

**TEACHING ARTICLES IN ENGLISH DEDUCTIVELY AND
INDUCTIVELY**

**A Thesis Submitted to the Department of English Education in Partial
Fulfillment for the Master's Degree in English Education, Surkhet Campus
(Education), Birendranagar, Surkhet**

**Submitted by
Kalu Khadka**

**Faculty of Education
Surkhet Campus (Education)
Birendranagar, Surkhet, Nepal**

2009

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T. U. Reg. No: 35838-94

Campus Roll No: 197/2063/064

Second Year Exam Roll No: 570155

Date of Approval of the


Thesis Proposal: 2066/05/29

Date of Submission: 2066/08/26

DECLARATION

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

Date: 2066/08/23



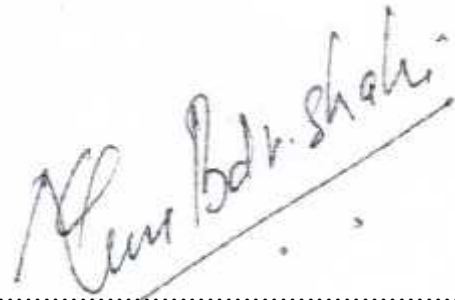
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RECOMMENDATION FOR ACCEPTANCE

This is to certify that **Mr. Kalu Khadka** has worked and completed this M.Ed. thesis entitled "**Teaching Articles in English Deductively and Inductively; A Practial Study**" under my guidance and supervision.

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DEDICATION

Dedicated to
My Parents and Teachers

ACKNOWLEDGEMENTS

I gratefully acknowledge the help and advice of a number of scholars and friends in the preparation of this thesis. I am very much indebted to my thesis guide, **Mr. Nem Bahadur Shahi**, Head of the Department of English Language Education Surkhet Campus (Education), Birendranagar, Surkhet who provided me with continuous guidance, enlightening ideas, valuable suggestions and encouraged me constantly. His co-operative nature and invaluable guidance from the very beginning helped me to complete this work.

I am extremely grateful to **Mr. Vasu Dev Karki** and **Mr. Lal Bahadur Rana** Teaching Assistants of the Department of English Education, Surkhet Campus (Education), Birendranagar, Surkhet. I cannot forget their valuable contributions and encouragement as members of Thesis Guidance Committee, without which this work would not have come out in this shape.


I am grateful to **Professor Dr J.R. Awasthi** for his kind assistance as the Expert of Thesis Evaluation Committee and the Chairperson of English and Other Foreign Languages Education Committee of the Department of English Education, T.U.

I would like to thank **Mr. Tank Prasad Dhakal, Dipendra K.C. , Dipak K. C.** and other friends who personally helped me a lot during the period of thesis writing. I am highly obliged to the Head teacher and staff of Shree Janta Higher Secondary School Pokhara-1, Rukum for providing me with students for experimental classes.

Similarly, my special thanks go to my wife Mrs. **Dipa Khadka**, mother - in-law **Janaki Devi Chapain** and sister - in - law **Mina Chapain** for their direct and indirect help in completing this work.

Lastly, I am thankful to a couple, **Mr. Sunil Kandel** and **Mrs. Prem Kumari Kandel** for the help in the computer work.

Date :2066/08/20



Kalu Khadka

ABSTRACT

This thesis entitled “Teaching Articles in English Deductively and Inductively” is a practical comparative study. The objectives of this study were to find out which method (deductive or inductive) is more effective for teaching articles in English and to point out some pedagogical implications of the findings of this study. The sample population of this study was all the students, i.e. fifty of grade nine studying at Shree Janta Higher Secondary School, Pokhara - 1, Rukum. Two different sets of both objective and subjective test items, having the same difficulty level were prepared for both pre-test and post-test. The students were ranked from the first to the fiftieth position on the basis of the result of the pre-test. They were divided into two groups on the basis of odd-even ranking of the individual scores. Group ‘A’ was taught Inductively and Group ‘B’ was taught Deductively for four weeks. Then a post-test was taken and the results of two tests were tabulated and compared on the basis of that increased percentage. In all types of comparison (itemwise, general, sexwise and contentwise) Group ‘A’ did better than Group ‘B’. Therefore, Inductive Method has been found better and more effective than Deductive one for teaching Articles in English.

This thesis is divided into four chapters. Each chapter, in turn, is divided into sub- chapters. The first chapter includes a brief introductory survey of the related area of the study. It also includes review of the related literature, objectives of the study and significance of the study. The second chapter deals with the methodology adopted during the study. This chapter consists of sources of data, the sample population and sampling procedure tools for data collection, process of data collection and limitations of the study. The third chapter deals with analysis and interpretation of data. The data have been grouped and analyzed under the comparison in general, item wise comparison, content wise comparison and sex wise comparison. The fourth chapter presents findings

which are derived from the analysis and interpretation of data. Finally, some recommendations are made on the basis of the findings of the study. Besides the main chapters, the supportive materials such as : test items, references, lesson plans, name of students and their marks in pre-test and post-test etc. used during the research are presented in the appendices of the thesis.

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LIST OF ABBREVIATIONS

| | | |
|----------|---|---------------------------|
| Gr. | - | Group |
| AV. | - | Average |
| I.Ed. | - | Intermediate in Education |
| Ph. D. | - | Doctor of Philosophy. |
| I.A. | - | Bachelor in arts. |
| i.e. | - | That is |
| P1 | - | Pre- test |
| P2 | - | Post - test |
| D | - | Difference |
| D% | - | Difference in Percentage |
| R. N. | - | Rank Number |
| N.E.S.P. | - | New Education System Plan |
| G. T. | - | Grammar Translation |
| etc | - | etcetera |

CHAPTER ONE

INTRODUCTION

This study is about “Teaching Articles in English Deductively and Inductively.” It is a practical study. This chapter consists of general background, need and importance of the English language in Nepal, ELT situation in Nepal, method of teaching grammar and articles in English, review of the related literature, objectives of the study and significance of the study.

1.1 General Background

Language is a means of human communication through which we share our ideas, feelings, thoughts and emotions. It is species specific or special gift to human beings. It is a social phenomenon used in a society to enhance our relation in the society.

In Verghes' words (1990, p. 9) “Language is a purely human and non-instinctive method of communicating ideas emotions and desires by means of a system of voluntarily produced symbols”. Similarly, Richard et.al. (1999, p. 196) defines language, "As the system of human communication which consists of the structured arrangement of sounds (or their written representation) in to large units, i.e. morphemes, words, sentences, utterances.” This definition verifies that language is a voluntary vocal system of human communication.

It is only the language which distinguishes human beings from other species and keeps relationship among the human beings. It is an integral part of human beings. It connects the soul and communication. Today, science and technology has dramatically changed the world. Language is the spine of modern science and

technology. It is not only the means of communication but also a medium of change the world.

1.1.1 Need and Importance of the English Language in Nepal

English is one of the most important languages which is used as a lingua-franca for international communications. It has its world –wide presence and the speed of spread is un-precedence. It has become an indispensable vehicle for the transmission of modern civilization.

If we look at the media, we find that more than half of the world's newspapers, more than 50% of the scientific and technological periodicals, more than 60% of the world's radio programmers are broadcasted in English and it is also the language of 70% of the world's mail. (Rana, 2008, p.3).

Doubtlessly, it is the master key to the store house of knowledge and it plays the role of a library language in developing countries like Nepal. It is regarded as the language with the largest vocabulary and noblest bodies of literature and medium of communication.

In the context of Nepal, English has been taken as the heart of educational planning. In government aided community school, English is taught as a compulsory subject from one class up to bachelor level. Besides compulsory English course, there are different optional subjects in all the levels. In the school run by a private sector, English is taught form nursery level. All the subjects except Nepali are taught in English. In this way, the English language has become the soul of the whole education system of Nepal.

The importance of the English language learning is increasing day by day. The use of English in Nepalese society has become a marker of culture and civilization. No aspect of Nepalese social life remains unaffected by the ubiquitous impact of English. To ignore English in the present social context is to be out of main stream of social life and such person would be seen as odd and eccentric .Thus, English is a must in Nepal.

1.1.2 English Language Teaching Situation in Nepal

The formal history of English in Nepal starts from the establishment of the first English school named Durbar High School in 1854 A.D. After Junga Bahadur Rana's short visit to Britain, he established this school particularly for the children of the Ranas and had the objective of making the Rana's children know English. With the change of the political system and time, the curriculum has been revised many times to fulfill the communicative need of the learners. Nowadays, English is taught as a compulsory subject from class one up to diploma level.

The teaching of the English language in Nepal has many ups and downs. In the past, it had the problem of selecting the right kind of method for teaching the language.

Before the implementation of the New Education system plan (NESP, 1971 A.D), the Grammar Translation Method was widely used. It mainly focused on grammar, translation and accuracy. The grammatical rules were taught deductively translating English into learner's mother tongue and vice versa. The students who were taught through this method could memorize the rules but they failed to apply the language in their real life situation.

After the Second World War, Audio Lingual Method came into existence in the field of language teaching. NESP (1971) adopted this method for teaching English in our country too. This method emphasized the spoken form of the language and inductive method of teaching grammar. With the change of the time, many

changes have occurred in the field of language teaching too. Now the new syllabus for school and higher level has been designed on the basis of communicative approach in which grammar is supposed to be taught inductively.

