

Study Area/Field

The study area of my research work was Hetauda, Makawanpur. Likewise, the field of the study was related to the teaching grammar (active and passive voice) through inductive method.

Tools for Data Collection

Tools are regarded as essential components of any research study. In this research, several grammatical items related to active and passive voice from the textbook of grade seven were collected. They were taught through the use of inductive method and a set of test items was prepared. And it was used as the main tool for data collection. The test items were worth a total of thirty marks, I administered both a pre – test and a post – test to gather the necessary information.

Data Collection Procedures

Initially, I visited the selected school, explained the purpose of my experiment to the principal, and requested permission to proceed. After gaining approval, I spoke with the relevant subject teacher to seek their support. In coordination with the principal and the subject teacher, we scheduled the period for conducting the experimental research. I then selected several grammatical items related to active and passive voice from the textbook and created a short list of topics to teach.

To assess the students' initial proficiency in these grammatical items, I administered a written pre-test. Based on their individual scores, I formed two groups (experimental and control) using a non-random sampling procedure. Both groups were taught simultaneously for four weeks. After this period, I administered a post-test to evaluate their progress. The scores from the pre – test and post – test for both groups were analyzed individually and then compared to determine the effectiveness of the inductive method for teaching English grammar related to active and passive voice.

Data Analysis and Interpretations Procedures

There is not an only way to analyse and interpret the collected data. Research conducted in a qualitative way can be analysed and interpreted through descriptive way. On the contrary, the data collected through quantitative research can be analysed and interpreted through using simple statistical tools. Sometimes the collected data can be discussed and analysed in both descriptive way and statistics tools. In this research, both descriptions and statistical tools and tables were used to analyse and interpret the collected data using appropriate language.

Ethical Considerations

Ethical issues are a serious concern for all the researchers. In this research study, the principal, the subject teacher and the students who participated in the experiment were convinced not to reveal their schools and their own names. The names of participants were replaced with English alphabets like A, B, C, and so on.

CHAPTER FOUR

ANALYSIS AND INTERPRETATION OF DATA

Analysis of Data and Interpretation of Results

Analysis and interpretation of the data is included in this chapter four. The primary objective of this thesis was to determine the effectiveness of the inductive method in teaching English voice. To achieve this, I first administered a pre-test to assess the students' initial competence. Based on the results, I divided them into two groups: an experimental group and a control group. At last, after teaching them separately in different contexts as experimental and controlled groups, I applied the post - test. Their results in different tests were tabulated as well as transferred into percentage to examine and compared the proficiency level using holistic and item – wise comparisons.

The first, holistic comparison summarizes the general performance of the students in experimental group and the controlled group. Likewise, the next, item wise comparison is divided into the following six sub – headings:

1. Choosing the best answer
2. Filling the blanks
3. Matching items
4. Writing correct and incorrect
5. Changing into passive voice
6. Changing into active voice
7. They are broadly described below

Holistic Comparison

The results of the pre-test and post-test of the experimental and controlled groups have been compared for the purpose of comparison. Thirty – two, seventh - grade children, are split into two groups. A total of sixteen kids make up each group. This is how the comparison is made:

Table 1

Performance of Experimental and Control Group in Pre – Test and Post – Test

Group	Experimental	Control
No. of Students	16	16
Full Marks	30	30
Total Marks	480	480
Marks Obtained	132	138
Average in Pre – Test	8.25	8.62
Total Marks	480	480
Marks Obtained	371	239
Average in Post – Test	23.19	14.94
Differences	14.94	6.32

According to the aforementioned table, the experimental group had an average pre-test score of 8.25 and a post-test score of 23.19. The average increase for the experimental group is 14.94. The controlled group, on the other hand, received an average pre-test score of 8.62 and a post-test score of 14.94. Here, the control group's post-test average score climbed by 6.32. Students in the experimental group had advanced by 14.94, according to the data. It is a result of inductive learning in the classroom. This development has not occurred in the control group. This proves that the inductive method of teaching grammar works in a better way.