1.1.3 Methods of Teaching Grammar

Grammar has been approached and defined differently by different scholars and schools of linguistics.

Oxford Advanced Learner's Dictionary (2005, p. 675) defines grammar "As the rules in a language for changing the form of words and combining them into sentences."

In Cowan's (2008, p. 3) words "Grammar is the set of rules that describes how words and group of words can be arranged to form sentence in a particular language."

Similarly, Keener (2008, p. 147) defines the grammar "As it isn't a list of rules imposed upon its speakers by scholastic authorities but is a scientific record of the actual phenomena of that language written and spoken."

To sum up the ideas, grammar is description of the way in which a language manipulates and combines words or bits of words in order to form larger units such as: phrases, clauses and sentences. It is the connection of words and word groups in an acceptable structure. It is the backbone of language. The language without grammar would certainly remains seriously handicapped.

Teaching of grammar has always been a matter of controversy in foreign language teaching. However, there are two fundamental methods/approaches to the teaching of grammar which are popularly known as deductive and inductive methods.

1.1.3.1 Deductive Method

Cross (1991, p. 28) defines deductive method as "An explanation of underlying rules first nearly always in the mother tongue and using the meta -language of grammar."

Likewise, Thornbury's (1999, cited in Sharma and Phyak, p. 313) words, "A deductive approach starts with the presentation of a rule and is followed by examples in which the rule is applied."

Sharma and Phyak (2006, p. 167) have given the following steps of deductive method.

Steps of Deductive Method:

- i. Presentation of rules.
- ii. Description and explanation of rules.
- iii. Providing some examples.
- iv. Asking the students to practice the rules orally or in writing.

In short, the deductive method (rule driven method) moves from abstract rules to concrete examples. It proceeds from general to specific.

1.1.3.2 Inductive Method

Cross (1991, p. 28) defines inductive method "As a method in which learners are induced to realize grammatical rules without any form of prior explanation."

Similarly, Thornbury's (1999, cited in Sharma and Phyak, p. 313) words, "An inductive approach starts with some examples from which a rule is inferred."

Sharma and Phyak (2006, p. 170) have given following steps of inductive method.

Steps of Inductive Method:

- i. Presentation of examples.
- ii. Analysis of examples.
- iii. Rule formation by the students.
- iv. Generalization of rules that grow out of the previous activity.
- v. Written and oral practice.

To sum up, the inductive method (rule discovery method) moves from concrete examples to abstract rules and it proceeds from specific to general.

Language teaching methods which emphasize the study of grammatical rules of language (For example the Grammar Translation Method) make use of the principle of deductive method and language teaching methods which emphasize the language rather than presentation of information about the language (for example the Direct method, Communicative approach etc.) make use of the principle of inductive learning .

Although both inductive and deductive methods are widely used in language classrooms, there is still controversy between the supporters of these two methods regarding the effectiveness of each method. It is still undetermined which method is more effective to teach a particular area of grammar. So this study aims at determining which of these two methods is more effective in teaching articles in English.

1.1.3.3 Difference between Deductive and Inductive Method

Gotame (2007, p. 10) has given following fundamental differences between deductive and Inductive methods.

| S.N. | Deductive Method | S.N. | Inductive Method |
|-------------|---|-------------|---|
| 1 | The goal of deductive method is linguistic competence. It emphasizes on the knowledge about the language. | 1 | The goal of inductive method is also linguistic competence but it emphasizes on the knowledge of language or on the use of language. |
| 2 | The theory of this method is as follows. A model is presented than the explanation of the intuitive notion of stricture of the language is made. Much intellectual practices are preferred. | 2 | The theory of this method is as follows: Only variable facts have scientific validity. The facts of language are verifiable by the sense. Here, much meaningful practices are preferred. |
| 3 | The procedure of deductive method is: statement of rules explanation of rules application of rules | 3 | The procedure of inductive method is: observation classification generalization of rules |
| 4 | This method is based on prescriptive approach. | 4 | This method is based on descriptive approach. |
| 5 | It is based on theoretical science. | 5 | It is based on science of observation. |
| 6 | In this method, learners seem to be active in applying the rules. | 6 | In this method, learners are active for making the rules. |
| 7 | In this method, application is applied. | 7 | In this method, understanding is applied. |

| | | | |
|---|--|---|--|
| 8 | In this method, teaching moves from abstract rules to concrete examples. | 8 | In this method, teaching moves from concrete examples to abstract rules. |
| 9 | In this method, teaching proceeds from general to specific. | 9 | In this method, teaching proceeds from specific to general. |

1.1.4 Articles in English

Different linguists have defined articles differently. Some of them are given as follows:

An article is a word that is put next to a noun to indicate the type of reference being made to the noun. Some languages such as: Swahili rarely use articles, indicating such distinctions in other ways or not at all. Some other languages including Latin, Chinese, Japanese, Russians polish etc. do not have them at all. In those languages, if necessary, you can use ‘one’ and ‘that’ in contexts where other languages like English would use an indefinite and definite article. (Keener, 2008, p. 54)

In Cowan’s (2008, p. 211) words, Articles are members of the larger class of pre-nominal modifiers known as determiners. They are generally recognized as one of the most difficult and intractable problems that adult ESL/EFL learners have with English grammar. Many learners attain near native speakers’ competence in English but still feel insecure about correctly using articles.

To sum up the ideas, articles are adjectives, noun markers or determiners. They are followed by a noun or noun phrase. There are two types of articles in English.

- i) Definite article: The article which indicates particular person or an object definitely. There is only one definite article in English i.e. 'The.'
- ii) Indefinite article: The articles which indicate any person or an object indefinitely. They are 'A' and 'An.'

Sometimes, we do not use article before a noun that is called 'Nothing' or zero article.

Although it is very difficult to point out fixed rules of articles, the researcher has tried to conclude which are as follows

1.1.4.1 The Use of Articles (Murphy, 1994, pp. 142-154)

a. Use of Indefinite Article 'A'

- a. Before singular countable noun beginning with a consonant sound.
E.g. a book, a European, a ewe, etc.
- b. If a singular countable noun is preceded by an adjective or an adverb beginning with a consonant sound.
E.g. a tall mountain, a useful book, a beautifully carved window etc.
- c. Before an abbreviation beginning with a consonant sound.
E.g. a B.A., a Ph. D., a B. Ed. etc.
- d. In certain phrases and unit of something.
E.g. a lot of, a large number of, half a kilo of, a glass of, a pair of etc.

b. Use of Indefinite Article 'An'

- a. Before singular countable noun beginning with a vowel sound. E.g. an hour, an ox, an heir, an image etc.

b. If a singular countable noun is preceded by an adjective or an adverb beginning with a vowel sound.

E.g. an interesting story an empty can, an extremely agonizing experience, an honest boy etc.

c. Before an abbreviation beginning with a vowel sound.

E.g. an M.A., an I.A, an M.P. etc.

c. Use of Definite Article 'The'

The definite article 'The' can be used with singular, plural, countable and uncountable nouns in the following conditions.

- i. Before a noun mentioned for the second time (repeated noun) E.g. He talked to a boy. The boy was a journalist.
- ii. Before a noun modified by a 'phrase' or 'clause'
E.g. The girl in a blue sari works in an office. The boy whom you met studies at grade 10, etc.
- iii. Before the superlative degree of adjective.
E.g. The highest, the most beautiful, the worst, etc.
- iv. Before the names of direction and ordinal numbers.
E.g. The east, the west, the first, the tenth, etc.
- v. The noun + of + noun.
E.g. The top of the mountain, the tower of London, the capital of Nepal, etc
- vi. Before singular noun to represent a class of animals or things. E.g. The tiger eats meat. (all the tigers)
The cow is a useful animal, etc.
- vii. Before the adjective to represent a class of person (to represent plural noun)
E.g. The rich are cruel.
The talent are proud.
- viii. Before the names of nationalities, races etc.

- E.g. the English, the Hindus, etc.
- ix. Before the unique object.
E.g. The sky, the earth, the universe, the heaven, etc.
- x. Before the names of musical instruments.
E.g. The madal, the guitar, the piano, etc.
- xi. Before the names of famous/religious books.
E.g. The Muna Madan, the Gita, the Bible, etc.
- xii. Before the names of newspaper and plural names of country. E.g. The Kathmandu post, the Rising Nepal, the USA, the UK, the Netherlands, etc.
- xiii. Before the names of ocean, seas, rivers, falls, islands, deserts. E.g. The Pacific ocean, the Red sea, the Rapti river, the Davis fall, the Philippine island, the Sahara Desert, etc.
- xiv. Before the names of chains of mountain/ hills.
E.g. The Himalayas, the Alps, the Churia range, etc.
- xv. Before proper noun while giving the name of another person / place / thing. E.g. Biratnagar is the Japan of Nepal. Devkota is the Kalidas of Nepal.
- xvi. Before the comparative adverb to show the comparison.

E.g. The sooner, the better.
The more we get, the more we want.
- xvii. Before certain places such as: school, college, temple, market, town, bed, prison, court etc. when they are used as a secondary purpose. [but we put the before office, cinema, theatre in all cases)
E.g. He went to the school to meet a friend.
She went to the office etc.
- xviii. Before parts of day
E.g. In the morning, in the afternoon, in the evening (but at night)
- xix. Before the words capital, same, exact etc. The capital, the same the exact etc

- xx. Before the famous historic building and organizations
E.g. The white house, the Taj Mahal, the Singh Darbar, The European community, the BBC etc
- xxi. Before the object of scientific discoveries
E.g. The radio, the telephone, etc

d. Omission of the Articles

Articles are not used in the following conditions:

- i. Before plural and uncountable nouns (in the case of *a/an*)
 - E.g. Give me some water.
 - Boys play cards, etc.
- ii. Before abstract and material nouns
 - E.g. Honesty is the best policy.
 - Copper is a useful metal.
- iii. Before proper noun [names of person, place day, month, game, meal, mountain, hill, language, lake]
 - E.g. Preeti is a charming girl.
 - Birgunj is a warm place.
 - Sunday is the first day of the week.
 - It is cold in January.
 - I like playing chess.
 - I ate an egg as breakfast.
 - Sisne Himal is in Rukum district.
 - He wants to learn French.
- iv. Before names of relations
 - E.g. Father wants to labour hard.
 - Sangita is his sister.
- v. In genitive case
 - E.g. Ram's book, my pen, Bhanubhakta's Ramayan, etc.

- vi. In vocative case
 - E.g. Come here, girl.
 - It is time for dinner, friend.
- vii. Before school, college, bank, temple, bed, market, river, prison etc. when they are used as a primary purpose
 - E.g. We go to school every day.
 - They go to river to bathe.
- viii. VIII. Before the word home
 - She is at home.

e. Repetition of the Articles

The repetition of the articles takes place in the following conditions:

- i. If two or more than two adjectives qualify the same noun, article is placed before the first adjective

E.g. I have a red and green coat.

- (If we put articles before two adjectives it shows two different objects (nouns).

E.g. I have a red and a green coat.

- ii. If two or more than two nouns indicate the same person / object we place article only before the first noun

E.g. The teacher and writer is present

(If we put articles before two nouns it indicates two different persons/objects.)

E.g. The teacher and the writer are present

1.2 Review of Related Literature

A few researches have been done on "Teaching Grammatical Items: Deductively and Inductively" at the department of English education in Tribhuvan University which are as follows.

Karki, (1999) did his M.Ed. research on “Teaching Subject- verb Agreement Inductively and Deductively.” It was a practical study .He collected data from grade nine students of Araniko English Boarding School, Tulsipur, Dang. The number of the students was thirty. He elicited data using questionnaires which were one hundred objective items and were used in both the tests. (Pre-test and Post-test) He concluded his research with the finding that the group taught inductively performed relatively better than those taught deductively. He has recommended to use Inductive Method for teaching Subject- Verb Agreement.

Sitaula, (1999) carried out a research entitled “Teaching Passivization in English Using Inductive and Deductive Methods.” It was a comparative study. He elicited data from grade 10 students of Dedi Thumka Higher Secondary School of Kavre. The number of the students was 40. The data tools which he used were of both objective and subjective items and were used in both tests(pre-test and post-test). He compared the effectiveness of both methods in teaching passivization in English. He found that the inductive method was more effective than the deductive one for teaching passivization.

Sharma, (2000) carried out a research on “Teaching Reported Speech in English Deductively and Inductively.’’ It was a practical study. He elicited data from all the eighth graders studying in the Boarding School of Parbat District. He administered both tests.(pre-test and post-test) After pre-test, he taught one group inductively and other group deductively. He found that the group taught through deductive method performed slightly better in most of the cases in teaching reported speech in English.

Ghimire, (2000) undertook a research on “Teaching Tag Questions in English Deductively and Inductively.” It was a practical comparative study. He collected data form forty students of grade ‘X’ studying at Jana Jyoti Secondary School, Chitwan. Both oral and written types of test were administered in both pre – test

and post- test. He found that inductive method was more effective and more meaningful than the deductive one in teaching Tag Question. He has recommended to apply Inductive Method to teach Tag Questions.

Gotame, (2007) carried out a research on “Teaching Conditionals in English Inductively and Deductively.” It was a comparative study. She selected Manohar Secondary School Kathmandu using random Sampling procedure. She elicited data from the thirty eight Students of grade eight. She taught the two groups for two weeks after taking pre-test and administered post-test in written form only. She wanted to find out the relative effectiveness between deductive and inductive method in teaching conditionals. She found that the deductive method was more effective than inductive one to teach conditionals in English.

Apart from the above reviewed studies, no study has been carried out yet on “Teaching Article in English Deductively and Inductively.” So, this study aims at determining the relative effectiveness of each method in this area.

1.3 Objectives of the Study

The objectives of this study are as follows:

- i) to find out which method (inductive or deductive) is more effective for teaching articles in English .
- ii) to point out some pedagogical implications of the findings of this study.

1.4 Significance of the Study

It is the first research on this new topic in the department of English Education. It will be valuable for the department itself because it will remain as a reference material in the department to research on different grammatical items using Deductive and Inductive methods in teaching.

This will also be useful for the teachers and students. They will use it as a reference material. The teacher will be able to select an appropriate method to teach articles in English. This study will further give insight on teaching articles in English.

This study will be invaluable for syllabus designers and text book writers. They will get important information from the findings of this study which will help for preparing syllabuses and text books. The study will be significant for the researchers as well as other persons directly or indirectly involved in English language teaching. It will be an important source for the researchers to research on other grammatical items.

CHAPTER TWO

METHODOLOGY

This chapter deals with the methodology adopted during the study. This chapter consists of sources of data, the sample population and sampling procedures, tools for data collection, process of data collection and limitations of the study.

2.1 Sources of Data

To carry out the research, both primary and secondary sources of data were used. However, primary source of data was the basic for the study.

2.1.1 Primary Sources of Data

The students of grade nine in Shree Janta Higher Secondary School, Pokhara -1, Rukum were the primary sources of data.

2.1.2 Secondary Sources of data

Different related theses, books, articles related to the English language teaching and grammar particularly articles in English were mainly consulted for designing questionnaires and class- room teaching materials. Some of them were; Larsen-freeman, (1986), Cross, (1991), Murphy, (1994), Bhattarai, (2008), Keener, (2008), Cowan, (2008).

2.2 The Sample Population and Sampling Procedure

The sample population of this study was all the students of grade nine, i.e. fifty. The population was divided into two groups based on pre-test scores i.e. group 'A' and group 'B' on the basis of odd and even numbers. The students who had equal

scores were placed in a particular position by drawing a lottery. The ranking procedure and group division were as given in the process of data collection.

2.3 Tools for Data Collection

The only one tool for collecting the data was the test items. It consisted of two sets of test items having the same difficulty level for both pre-test and post -test. Each set had the questions of three items and carried hundred marks. The test items were prepared before actual class-room teaching from the area of definite, indefinite and omission of articles.

The following types of questions were used for data collection.

- a. Isolated items.
- b. Contextual items.
- c. Free writing items.

2.4 Process of Data Collection

The data were elicited on the basis of the following step wise procedures.

- i. First of all, the researcher went to the selected school and had permission with the concerned authority for the purpose of his study.
- ii. The researcher prepared a set of test items based on articles.
- iii. After that, the researcher administered a written pre-test to determine the students' proficiency in articles. They were given one hour time to attempt the questions. Then, their responses were marked.
- iv. The students were ranked from higher to lower position on the basis of their raw marks in the pre-test.
- v. The students were divided into two groups on the basis of odd and even ranking of individual scores.

| Pre-test Rank | Group 'A' | Group 'B' |
|---------------|-----------|-----------|
| 1-10 | Odd d | Even |
| 11-20 | Even | Odd |
| 21-30 | Odd | Even |
| 31-40 | Even | Odd |
| 41-50 | Odd | Even |

- vi. The students of both groups were taught the same grammatical item, i.e. articles using the same teaching material that had been prepared before actual class - room teaching. However, the teaching methods were different, i.e. group 'A' was taught inductively and 'B' was taught deductively. The medium was English for both groups. Each group was taught for four weeks, five days a week, one period a day and each period was last for forty five minutes.

A model lesson plan and the activities done in the class room is given below. Other lesson plans have been given in appendix 'e'

Model lesson plan No. 1

School's name: Shree Janta Higher Secondary School, Pokhara - 1, Rukum.

Class : IX

Date :- 2066-05-10

Subject : English

Time: 45 minutes

No. of Students : 25

Topic : Use of 'The'

1. Specific Objectives:

On completion of this lesson, the students will be able to:

- use 'the' before a noun mentioned for the second time. (Repeated noun)

2. Teaching Materials:

- Flannel board.
- Sentence chart.

Group - A

3. Teaching Learning Activities:

After revising the pervious lesson in short, the teacher shows the chart having following sentences.

- Dipa lost a pen. The pen was red.
- They kidnapped a boy. The boy was killed after a week.
- She prepared tea. The tea was tasty.
- I always collect stamps. The stamps are of different countries.