Table 2

Differences of Average Score of Both Groups in each Category

S.N.	Types of Test Items	F.M.	Experimental Group	Control Group	Differences
1.	Choosing the best answer	5	3.94	2.5	1.44
2.	Filling the blanks	5	4.06	2.06	2
3.	Matching items	5	4.62	4.25	0.37
4.	Writing correct or incorrect	5	3.63	2.56	1.07
5.	Changing into passive	5	3.44	1.75	1.69
6.	Changing into passive	5	3.5	1.81	1.69
	Average Total	30	23.19	14.93	8.26

The table shows an overall comparison of each category's Experimental group and Controlled group. This reveals that the Experimental group's average score grew

from the Pre – test to the Post –Test by 23.19, whereas the Controlled group's score increased by 14.93 at the Post-Test. It demonstrates that the average score for the Controlled group was lower than for the Experimental group Due to the advantages of employing the inductive method, the Experimental group learned more effectively, leading to an average score of 8.26 We might conclude from this that teaching English grammar effectively uses the inductive method.

Item Wise Comparison

In this section, six types of different test items are compared.

Result of Choosing the Best Answer

This is one of the test items that the researcher included in both the pre – test and post – test. It was worth a total of five marks.

Table 3

Score Obtained in Choosing the Best Answer

Group	Experimental	Control
Total Score in Pre – Test	21	19
Average Score in Pre – Test	1.31	1.18
Average Percentage in Pre – Test	26.25	23.75
Total Score in Post – Test	63	40
Average Score in Post – Test	3.94	2.5
Average Percentage in Post – Test	78.75	50
Difference in Average Score	2.63	1.32
Difference in Average Score Percentage	52.5	26.25

The table displays the pre-test and post test performance of the students in the Experiment group and Controlled group. It demonstrates that the Experimental group improved by an average of 52.5 percentage points between the Pre – test and Post - test, scoring 3.94 out of a possible 5 full marks on average. The Controlled group, on the other hand, received an average score of 1.18 in the pre-test and 2.5 in the post-test, an increase of 26.25 average percentage. It implies that teaching English grammar effectively involves employing inductive techniques, such as selecting the best response.

Result of Filling the Blanks

This is one of the test items which the researcher has included in pre-test and post-test items. They totally carried out five marks. Each item contains one mark.

Table 4

Score Obtained in Filling the Blanks

Group	Experimental	Control
Total Score in Pre – Test	20	20
Average Score in Pre – Test	1.25	1.25
Average Percentage in Pre – Test	25	25
Total Score in Post – Test	65	33
Average Score in Post – Test	4.06	2.06
Average Percentage in Post – Test	81.25	41.25
Difference in Average Score	2.81	0.81
Difference in Average Score Percentage	56.25	19.25

The table displays the pre-test and post test performance of the students in the Experiment group and Controlled group. It demonstrates that the Experimental group improved by an average of 56.25 percentage points from their pre-test average of 1.25 out of a possible 5 full marks to their post-test average of 4.06. The Controlled group, on the other hand, received an average score of 1.25 in the pre-test and 2.06 in the post-test, with an increase of 19.25 average percentage. It implies that teaching English grammar effectively uses the inductive method.

Result of Matching Items

This is one of the test items that the researcher included in both the pre – test and post – test. It was worth a total of five marks. Each item contains one mark.

Table 5

Score Obtained in Matching Items

Group	Experimental	Control
Total Score in Pre – Test	48	52
Average Score in Pre – Test	3	3.25
Average Percentage in Pre – Test	60	65
Total Score in Post – Test	74	68
Average Score in Post – Test	4.62	4.25
Average Percentage in Post – Test	92.5	85
Difference in Average Score	1.62	1
Difference in Average Score Percentage	32.5	20

The table displays the pre-test and post-test performance of the students in the Experiment group and Controlled group. It demonstrates that the Experimental group improved by an average of 32.5 average percentage from the Pre-test score of 3 out of a possible 5 full marks to the Post-Test score of 4.62. The Controlled group, on the other hand, received an average score of 3.25 in the pre-test and 4.25 in the post-test, an increase of 20 average percentage. It implies that the inductive method of teaching English grammar at the lower secondary level is actually successful.

Result of Writing Correct or Incorrect

This is one of the test items that the researcher included in both the pre – test and post – test. It was worth a total of five marks. Each item contains one mark.