The teacher reads them and lets the students read aloud. He asks the students to observe them and try to explore the rule in which condition 'the' has been used in above sentences. To facilitate the students the teacher again writes some sentences on the white board and asks them to put correct articles.

E.g. He distributed a prize. Prize was of cultural programme.

- He loved a girl. girl was a drug addict.

- He looks after some goats goats are white and black.

The students put the correct articles and induce the rule with the help of teacher if they need.

"The is used before a noun second time or repeated noun.. "

4. Evaluation:

Tick the sentence which has correct use of 'The' article.

- She was born in that house. The house was bought by others.
- A man was sitting apposite me. A man was American.
- She got a job. A job was a marketing manager.
- I loved a girl. The girl was pretty.

5. Homework

Given from class 9 English book.

Group - B

3. Teaching Learning Activities:

The teacher first writes the following rule on the white board.

"The is used before repeated nouns; the noun may be either singular and plural or countable and uncountable."

The teacher explains the rules and shows some examples.

- Dipa lost a pen. The pen was red.
- They kidnapped a boy. The boy was killed after a week.
- She prepared tea. The tea was tasty.
- I always collect stamps. The stamps are of different countries.

The teacher asks the students to practice the rules orally or in a written form. He also writes some sentences on the white board as given in Group - 'A' and asks the students to put the correct article applying the above rule. He helps them if they feel any difficulty.

4. Evaluation:

Tick the sentences which has correct use of 'The' article.

- She was born in that house. The house was bought by others
- A man was sitting opposite me. A man was American.
- She got a job. A job was a marketing manager.
- I loved a girl. The girl was pretty.

5. Home work:

Given from class 9 English book.

VII) At the end of the class - room teaching, a written post test was administered. The test items were different but the same difficulty level with the pre-test. Then the results of two tests were tabulated and compared to determine the relative effectiveness of two methods for teaching articles in English.

2.5 Limitation of the Study

This study was conducted within the following limitations.

- i. The population of this study was confined to 50 students of grade IX studying in only one school of Rukum district, i.e. Shree Janta Higher Secondary school Pokhara – 1, Rukum.
- ii. The primary data for this study were collected from the written test only.
- iii. The main tool for data collection was test item of three types, i.e. isolated , contextual and free writing.
- iv. The questions were limited to articles only.

CHAPTER THREE

ANALYSIS AND INTERPRETATION

This chapter deals with analysis and interpretation of data. The data have been grouped under the following headings and they have been separately analyzed.

1. Comparison in general
2. Item wise comparison
3. Content wise comparison in general
4. Sex wise comparison

The analysis has been done in the following ways:

The individual score of both tests of each heading was taken and tabulated group wise. The marks of each student in the pre-test were subtracted from the marks of the post-test of their performance. The results were converted into percentage.

Then, the increased percentage of each group was determined by converting the average increased score in to percentage. The two groups were compared on the basis of the increased percentage. The group which got a higher percentage has been considered to be better than the one which got a lower percentage. As the same materials, medium etc. were used for both groups, only with the variation in the method. It is assumed that one group performed better than the other because the method used for that group was relatively more effective.

3.1 Comparison in General

The tests were divided into three types, i.e. isolated item, contextual item and free writing item. In the isolated item, there were thirty questions which carried sixty marks. Whereas, contextual item and free writing item carried twenty marks each. The set of test was of one hundred marks.

Comparison in General

Group - A

Table No. 1

| R.N. | P1 | P2 | D | D% |
|-----------|-------|-------|-------|---------|
| 1 | 62 | 86 | 24 | 38.70 |
| 3 | 60 | 79 | 19 | 31.66 |
| 5 | 58 | 81 | 23 | 39.65 |
| 7 | 54 | 83 | 29 | 53.70 |
| 9 | 52 | 79 | 27 | 51.92 |
| 12 | 48 | 68 | 20 | 41.66 |
| 14 | 48 | 85 | 37 | 77.08 |
| 16 | 43 | 78 | 35 | 81.39 |
| 18 | 39 | 69 | 30 | 76.92 |
| 20 | 38 | 68 | 30 | 78.94 |
| 21 | 37 | 62 | 25 | 67.56 |
| 23 | 36 | 55 | 19 | 52.77 |
| 25 | 33 | 64 | 31 | 93.93 |
| 27 | 32 | 49 | 17 | 53.12 |
| 29 | 31 | 52 | 21 | 67.74 |
| 32 | 28 | 48 | 20 | 71.42 |
| 34 | 27 | 61 | 34 | 125.92 |
| 36 | 26 | 44 | 18 | 69.23 |
| 38 | 23 | 54 | 31 | 134.78 |
| 40 | 23 | 30 | 07 | 30.43 |
| 41 | 22 | 39 | 17 | 77.27 |
| 43 | 21 | 57 | 36 | 171.42 |
| 45 | 20 | 28 | 08 | 40 |
| 47 | 19 | 51 | 32 | 168.42 |
| 49 | 18 | 37 | 19 | 105.55 |
| Total | 898 | 1507 | 609 | 1901.18 |
| AV. Score | 35.92 | 60.28 | 24.36 | 76.04 |

Group - B

Table No. 2

| R.N. | P1 | P2 | D | D% |
|-----------|-------|-------|------|---------|
| 2 | 60 | 76 | 16 | 26.66 |
| 4 | 59 | 70 | 11 | 18.64 |
| 6 | 55 | 73 | 18 | 32.72 |
| 8 | 54 | 66 | 12 | 22.22 |
| 10 | 51 | 58 | 07 | 13.72 |
| 11 | 51 | 65 | 14 | 27.45 |
| 13 | 48 | 63 | 15 | 31.25 |
| 15 | 45 | 52 | 07 | 15.55 |
| 17 | 40 | 54 | 14 | 35 |
| 19 | 39 | 58 | 19 | 48.71 |
| 22 | 36 | 41 | 05 | 13.88 |
| 24 | 34 | 54 | 20 | 58.82 |
| 26 | 33 | 43 | 10 | 30.30 |
| 28 | 32 | 45 | 13 | 40.62 |
| 30 | 30 | 48 | 18 | 60 |
| 31 | 29 | 49 | 20 | 68.96 |
| 33 | 27 | 41 | 14 | 51.85 |
| 35 | 26 | 46 | 20 | 76.92 |
| 37 | 25 | 51 | 26 | 104 |
| 39 | 23 | 31 | 08 | 34.78 |
| 42 | 22 | 31 | 09 | 40.90 |
| 44 | 20 | 25 | 05 | 25 |
| 46 | 19 | 36 | 17 | 89.47 |
| 48 | 18 | 25 | 07 | 38.88 |
| 50 | 16 | 21 | 05 | 31.25 |
| Total | 892 | 1222 | 330 | 1037.55 |
| AV. Score | 35.68 | 48.88 | 13.2 | 41.50 |

The above tables show that the average score obtained by group 'A' was 35.92 marks in the pre-test and 60.28 marks in the post -test. Their marks increased by 24.36. The increased percentage was 76.04. On the other hand, the average score

of group 'B' was 35.68 marks in the pre-test and 48.88 in the post -test. The marks increased by 13.2. The increased percentage was 41.50. The difference between the percentages of two groups clearly shows that the marks of group 'A' are higher than the marks of group 'B' in their performance in the post -test. Therefore, it is concluded that inductive method has been found to be more effective than deductive method in teaching articles in English.

3.2 Item wise Comparison

The test was divided into three types, i.e. isolated item, contextual item and free writing item. In the isolated item, there were thirty questions which carried sixty marks where as contextual item and free writing item carried twenty marks each.

3.2.1 Isolated item

In this item, students were required to insert 'a, an or the' only where necessary. This test item consisted of thirty questions which carried sixty marks.

Itemwise Tables : Isolated item

Group - A
Table No. 3

| R.N. | P1 | P2 | D | D% |
|-----------|-------|-------|-------|--------|
| 1 | 40 | 54 | 14 | 35 |
| 3 | 36 | 56 | 20 | 55.55 |
| 5 | 35 | 56 | 18 | 47.36 |
| 7 | 26 | 50 | 24 | 92.30 |
| 9 | 32 | 46 | 14 | 43.75 |
| 12 | 26 | 48 | 22 | 84.61 |
| 14 | 24 | 52 | 28 | 116.66 |
| 16 | 30 | 44 | 14 | 46.66 |
| 18 | 20 | 46 | 26 | 130 |
| 20 | 24 | 40 | 16 | 66.66 |
| 21 | 21 | 36 | 15 | 71.42 |
| 23 | 20 | 32 | 12 | 60 |
| 25 | 22 | 38 | 16 | 72.72 |
| 27 | 18 | 30 | 12 | 66.66 |
| 29 | 16 | 32 | 16 | 100 |
| 32 | 18 | 28 | 10 | 55.55 |
| 34 | 16 | 38 | 22 | 137.5 |
| 36 | 16 | 26 | 10 | 62.5 |
| 38 | 16 | 32 | 16 | 100 |
| 40 | 08 | 22 | 14 | 175 |
| 41 | 16 | 28 | 12 | 75 |
| 43 | 14 | 34 | 20 | 142.85 |
| 45 | 12 | 24 | 12 | 100 |
| 47 | 14 | 20 | 06 | 42.85 |
| 49 | 10 | 22 | 12 | 120 |
| Total | 533 | 934 | 401 | 2100.6 |
| AV. Score | 21.32 | 37.36 | 16.04 | 84.02 |

Group - B
Table No. 4

| R.N. | P1 | P2 | D | D% |
|-----------|-----|-------|------|---------|
| 2 | 38 | 46 | 08 | 21.05 |
| 4 | 40 | 42 | 02 | 5.0 |
| 6 | 36 | 46 | 10 | 27.77 |
| 8 | 38 | 40 | 02 | 5.26 |
| 10 | 28 | 36 | 08 | 28.57 |
| 11 | 30 | 42 | 12 | 40 |
| 13 | 26 | 38 | 12 | 46.15 |
| 15 | 28 | 32 | 04 | 14.28 |
| 17 | 30 | 30 | 0 | 3.33 |
| 19 | 16 | 34 | 18 | 112.5 |
| 22 | 24 | 26 | 02 | 8.33 |
| 24 | 18 | 34 | 16 | 88.88 |
| 26 | 20 | 26 | 06 | 30 |
| 28 | 18 | 28 | 10 | 55.55 |
| 30 | 22 | 26 | 04 | 18.18 |
| 31 | 16 | 36 | 20 | 125 |
| 33 | 18 | 22 | 04 | 22.22 |
| 35 | 16 | 28 | 12 | 75 |
| 37 | 14 | 32 | 18 | 128.57 |
| 49 | 18 | 20 | 02 | 11.11 |
| 42 | 10 | 14 | 04 | 40 |
| 44 | 12 | 14 | 02 | 16.66 |
| 46 | 14 | 22 | 08 | 57.14 |
| 48 | 12 | 16 | 04 | 33.33 |
| 50 | 08 | 12 | 04 | 50 |
| Total | 550 | 742 | 192 | 1063.38 |
| AV. Score | 22 | 29.68 | 7.68 | 42.53 |

The average score obtained by group 'A' was 21.32 marks in the pre-test and 37.36 marks in the post test. Their marks increased by 16.04. The increased percentage was 84.02. Whereas, the average score obtained by group 'B' was 22 marks in the pre-test and 29.68 marks in the post - test. Their marks increased by 7.68. The increased percentage was 42.53. The difference between the percentages of the two groups clearly shows that Group 'A' did better than Group 'B' in their

performance in the post - test. Therefore, it can be concluded that inductive method is more effective than deductive method to teach this item in articles.

3.2.2 Contextual Item.

In this item, the students were required to complete the story putting the appropriate articles. This item consisted of ten blanks which carried out twenty marks.

Item wise Tables : Contextual Item

Group - A
Table No. 5

| R.N. | P1 | P2 | D | D% |
|-----------|------|-------|------|---------|
| 1 | 10 | 16 | 06 | 60 |
| 3 | 10 | 12 | 02 | 20 |
| 5 | 08 | 10 | 02 | 25 |
| 7 | 16 | 08 | 02 | 12.5 |
| 9 | 14 | 16 | 02 | 14.28 |
| 12 | 12 | 10 | -02 | -16.66 |
| 14 | 08 | 16 | 08 | 100 |
| 16 | 06 | 20 | 14 | 233.33 |
| 18 | 10 | 08 | -02 | -20 |
| 20 | 04 | 08 | 04 | 100 |
| 21 | 10 | 14 | 04 | 40 |
| 23 | 08 | 12 | 04 | 50 |
| 25 | 06 | 11 | 05 | 83.33 |
| 27 | 08 | 10 | 02 | 25 |
| 29 | 08 | 12 | 04 | 50 |
| 32 | 04 | 08 | 04 | 100 |
| 34 | 06 | 12 | 06 | 100 |
| 36 | 04 | 10 | 06 | 150 |
| 38 | 02 | 12 | 10 | 500 |
| 40 | 06 | 06 | 0 | 0 |
| 41 | 02 | 04 | 02 | 100 |
| 42 | 06 | 12 | 06 | 100 |
| 45 | 04 | 04 | 0 | 0 |
| 47 | 02 | 04 | 02 | 100 |
| 49 | 04 | 06 | 02 | 50 |
| Total | 178 | 271 | 93 | 1976.78 |
| AV. Score | 7.12 | 10.84 | 3.72 | 79.07 |

Group - B
Table No. 6

| R.N. | P1 | P2 | D | D% |
|-----------|------|------|------|---------|
| 2 | 12 | 16 | 04 | 33.33 |
| 4 | 08 | 12 | 04 | 50 |
| 6 | 10 | 18 | 08 | 80 |
| 8 | 12 | 10 | -02 | -16.66 |
| 10 | 10 | 12 | 02 | 20 |
| 12 | 12 | 10 | -20 | -16.66 |
| 13 | 06 | 16 | 10 | 166.66 |
| 15 | 08 | 08 | 0 | 0 |
| 17 | 06 | 14 | 08 | 133.33 |
| 19 | 10 | 10 | 0 | 0 |
| 22 | 10 | 12 | 02 | 20 |
| 24 | 04 | 06 | 02 | 50 |
| 26 | 06 | 10 | 04 | 66.66 |
| 28 | 06 | 08 | 02 | 33.33 |
| 30 | 04 | 12 | 08 | 200 |
| 31 | 08 | 06 | -02 | -25 |
| 33 | 06 | 10 | 04 | 66.66 |
| 35 | 04 | 10 | 06 | 150 |
| 37 | 08 | 08 | 0 | 0 |
| 39 | 04 | 06 | 02 | 50 |
| 42 | 04 | 08 | 04 | 100 |
| 44 | 04 | 04 | 0 | 0 |
| 46 | 02 | 06 | 04 | 200 |
| 48 | 06 | 06 | 0 | 0 |
| 50 | 04 | 04 | 0 | 0 |
| Total | 174 | 242 | 68 | 1361.65 |
| AV. Score | 6.96 | 9.68 | 2.72 | 54.46 |

The above tables show that the average score of Group 'A' was 7.12 in the pre-test and 10.84 marks in the post-test. Their marks increased by 3.72. The increased percentage was 79.07. On the other hand, the average score of Group 'B' was 6.96 marks in the pre-test and 9.68marks in the post-test . Their marks increased by 2.72. The increased percentage was 54.46.

The difference between the percentages of the two groups proves that Group 'A' is comparatively better than Group 'B' in their performance in the post-test. Therefore, inductive method is better than deductive method in this item of teaching articles.

3.2.3 Free Writing Item

In this item, the students were required to write a paragraph about their school or village putting correct articles in the appropriate places. They were required to write minimum twenty sentences. Each correct sentence carried one mark, i.e. 0.5 mark for the correct use of articles and 0.5 mark for other grammatical appropriateness. This item carried 20 marks.

Itemwise Tables : Free Writing

Group - 'A'

Table No. 7

| R.N | P1 | P2 | D | D% |
|------------|------|-------|------|---------|
| 1 | 12 | 16 | 04 | 33.33 |
| 3 | 14 | 11 | -03 | -21.42 |
| 5 | 12 | 15 | 03 | 25 |
| 7 | 12 | 15 | 03 | 25 |
| 9 | 06 | 17 | 11 | 183.33 |
| 12 | 10 | 10 | 0 | 0 |
| 14 | 16 | 17 | 01 | 6.25 |
| 16 | 07 | 14 | 07 | 100 |
| 18 | 09 | 15 | 06 | 66.66 |
| 20 | 10 | 12 | 02 | 20 |
| 21 | 06 | 12 | 06 | 100 |
| 23 | 08 | 11 | 03 | 37.5 |
| 25 | 05 | 15 | 10 | 200 |
| 27 | 06 | 09 | 03 | 50 |
| 29 | 07 | 08 | 01 | 14.28 |
| 32 | 06 | 12 | 06 | 100 |
| 34 | 05 | 11 | 06 | 120 |
| 36 | 07 | 08 | 01 | 14.28 |
| 38 | 05 | 10 | 05 | 100 |
| 40 | 09 | 02 | -07 | -77.77 |
| 41 | 04 | 07 | 03 | 75 |
| 43 | 01 | 11 | 10 | 1000 |
| 45 | 04 | 0 | -04 | -100 |
| 47 | 03 | 07 | 04 | 133.33 |
| 49 | 04 | 09 | 05 | 125 |
| Total | 188 | 274 | 86 | 2329.77 |
| A.V. Score | 7.52 | 10.96 | 3.44 | 93.19 |

Group - 'B'

Table No . 8

| R.N. | P1 | P2 | D | D% |
|------------|------|------|------|--------|
| 2 | 10 | 14 | 04 | 40 |
| 4 | 11 | 16 | 05 | 45.45 |
| 6 | 09 | 09 | 0 | 0 |
| 8 | 04 | 16 | 12 | 300 |
| 10 | 13 | 10 | -03 | -23.07 |
| 11 | 09 | 13 | 04 | 44.44 |
| 13 | 16 | 05 | -11 | -68.75 |
| 15 | 09 | 12 | 03 | 33.33 |
| 17 | 04 | 10 | 06 | 150 |
| 19 | 13 | 14 | 01 | 7.69 |
| 22 | 02 | 03 | 01 | 50 |
| 24 | 12 | 14 | 02 | 16.66 |
| 26 | 07 | 07 | 0 | 0 |
| 28 | 08 | 09 | 01 | 12.5 |
| 30 | 04 | 10 | 06 | 150 |
| 31 | 05 | 07 | 02 | 40 |
| 33 | 03 | 09 | 06 | 200 |
| 35 | 06 | 08 | 02 | 33.33 |
| 37 | 03 | 11 | 08 | 266.66 |
| 39 | 01 | 05 | 04 | 400 |
| 42 | 08 | 09 | 01 | 12.5 |
| 44 | 04 | 07 | 03 | 75 |
| 46 | 03 | 08 | 05 | 166.66 |
| 48 | 0 | 03 | 03 | 0 |
| 50 | 04 | 05 | 01 | 25 |
| Total | 168 | 234 | 66 | 1977.4 |
| A.V. Score | 6.72 | 9.36 | 2.64 | 79.09 |

Above tables show that the average score of Group 'A' was 7.52 marks in the pre-test and 10.96 marks in the post-test. Their marks increased by 3.44. The increased percentage was 93.19. On the other hand, the average score of Group 'B' was 6.72 marks in the pre-test and 9.36 marks in the post - test. Their marks increased by 2.64. The increased percentage was 79.09.