Table 6

Score Obtained in Writing Correct or Incorrect

Group	Experimental	Control
Total Score in Pre – Test	21	24
Average Score in Pre – Test	1.31	1.5
Average Percentage in Pre – Test	26.25	30
Total Score in Post – Test	58	41
Average Score in Post – Test	3.63	2.56
Average Percentage in Post – Test	72.5	51.25
Difference in Average Score	2.32	1.06
Difference in Average Score Percentage	46.25	21.25

The table displays the pre-test and post-test performance of the students in the Experiment group and Controlled group. It demonstrates that the Experimental group improved by an average of 46.25 percentage points between the Pre-test score of 1.31 and Post-Test scores of 3.63 out of a possible 5 complete marks. In contrast, the Controlled group scored an average of 1.5 on the pre-test and 2.56 on the post-test, an increase of an average of 21.25 percentage points. This proves that the inductive approach to teaching English, like selecting the right and wrong response, is effective.

Result of Changing into Passive

This is one of the test items which the researcher has included in pre-test and post-test items. They totally carried out five marks. Each item contains one mark.

Table 7

Score Obtained in Changing into Passive

Group	Experimental	Control
Total Score in Pre – Test	11	10
Average Score in Pre – Test	0.69	0.63
Average Percentage in Pre – Test	13.75	12.5
Total Score in Post – Test	55	28
Average Score in Post – Test	3.44	1.75
Average Percentage in Post – Test	68.75	35
Difference in Average Score	2.75	1.12
Difference in Average Score Percentage	55	22.5

The table displays the pre-test and post-test performance of the students in the Experiment group and Controlled group. It demonstrates that the Experimental group scored an average of 0.69 out of a possible five complete marks in the Pre-test and 3.44 in the Post-Test, an increase of an average of 55 percentage points. The Controlled group, on the other hand, received an average score of 0.63 in the pre-test and 1.75 in the post-test, an increase of 22.5 average percentage. This proves that the inductive technique of teaching English grammar, which converts active sentences into passive, is effective.

Result of Changing into Active

This is sixth from the test items. Here, the researcher has included five question items.

Table 8

Score Obtained in Changing into Active

Group	Experimental	Control
Total Score in Pre – Test	11	13
Average Score in Pre – Test	0.69	0.81
Average Percentage in Pre – Test	13.75	16.25
Total Score in Post – Test	56	29
Average Score in Post – Test	3.5	1.81
Average Percentage in Post – Test	70	36.25
Difference in Average Score	2.81	1
Difference in Average Score Percentage	56.25	20

The table displays the pre-test and post-test performance of the experiment group and the control group's students. It demonstrates that the Experimental group improved by an average of 56.25 average percentage, earning an average score of 0.69 out of a possible five full marks in the Pre-test and 3.5 in the Post-Test. The Controlled group, on the other hand, had an increase of 20 average percentage points between their pre-test and post-test average scores of 0.81 and 1.81, respectively. It implies that the inductive technique is efficient for teaching English grammar, such as switching to the active voice.

Error Improvement of the Students

1. Choosing the best answer

In the first question students were asked to choose the best alternatives from the multiple choice options. Most of the students in experimental group committed error in changing the time adverbial 'Yesterday'. They should have written 'the day before or the previous day' but the controlled group students corrected such mistakes improving their competence. Their common errors were also committed when they didn't remove vague pronouns (i.e. 'Someone', 'Nobody', etc.) from the passive forms. But both experimental and controlled group students improved this error with easy effort in the post – test.

2. Filling the blanks

This second number question was answered with great errors in pre – test as well as in post – test. They didn't get correct answers in the first question, ' He _____ given some assignments by his teacher (had/ has/ have/ was), where the correct answer is 'was', but most of the students used 'has'. They were unable to realize the

agent (doer) and the work. Similarly in the third question, ' A snake _____ killed yesterday by you (is/ are/ was/ were)', they wrote is without checking the time. The word 'Yesterday' is used for past and the correct answer is 'was'. The students in the controlled group were highly correct in this same question whereas the students from experimental group were found struggling in the same question again.

3. Matching items

Matching active sentences with passive sentences was asked as the third question and many students were found solving it easily. Despite all, a few students were partly making the error in few questions. They had carelessly selected wrong answers.

4. Writing correct or incorrect

In the same way, finding correct or incorrect statement was asked in question number four. Few of the students from experimental group made mistake in choosing correct active or passive form of the sentences. In the second question the passive form of 'He lost his phone' was given like 'His phone had been lost by him'. Most of the students in the experimental group did error in pre – test like was the situation of the controlled group students. Later they refined their mistake in the post - test when they faced inductive method teaching technique. When they were taken post – test controlled group students outperformed comparatively than that of the performance of experimental group.