The difference between the percentages of two groups shows that Group 'A' is comparatively better than group 'B' in their performance in the post- test. Therefore, it is concluded that inductive method is better than deductive method to teach articles.

3.3 Sexwise Comparison

In this comparison, the whole population of the study was divided in to two variables, i.e. boys and girls. Then, the increased percentage in their performance in the pre-test and post - test was determined separately and compared to find out the relative effectiveness of the two methods to teach articles in English.

3.3.1 Boys

The population of boys involved in both tests (pre and post) was twenty six. Out of them, twelve students were in Group 'A' and fourteen in Group ' B'. The test item was of one hundred full marks.

Sexwise Tables : Boys

Group - A

Table No. 9

| R.N. | P1 | P2 | D | D% |
|------------|-------|-------|-------|--------|
| 1 | 62 | 86 | 24 | 38.70 |
| 3 | 60 | 79 | 19 | 31.66 |
| 7 | 54 | 83 | 29 | 53.70 |
| 14 | 48 | 85 | 37 | 77.08 |
| 18 | 39 | 69 | 30 | 76.92 |
| 23 | 36 | 55 | 19 | 52.77 |
| 25 | 33 | 64 | 31 | 93.93 |
| 34 | 27 | 61 | 34 | 125.92 |
| 40 | 23 | 30 | 07 | 30.43 |
| 41 | 22 | 39 | 17 | 77.27 |
| 45 | 20 | 28 | 08 | 40 |
| 47 | 19 | 51 | 32 | 168.42 |
| Total | 443 | 730 | 287 | 866.8 |
| A.V. Score | 36.91 | 60.83 | 23.91 | 72.23 |

Group - B

Table No. 10

| R.N. | P1 | P2 | D | D% |
|------------|-------|-------|-------|-------|
| 2 | 60 | 76 | 16 | 26.66 |
| 4 | 59 | 70 | 11 | 18.64 |
| 6 | 55 | 73 | 18 | 32.72 |
| 8 | 54 | 66 | 12 | 22.22 |
| 13 | 48 | 63 | 15 | 31.25 |
| 15 | 45 | 52 | 07 | 15.55 |
| 26 | 33 | 43 | 10 | 30.30 |
| 28 | 32 | 45 | 13 | 40.62 |
| 31 | 29 | 49 | 20 | 68.96 |
| 33 | 27 | 41 | 14 | 51.85 |
| 37 | 25 | 51 | 26 | 104 |
| 42 | 22 | 31 | 09 | 40.90 |
| 48 | 18 | 25 | 07 | 38.88 |
| 50 | 16 | 21 | 05 | 31.25 |
| Total | 523 | 706 | 183 | 553.8 |
| A.V. Score | 37.35 | 50.42 | 13.07 | 39.55 |

The average score of Group 'A' was 36.91 marks in the pre-test and 60.83 marks in the post-test. Their marks increased by 23.91 and the increased percentage was 72.2. On the other hand, the average score of Group 'B' was 37.35 marks in the pre-test and 50.42 marks in the post-test in their performance. Their marks increased by 13.07 and the increased percentage was 39.55.

The difference between the percentages of two groups indicates that Group 'A' is comparatively better than Group 'B' in their performance in the post test.

Therefore, it is concluded that inductive method is better than deductive method to teach articles.

3.3.2 Girls

The population of girls involved in both tests (pre and post) was twenty four. Out of them, thirteen students were in Group 'A' and eleven in Group 'B'. The questions containing two test items were of one hundred full marks.

Sexwise Tables : Girls

Group 'A'

Table No. 11

Group 'B'

Table No . 12

| R.N. | P1 | P2 | D | D% | R.N. | P1 | P2 | D | D% |
|-----------|-----|-------|-------|---------|-------|-----|------|------|--------|
| 5 | 58 | 81 | 23 | 39.65 | 10 | 51 | 58 | 07 | 13.72 |
| 9 | 52 | 79 | 27 | 51.92 | 11 | 51 | 65 | 14 | 27.45 |
| 12 | 48 | 68 | 20 | 41.66 | 17 | 40 | 54 | 14 | 35 |
| 16 | 43 | 78 | 35 | 81.39 | 19 | 39 | 58 | 19 | 48.71 |
| 20 | 38 | 68 | 30 | 78.94 | 22 | 36 | 41 | 05 | 13.88 |
| 21 | 37 | 62 | 25 | 67.56 | 24 | 34 | 54 | 20 | 58.82 |
| 27 | 32 | 49 | 17 | 53.12 | 30 | 30 | 48 | 18 | 60 |
| 29 | 31 | 52 | 21 | 67.74 | 35 | 26 | 46 | 20 | 76.92 |
| 32 | 28 | 48 | 20 | 71.42 | 39 | 23 | 31 | 08 | 34.78 |
| 36 | 26 | 44 | 18 | 69.23 | 44 | 20 | 25 | 05 | 25 |
| 38 | 23 | 54 | 31 | 134.78 | 46 | 19 | 36 | 17 | 89.47 |
| 43 | 21 | 57 | 36 | 171.42 | Total | 369 | 516 | 147 | 483.75 |
| 49 | 18 | 37 | 19 | 105.55 | AV. | 33. | 46.9 | 13.3 | 43.97 |
| Total | 455 | 777 | 322 | 1034.38 | Score | 54 | 0 | 6 | |
| AV. Score | 35 | 59.76 | 24.76 | 79.56 | | | | | |

The above tables reveal the fact that the average score of Group 'A' was 35 marks in the pre-test and 59.76 marks in the post-test . Their marks increased by 24.76. On the other hand, the average score of Group 'B' was 33.54 marks in the pre-test and 46.90 marks in the post - test. Their marks increased by 13.36 and the increased percentage was 43.97. The difference between the percentages of two

groups indicates that Group 'A' did comparatively better than Group 'B' in their performance in the post - test. Therefore, it is clear that inductive method is better than deductive method to teach articles.

3.4 Contentwise Comparison in General.

The test was divided into three types, i.e. isolated item, contextual item and free writing item. The isolated item carried sixty marks whereas, the contextual and the free writing items carried 20 marks each. Besides free writing item, the test was of 80 marks and the questions altogether were 40. Out of 40 questions, eight questions were from article 'A' , five from 'An', twenty from 'The ' and seven from omission of articles. The questions were of sixteen marks, ten marks, forty marks and fourteen marks from 'A' , 'An', 'The' and omission of articles respectively. The marks were distributed according to the scope and number of rules of articles.

3.4.1 Contentwise Tables: Indefinite Article

Group 'A'

Table No. 13

| R.N. | P1 | P2 | D | D% |
|-----------|------|-------|------|---------|
| 1 | 16 | 22 | 06 | 37.5 |
| 3 | 14 | 22 | 08 | 57.14 |
| 5 | 14 | 22 | 08 | 57.14 |
| 7 | 14 | 22 | 08 | 57.14 |
| 9 | 16 | 18 | 02 | 12.5 |
| 12 | 14 | 18 | 04 | 28.57 |
| 14 | 10 | 18 | 08 | 80 |
| 16 | 16 | 24 | 08 | 50 |
| 18 | 10 | 16 | 06 | 60 |
| 20 | 10 | 20 | 10 | 100 |
| 21 | 10 | 16 | 06 | 60 |
| 23 | 10 | 14 | 04 | 40 |
| 25 | 10 | 14 | 04 | 40 |
| 27 | 08 | 12 | 04 | 50 |
| 29 | 08 | 14 | 06 | 75 |
| 32 | 06 | 10 | 04 | 66.66 |
| 34 | 08 | 14 | 06 | 75 |
| 36 | 05 | 10 | 05 | 100 |
| 38 | 06 | 16 | 10 | 166.66 |
| 40 | 04 | 08 | 04 | 100 |
| 41 | 10 | 12 | 02 | 20 |
| 43 | 04 | 14 | 10 | 250 |
| 45 | 04 | 08 | 04 | 100 |
| 47 | 08 | 16 | 08 | 100 |
| 49 | 04 | 06 | 02 | 50 |
| Total | 239 | 386 | 147 | 1833.31 |
| AV. Score | 9.56 | 15.44 | 5.88 | 73.33 |

Group 'B'

Table No. 14

| R.N. | P1 | P2 | D | D% |
|-----------|------|-------|------|---------|
| 2 | 14 | 20 | 06 | 42.85 |
| 4 | 16 | 16 | 0 | 0 |
| 6 | 12 | 20 | 08 | 66.66 |
| 8 | 14 | 14 | 0 | 0 |
| 10 | 10 | 16 | 06 | 60 |
| 11 | 14 | 14 | 0 | 0 |
| 13 | 10 | 18 | 08 | 80 |
| 15 | 10 | 16 | 06 | 60 |
| 17 | 10 | 14 | 04 | 40 |
| 19 | 08 | 14 | 06 | 75 |
| 22 | 12 | 12 | 0 | 0 |
| 24 | 08 | 16 | 08 | 100 |
| 26 | 10 | 14 | 04 | 40 |
| 28 | 06 | 12 | 06 | 100 |
| 30 | 12 | 12 | 0 | 0 |
| 31 | 08 | 16 | 08 | 100 |
| 33 | 06 | 06 | 0 | 0 |
| 35 | 06 | 12 | 06 | 100 |
| 37 | 08 | 12 | 04 | 50 |
| 39 | 08 | 06 | -02 | -25 |
| 42 | 04 | 08 | 04 | 100 |
| 44 | 06 | 04 | -02 | -33.33 |
| 46 | 06 | 10 | 04 | 66.66 |
| 48 | 06 | 08 | -02 | 33.33 |
| 50 | 04 | 04 | 0 | 0 |
| Total | 228 | 314 | 86 | 1056.17 |
| AV. Score | 9.12 | 12.56 | 3.44 | 42.24 |

3.4.1 Contentwise Tables: Definite Article

Group 'A'

Table No. 15

| R.N. | P1 | P2 | D | D% |
|-----------|-------|-------|------|---------|
| 1 | 24 | 36 | 12 | 50 |
| 3 | 24 | 34 | 10 | 41.66 |
| 5 | 22 | 32 | 10 | 45.45 |
| 7 | 20 | 34 | 14 | 70 |
| 9 | 24 | 30 | 06 | 25 |
| 12 | 18 | 30 | 12 | 66.66 |
| 14 | 16 | 36 | 20 | 125 |
| 16 | 14 | 32 | 18 | 128.57 |
| 18 | 16 | 28 | 12 | 75 |
| 20 | 14 | 30 | 16 | 114.28 |
| 21 | 16 | 26 | 10 | 62.5 |
| 23 | 14 | 22 | 08 | 57.14 |
| 25 | 10 | 26 | 16 | 160 |
| 27 | 16 | 20 | 04 | 25 |
| 29 | 12 | 24 | 12 | 100 |
| 32 | 14 | 18 | 04 | 28.57 |
| 34 | 10 | 26 | 16 | 160 |
| 36 | 08 | 20 | 12 | 150 |
| 38 | 10 | 22 | 12 | 120 |
| 40 | 06 | 12 | 06 | 100 |
| 41 | 04 | 10 | 06 | 150 |
| 43 | 10 | 24 | 14 | 140 |
| 45 | 08 | 16 | 08 | 100 |
| 47 | 08 | 24 | 16 | 200 |
| 49 | 06 | 12 | 06 | 100 |
| Total | 344 | 624 | 280 | 2394.83 |
| AV. Score | 13.76 | 24.96 | 11.2 | 95.79 |

Group 'B'

Table No. 16

| R.N. | P1 | P2 | D | D% |
|-----------|-------|-------|-----|---------|
| 2 | 28 | 32 | 04 | 14.28 |
| 4 | 26 | 28 | 02 | 7.69 |
| 6 | 24 | 32 | 08 | 33.33 |
| 8 | 26 | 28 | 02 | 7.69 |
| 10 | 20 | 22 | 02 | 10 |
| 11 | 22 | 28 | 06 | 27.27 |
| 13 | 14 | 30 | 16 | 114.28 |
| 15 | 20 | 20 | 0 | 0 |
| 17 | 18 | 22 | 04 | 22.22 |
| 19 | 14 | 20 | 06 | 42.85 |
| 22 | 18 | 20 | 02 | 11.11 |
| 24 | 10 | 18 | 08 | 80 |
| 26 | 14 | 18 | 04 | 28.57 |
| 28 | 12 | 16 | 04 | 33.33 |
| 30 | 10 | 20 | 10 | 100 |
| 31 | 12 | 18 | 06 | 50 |
| 33 | 12 | 18 | 06 | 50 |
| 35 | 10 | 20 | 06 | 50 |
| 37 | 10 | 22 | 10 | 100 |
| 39 | 08 | 12 | 12 | 120 |
| 42 | 06 | 10 | 04 | 50 |
| 44 | 08 | 10 | 04 | 66.66 |
| 46 | 06 | 12 | 02 | 25 |
| 48 | 08 | 10 | 06 | 100 |
| 50 | 06 | 08 | 02 | 25 |
| Total | 362 | 494 | 02 | 33.33 |
| AV. Score | 14.48 | 19.76 | 132 | 1152.61 |

Contentwise Tables : Omission of Articles

Group 'A'

Table No. 17

| R.N. | P1 | P2 | D | D% |
|-----------|------|------|------|---------|
| 1 | 10 | 12 | 02 | 20 |
| 3 | 08 | 12 | 04 | 50 |
| 5 | 10 | 12 | 02 | 20 |
| 7 | 08 | 12 | 04 | 50 |
| 9 | 08 | 14 | 06 | 75 |
| 12 | 06 | 10 | 04 | 66.66 |
| 14 | 06 | 14 | 08 | 133.33 |
| 16 | 06 | 08 | 02 | 33.33 |
| 18 | 04 | 10 | 06 | 150 |
| 20 | 04 | 06 | 02 | 50 |
| 21 | 05 | 08 | 03 | 60 |
| 23 | 04 | 08 | 04 | 100 |
| 25 | 08 | 09 | 01 | 12.5 |
| 27 | 02 | 08 | 06 | 300 |
| 29 | 04 | 06 | 02 | 50 |
| 32 | 02 | 08 | 06 | 300 |
| 34 | 04 | 10 | 06 | 150 |
| 36 | 06 | 06 | 0 | 0 |
| 38 | 02 | 06 | 04 | 200 |
| 40 | 04 | 08 | 04 | 100 |
| 41 | 04 | 10 | 06 | 150 |
| 43 | 06 | 08 | 02 | 33.33 |
| 45 | 04 | 08 | 04 | 100 |
| 47 | 0 | 04 | 04 | 0 |
| 49 | 04 | 10 | 06 | 150 |
| Total | 129 | 227 | 98 | 2354.15 |
| AV. Score | 5.16 | 9.08 | 3.92 | 94.16 |

Group 'B'

Table No. 18

| R.N. | P1 | P2 | D | D% |
|-----------|------|-----|------|---------|
| 2 | 08 | 10 | 02 | 25 |
| 4 | 06 | 10 | 04 | 66.66 |
| 6 | 10 | 12 | 02 | 20 |
| 8 | 10 | 08 | -02 | -20 |
| 10 | 08 | 10 | 02 | 25 |
| 11 | 06 | 10 | 04 | 66.66 |
| 13 | 08 | 10 | 02 | 25 |
| 15 | 06 | 04 | -02 | -33.33 |
| 17 | 08 | 08 | 0 | 0 |
| 19 | 04 | 10 | 06 | 150 |
| 22 | 04 | 06 | 02 | 50 |
| 24 | 04 | 06 | 02 | 50 |
| 26 | 02 | 04 | 02 | 100 |
| 28 | 06 | 08 | 02 | 33.33 |
| 30 | 04 | 06 | 02 | 50 |
| 31 | 04 | 08 | 04 | 100 |
| 33 | 06 | 08 | 02 | 33.33 |
| 35 | 04 | 06 | 02 | 50 |
| 37 | 04 | 06 | 02 | 50 |
| 39 | 06 | 08 | 02 | 33.33 |
| 42 | 04 | 04 | 0 | 0 |
| 44 | 02 | 04 | 02 | 100 |
| 46 | 04 | 06 | 02 | 50 |
| 48 | 02 | 04 | 02 | 100 |
| 50 | 02 | 04 | 02 | 100 |
| Total | 132 | 180 | 48 | 1224.98 |
| AV. Score | 5.28 | 7.2 | 1.92 | 48.99 |

The above tables show that the average scores obtained by Group 'A' were 9.56, 13.76 and 5.16 in indefinite, definite and omission of article in the pre-test respectively and 15.44, 24.96 and 9.08 in the post test respectively. Their marks increased by 5.88 (indefinite article), 11.2 (definite article) and 3.92 (omission of article) and the increased percentages were 73.33 (indefinite), 95.79 (definite) and 94.16 (omission). Whereas, the average scores obtained by Group 'B' were 9.12,

14.48 and 5.28 in indefinite, definite and omission of article in the pre-test respectively and 12.56, 19.76 and 7.2 in the post - test respectively. Their marks increased by 3.44 (indefinite articles), 5.28 (definite articles) and 1.92 (omission of article). The increased percentages were 42.24 (indefinite), 46.10 (definite) and 48.99 (omission).