5. Changing into passive

This question number five had become the most difficult challenge for the students in both groups. The experimental group total average was 11 where as controlled group total average was 10 out of 80. Their problem over using vague

pronoun while changing into passive still continued in these questions too. But after the classes of voice using inductive method the students in experimental group were found improved in their task. They corrected many problems like these.

6. Changing into active

In last question changing the passive into active was asked. Almost all of the students had made mistake in solving this six number question. Most of them made error while changing the passive sentence 'You were not reminded about the meeting', into active. They were confused mostly because of no clear agent was given by the question. After the post – test many students in the experimental group were found less erroneous than controlled group. But it had been corrected, after the use of inductive method of teaching grammar, in the post – test.

CHAPTER FIVE

FINDINGS, CONCLUSION AND RECOMMENDATIONS

Findings

This study's main objective was to assess the efficiency of the inductive technique for teaching English grammar at the lower secondary level. In this study, two groups received voice instruction over the course of four weeks with the same goals and the same materials, with the exception of the teaching approach. In contrast to the experimental group, which was taught using the inductive method, the control group received instruction through the traditional explanation methodology. Before and after the actual teaching, the pre and post - tests were given. Scores representing the outcomes for both groups were generated and tabulated. After comparing and interpreting the data from the pre and post-tests, I discovered that experimental group performed significantly better than controlled group, which had been taught using the explanation technique. Experimental group had been taught using the inductive method. The following conclusions are therefore taken based on the findings, and a few suggestions are also made.

- The primary goal of the thesis report was to determine the efficacy of the inductive approach teaching methodology in the instruction of grammar, which ultimately proved to be true. Grammar is effectively taught using the inductive approach of instruction.
- The researcher discovered that the employment of the inductive method teaching style is successful in overcoming the issue of quickly selecting the best response from a set of possibilities.

- Overall research indicates that teaching fill-in-the-blanks for grammar using the inductive method is effective. As per the table number 4 the achievement percentage of experimental group (56.25) is more than double when we see the achievement percentage of control group (19.25).
- The researcher also observed the pupils resolving matching item issues.
- The employment of the inductive method as a teaching methodology is shown to be beneficial for correcting erroneous answers. As majority of the students from experimental group found correcting their errors while the control group students are struggling in their progress of error correcting.
- The inductive method teaching style was proven to be effective for teaching lower – secondary English grammar students how to convert active sentences into passive voice and vice versa. It can be seen in the table number 7 and 8 that double achievement differences has been secured by the experimental group in test items like changing into passive from active and changing into active from passive
- Students were able to significantly reduce the number of errors they made in the text - based tasks during the pre - test greatly.

Conclusion

The skills and facets of language are included in its teaching and learning. There are countless methods for instructing grammar. The inductive style of teaching was applied to several of them. In lower secondary schools, we may foster a culture of collaborative learning by using examples as a starting point for students to develop their own norms. The control group received instruction using the deductive method,

while the experimental group received instruction using the inductive method. Upon comparing the results of the pre – test and post – test, it was found that the experimental group outperformed the control group in the post - test. Not only does the experimental group have a higher score, but its error reduction is also very high. In summary, teaching voice in grammar classes can be facilitated and more effective by using the inductive method.

Recommendations

The following suggestions can be made based on the study's main conclusions. Here are several proposals that are clearly founded on policy, practice, and further research.

Policy Related

- This study demonstrates that the experimental group handled the grammar substantially well. Therefore, it is important to emphasise the use of the inductive method when teaching grammar.
- To help teachers concentrate on utilising various teaching methods, the textbook author should offer comments inside the book.
- Programmes or trainings pertaining to the inductive method teaching approach should be conducted by education-related offices so that teachers can have the necessary information for implementing the method correctly.

Practice Related

There are many different ways to teach English grammar. I advise teachers to employ a variety of teaching methods in their classrooms. I wish to recommend this inductive method teaching style based on my research. All English language

instructors are advised to employ the inductive approach as their primary teaching strategy while instructing students in lower – level secondary English grammar.

Further Research Related

Experimental research was used to create this study. It is one way to conduct research, among others. Only the 32 seventh – grade kids from one of the secondary schools in Hetauda - Makawanpur were invited. It cannot be finished by itself because it is done in a certain setting and circumstance and may differ in another setting, circumstance, or period. I thus do not assert that it is finished on its own. Being an exploratory study, it was unable to include more populations. Therefore, more research in this field can be done. I have made an effort to give some suggestions and relevant areas for the study.

Similar studies of this nature can be conducted elsewhere in different schools and districts. Other methodologies can be used to discover the results; this thesis was done utilising an experimental research strategy. For teaching grammar, role – playing, games, comic strips, and other methods can also be employed, and researchers can assess the efficacy of many methods in addition to the inductive method. Action research is a way that researchers can employ to obtain better results. Four weeks were spent conducting this study. Therefore, future research projects may require longer than a month or two to produce more reliable results. Only the voice component of grammar is used to do this. To determine whether this inductive method teaching style is useful in other sorts of grammar topics, the researcher may choose to focus on other grammatical components such as tense, speech, connectives, causative verbs, prepositions, etc.

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APPENDIX - I

Participant Consent Form

Department of English Education

Tribhuvan University

Mr. Sanjaya Basnet (Supervisor)

Department of English Education

Hetauda Campus, Hetauda, Makawanpur

Teaching Voice through Inductive Method and its Effectiveness

1. I have read the Participant Information Statement and talked to the researchers about the study if I wanted to.
2. I got answers to all my questions about the study, and I am satisfied with the answers.
3. I understand that joining this study is completely my choice, and I don't have to participate if I don't want to.
4. I know that I can leave the study at any time before I submit my responses.
5. I understand that my personal information collected during this study will be kept safe and only used for the agreed purposes. My information will only be shared with others if I give permission.
6. I know that the study results may be published, but my name or any details that could identify me will not be included.

I consent to:

Fill the questionnaire:

Yes []

No []

Signature _____

Name _____

APPENDIX – II
QUESTIONNAIRE

School's Name:

FM: 30

Class: 7

PM: 12

Student's Name:

Date:

Attempt all the questions.

1. Choose the best answer from the options

5

- a. Passive form of 'We play football.' Is
 - i. We played football.
 - ii. Football played by us.
 - iii. Football is played by us.
 - iv. Football was played by us.
- b. Passive form of 'They bought a car yesterday.' Is
 - i. A car bought yesterday by them.
 - ii. A car was bought yesterday by them.
 - iii. A car is bought yesterday by them.
 - iv. A car were bought yesterday by them.
- c. Passive form of 'Someone sends me gifts.' is
 - i. Gifts are sent to me.
 - ii. Gifts is sent to me.
 - iii. Gifts sent to me.
 - iv. Gifts were sent to me.
- d. Passive form of 'Nobody invited me in the party.' Is
 - i. I am invited in the party.

- ii. I was invited in the party.
- iii. I were not invited in the party.
- iv. I wasn't invited in the party.
- e. Active form of 'I am called by her.' Is
 - i. She calls me.
 - ii. She call me.
 - iii. She called me.
 - iv. She had called me.

2. Fill in the blanks with the correct answers given in the bracket. 5

- a. He _____ given some assignments by his teacher. (had/ has/ have/ was)
- b. The chair _____ broken. (has/ have/ had/ is)
- c. A snake _____ killed yesterday by you. (is/ are/ was/ were)
- d. Someone _____ my purse. (have stolen/ has stolen/ is stolen/ are stolen)
- e. You often _____ Pokhara. (visit/ visits/ visited/ had visited)

3. Match the given active voice with their passive voice. 5

A	B
a. He completed his work.	i. My shoes are polished by me.
b. She cleans the room.	ii. His work was completed by him.
c. I polish my shoes.	iii. He was bitten by a snake yesterday.
d. A snake bit him yesterday.	iv. A book has been written by us.
e. We have written a book.	v. The room is cleaned by her.

4. Write 'Correct' for the correct statements and 'Incorrect' for the incorrect statements. **5**

- a. The passive form of 'I swim every day.' is 'Swim is done by me every day.'
- b. The passive form of 'He lost his phone.' is 'His phone had been lost by him.'
- c. The passive form of 'People earn money.' is 'Money is earned.'
- d. The active form of 'Meat is eaten by dog.' is 'Dog eats meat.'
- e. The active form of 'She was punished by her teacher' is 'Her teacher punishes her.'

5. Change the following active voice into passive voice. **5**

- a. He phones me daily.
- b. Ram should visit a doctor.
- c. Everybody drink water.
- d. Government must ban alcohol.
- e. Nobody has taken my book.

6. Change the given passive voice into active voice. **5**

- a. Patients are checked by doctors.
- b. America was discovered by Columbus.
- c. The wall has been painted by them.
- d. You were not reminded about the meeting.
- e. Snakes are killed by eagles.

BEST OF LUCK!

APPENDIX - III**ANSWER KEY****School's Name:****FM: 30****Class: 7****PM: 12****Student's Name:****Date:***Attempt all the questions.***1. Choose the best answer from the options****5**

- a. Passive form of 'We play football.' Is
- We played football.
 - Football played by us.
 - Football is played by us.**
 - Football was played by us.
- b. Passive form of 'They bought a car yesterday.' Is
- A car bought yesterday by them.
 - A car was bought yesterday by them.**
 - A car is bought yesterday by them.
 - A car were bought yesterday by them.
- c. Passive form of 'Someone sends me gifts.' is
- Gifts are sent to me.**
 - Gifts is sent to me.
 - Gifts sent to me.
 - Gifts were sent to me.
- d. Passive form of 'Nobody invited me in the party.' Is
- I am invited in the party.

ii. I was invited in the party.

iii. I were not invited in the party.

iv. I wasn't invited in the party.

e. Active form of 'I am called by her.' Is

i. She calls me.

ii. She call me.

iii. She called me.

iv. She had called me.

2. Fill in the blanks with the correct answers given in the bracket. 5

a. He was given some assignments by his teacher. (had/ has/ have/ was)

b. The chair is broken. (has/ have/ had/ is)

c. A snake was killed yesterday by you. (is/ are/ was/ were)

d. Someone has stolen my purse. (have stolen/ has stolen/ is stolen/ are stolen)

e. You often visit Pokhara. (visit/ visits/ visited/ had visited)

3. Match the given active voice with their passive voice. 5

A	B
a. He completed his work.	His work was completed by him.
b. She cleans the room.	The room is cleaned by her.
c. I polish my shoes.	My shoes are polished by me.
d. A snake bit him yesterday.	He was bitten by a snake yesterday.
e. We have written a book.	A book has been written by us.

4. Write 'Correct' for the correct statements and 'Incorrect' for the incorrect statements. 5

- a. The passive form of 'I swim every day.' is 'Swim is done by me every day.'
(incorrect)
- b. The passive form of 'He lost his phone.' is 'His phone had been lost by him.'
(incorrect)
- c. The passive form of 'People earn money.' is 'Money is earned.'
(correct)
- d. The active form of 'Meat is eaten by dog.' is 'Dog eats meat.'
(correct)
- e. The active form of 'She was punished by her teacher' is 'Her teacher punishes her.'
(incorrect)

5. Change the following active voice into passive voice. 5

- a. I am phone daily.
- b. A doctor should be visited by Ram.
- c. Water is drunk.
- d. Alcohol must be banned by government.
- e. My book has not been taken.

6. Change the given passive voice into active voice. 5

- a. Doctors check patients.
- b. Columbus discovered America.
- c. They have painted the wall.
- d. Nobody reminded you about the meeting.
- e. Eagles kill snakes.

APPENDIX - IV**Sample Lesson Plan for Controlled Group**

School's Name:

Class: 7 (Seven)

Teaching items: Voice

Time: 40 minutes

1. Specific Objectives:**At the end of the lesson the students will be able to:**

- i) say the structure of active and passive voice belonging to simple present tense.
- ii) change the given active sentence into passive voice and vice - versa.

2. Teaching Learning Materials:

Daily used materials

3. Teaching activities:

- The teacher enters to the classroom and explains about the structures of active and passive voice structure of simple present tense.
- The teacher teaches how to change the sentences into active and passive through the rules and then examples.
- At last, the teacher will ask the students to learn the structure.

4. Evaluation:

- The teacher will evaluate the students by providing some exercise related to active and passive belonging to simple present tense.

APPENDIX - V**Sample of Lesson Plan for Experimental Group**

School's Name:

Class: 7 (Seven)

Teaching items: Voice

Time:40 minutes

1. Specific Objectives:**At the end of the lesson the students will be able to:**

- i) say the structure of active and passive voice belonging to simple present tense.
- ii) change the given active sentence into passive voice and vice - versa.

2. Teaching Learning Materials:

Daily used materials

3. Teaching Learning Activities:**I. Introduction (5 minutes)**

- The teacher will start with a brief discussion on what students understand about active and passive voice.
- The teacher will provide simple definitions of active and passive voice.

II. Active Voice Example (5 minutes)

- The teacher will write an example sentence in active voice on the board.
For example: "The cat chases the mouse."
- The teacher will ask students to identify the subject, verb, and object.
- Then, she will discuss the structure and characteristics of active voice.

III. Passive Voice Example (5 minutes)

- The teacher will write an example sentence in passive voice on the board.
For example: "The mouse is chased by the cat."

- The teacher will ask students to identify the subject, auxiliary verb, main verb, and agent (if present).
- The teacher will discuss the structure and characteristics of passive voice.

IV. Guided Practice (10 minutes)

- The teacher will distribute a handout with sentences in both active and passive voice in simple present tense.
- The teacher will divide the students in pairs and have them identify whether each sentence is in active or passive voice.
- Then, she will review and discuss the answers as a class.

V. Independent Practice (10 minutes)

- The teacher will provide another set of sentences on the board or as a handout.
- The teacher will ask students to individually categorize them into active and passive voice.
- The teacher will circulate to provide assistance and feedback.

VI. Conclusion and Recap (5 minutes)

- The teacher will review the key points of the lesson, emphasizing the differences between active and passive voice.
- The teacher will ask if there are any questions or if students need further clarification.

Assessment:

- The teacher will provide some exercises to assess students' ability to recognize and differentiate between active and passive voice in simple present tense sentences.

APPENDIX - VI

Score in Pre – test and Post – test of Experimental and Controlled Group

S.N.	Students' Name	Pre – test	Post – test	Differences
1	A	9	17	8
2	B	8	22	14
3	C	10	17	7
4	D	7	23	16
5	E	8	17	9
6	F	9	22	13
7	G	9	15	6
8	H	7	23	16
9	I	6	16	10
10	J	7	23	16
11	K	9	14	5
12	L	8	24	16
13	M	9	14	5
14	N	9	23	14
15	O	9	14	5
16	P	8	23	15
17	Q	6	13	7
18	R	9	25	16
19	S	9	13	4
20	T	9	25	16
21	U	8	13	5

22	V	5	23	19
23	W	9	15	6
24	X	11	25	14
25	Y	9	17	8
26	Z	10	21	11
27	AB	10	16	6
28	CD	8	19	11
29	EF	9	15	6
30	GH	10	25	15
31	IJ	9	13	4
32	KL	8	25	17
	Average Score	8.47	19.06	10.59

APPENDIX - VII

Performance of Experimental Group

S.N.	Students' Name	Pre – test	Post – test	Differences
1	B	8	22	14
2	D	7	23	16
3	F	9	22	13
4	H	7	23	16
5	J	7	23	16
6	L	8	24	16
7	N	9	23	14
8	P	8	23	15
9	R	9	25	16
10	T	9	25	16
11	V	5	23	19
12	X	11	25	14
13	Z	10	21	11
14	CD	8	19	11
15	GH	10	25	15
16	KL	8	25	17
	Average Score	8.31	23.19	14.88

APPENDIX - VIII**Performance of Controlled Group**

S.N.	Students' Name	Pre – test	Post – test	Differences
1	A	9	17	8
2	C	10	17	7
3	E	8	17	9
4	G	9	15	6
5	I	6	16	10
6	K	9	14	5
7	M	9	14	5
8	O	9	14	5
9	Q	6	13	7
10	S	9	13	4
11	U	8	13	5
12	W	9	15	6
13	Y	9	17	8
14	AB	10	16	6
15	EF	9	15	6
16	IJ	9	13	4
	Average Score	8.63	14.94	6.31

APPENDIX - IX**Holistic Comparison**

Group	Experimental	Control
Full marks	30	30
Average in pre – test	8.31	8.63
Average in post – test	23.19	14.94
Differences	14.88	6.31