Comparing the performances of both the groups 'A' and 'B' in all contents the researcher comes to the conclusion that the effectiveness seems to be better in inductive method rather than deductive method.

In all comparisons, (general, item wise, content wise and sex wise) Group 'A' which was taught inductively performed better than Group 'B' which was taught deductively. The difference percentage between the two groups is higher. While teaching in the class - room, the researcher himself found that Group 'A' always remained active and curious to discover the underlying rule. But, Group 'B' remained passive because they were taught by giving the underlying rule in the beginning of class. So, the former did better than the latter.

CHAPTER FOUR

FINDINGS AND RECOMMENDATIONS

4.1 Findings

In order to find out which method (inductive or deductive) is more effective for teaching articles in English in the context of Nepal, a practical study was done. The findings and recommendations of the study have been derived from analysis and interpretation of data. The major findings are concluded as follows:

- a) Table nos. 1 and 2 (tables of comparison in general) show the difference in general. The students of Group 'A' increased their marks by 76.04% and the students of Group 'B' increased their marks by 41.50% in their performance in the post-test. The great difference between the increased percentages of each group proves that inductive method is better than deductive one to teach articles in English in general.
- b) Table nos. 3 and 4 (tables of isolated items) show that Group 'A' which was taught inductively, increased their marks by 84.02% in the post - test and Group 'B' which was taught deductively, increased their marks by 42.53% in the post - test. The increased percentages of Group 'A' is greater than Group 'B' . It proves that inductive method is more effective than deductive one to teach articles.
- c) Table nos. 5 and 6 (tables of contextual item) show that group 'A' increased their marks by 79.07% and Group 'B' increased their marks by 54.46% in their performance in the post- test. Although the increased percentage is not as much as in isolated items, the students of Group 'A' learnt relatively more than the students of Group 'B' . Therefore, it is concluded that inductive method is relatively better than deductive one to teach articles in this item.
- d) Table nos. 7 and 8 (tables of free writing item) show that group 'A' increased their marks by 93.19% . Whereas, group 'B' increased their marks

by 79.09% in their performance in the post test. The increased percentage is not much but it is clear that Group 'A' did better than Group 'B' in their performance in the post test. So inductive method has been found more effective in comparison with deductive one to teach articles in this item.

- e) Table nos. 9 and 10 (tables of boys in sex wise comparison) show that Group 'A' increased their marks by 72.23% in their performance in the post - test whereas, Group 'B' increased their marks by 39.55% in their performance in the post-test. The difference between the increased percentages of each Group proves that inductive method is more effective than deductive one to teach articles.
- f) Table nos. 11 and 12 (tables of girls in sex wise comparison) show that Group 'A' has done much better than Group 'B' in the post test. The students of Group 'A' increased their average marks by 79.56%. On the other hand, the students of Group 'B' increased their average marks by 43.97% From the above evidence, it is clear that inductive method is far better than deductive method to teach articles.
- g) Table nos. 13 and 14 (Table of indefinite articles in content wise comparison) show that the students of Group 'A' increased their marks by 73.33 whereas, the students of Group 'B' increased their marks by 42.24 in their performance in the post-test. From the difference in percentages between Group 'A' and 'B', it is obvious that Group 'A' did better than Group 'B' and inductive method is more effective than deductive one to teach articles in English.
- h) Table nos. 15 and 16 (Tables of definite article in content wise comparison) Show that the students of Group 'A' did far better than the students of Group 'B' in the post - test. The students of Group 'A' increased their marks by 95.79 whereas, the students of group 'B' increased their marks by 46.10. The great difference between these two groups proves that inductive method is far better

i) Table nos. 17 and 18 (table of omission of articles in content - wise comparison) show that the students of Group 'A' increased their marks by 94.16 whereas, Group 'B' increased their marks by 48.99 in the post - test. The great difference between the increased percentage of each Group indicates that inductive method is far better than deductive one to teach articles in English.

On the basis of these findings, it is concluded that inductive method is better and more effective than deductive one to teach articles in English in context of Nepal.

4.2 Recommendations

On the basis of the findings of the study, the researcher has made the following recommendations for pedagogical implications .

1. Inductive method has been found to be better than deductive one in general. Group 'A' which was taught inductively did better in their performance in the post-test in comparison with Group 'B', which was taught deductively. So, inductive method should be applied in teaching articles in general.
2. Inductive method has been found to be better and more effective than deductive one in all types of comparison, i.e. item wise, sex wise and content wise. So, inductive method should be applied in teaching articles.
3. In item -wise comparison, the students of Group 'A' did comparatively better in isolated items than in contextual and free writing items. This is the result of the lack of practice in contextual and free writing items while teaching articles. So, articles should be taught practicing through all types of items, i.e. isolated, contextual as well as free writing equally.
4. To fulfill the objectives of curriculum and to make teaching - learning process more effective, fruitful and purposeful inductive method should be applied in teaching articles.
5. In order to make students more active and curious in the class room , inductive method should be applied in teaching articles because ample practices rather

than recitation of rules make them more active, objective oriented and curious in the class - room. In this study, the students of Group 'A' which was taught inductively, were found more active and curious in the class - room while teaching articles in comparison with the students of Group 'B' which were taught deductively.

6. The syllabus designers and the text book writers should be encouraged to design syllabus and curriculum on the basis of inductive method. However, it does not mean that deductive method should be given no place at all in the syllabuses and text books.
7. The number of students and class-room management should be appropriate so that the teacher can go around the students and check performance and pay attention equally to all the students individually. If the number of students in Group 'A' was large enough, the researcher could not be able to go around the students and check their performance. Therefore, it is recommended that the class room management should be appropriate and the number of students should be no more than 25 while using inductive method.
8. To make the students more active, inductive method requires much time. In the study, the researcher himself experienced that Group 'A' required much time in teaching the same item in comparison with Group 'B'. So it is suggested that much time should be devoted while using inductive method.
9. It is recommended that inductive method should be applied by the teachers to teach articles since this study shows that the inductive method is more effective, meaningful than the deductive one in teaching articles.
10. This study was done in one government school of Rukum district. It is limited to only 50 students in which the level of students and number of students were confined. Therefore, it can't be claimed that the inductive method is applicable in all schools, levels and to all the students of Nepal in teaching articles. To make the findings of this study reliable and valid several other experiments of this type should be conducted in different levels of different schools throughout the country.

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Appendix - A

Test Items

Teaching articles in English Deductively and Inductively

A Practical Study

Name of School:

Full Marks: 100

Name of Student :

Class: IX

Sex:

Time: 1 hours

Test : Pre-test

Attempt all the questions.

A) Insert 'A', 'An' or 'The' only where necessary.

2×30=60

1. A fly is insect.
2. He passedB.A.
3.Nikhil acts in a film.
4. Anil isfirst of five boys.
5.Gorkhapatra is a national daily.
6.Muna Madan is the book that I like most.
7. He was playing harmonium at that moment.
8.old are open books of the society.
9. Cow is useful animal.
10.Nepal is our beautiful motherland.
11. Please give me piece of bread.
12. Karnali is the longest river in our country.
13. Mt. Everest is the highest peak in the world.
14. dog which is barking loudly is ours.
15. He never has alcohol.
16. She looks as stupid asowl.
17. He used to live inUnited States.

18.man is mortal.
19.pacific ocean is the biggest ocean in the world.
20. What pretty girl she is!
21. They went to school to meet their friends.
22. Mina ishonest girl.
23. Did you see Davis fall in Pokhara?
24. She drank glass of water.
25. She is my aunt.
26. A man was lost in Sahara desert last week.
27. French are famous for their food.
28. I often listen to.....radio.
29.Gold is an expensive metal.
30. She passed I.Ed. in 2060 B.S.

B) Complete the following story putting appropriate articles. [2×10=20]

Once upontime, there was old farmer. He was..... most laborious and richest person in his time. But his sons were lazy. They did not help him to work in farm. One day, farmer became ill. He knew that he was leaving earth forever. He called all his sons and said that his wealth was buried in his field. When sun was setting in west horizon, he took his last breath. His sons dug up the whole field to find wealth but they found no wealth. They sowed the seed and got fine crop next year. In this way, they learnt to be laborious and active.

C) Write a paragraph about your village putting appropriate articles in appropriate places. [Write at least 20 sentences] [1×20=20]

Test Items

Teaching articles in English Deductively and Inductively

A Practical Study

Name of School:

Full Marks: 100

Name of Student :

Class IX :

Sex:

Time : 1 hours

Test : Post-test

Attempt all the questions.

A) Insert 'A', 'An' or 'The' only where necessary. [2×30=60]

1. young have the future in their hands.
2. I had a sandwich for lunch sandwich was very nice.
3. Kathmandu is the capital city of Nepal.
4. It takes hour to reach the town from here.
5. We have made union of youths.
6. Sky is deep blue today.
7. Mohanchandra is the Nelson Mandela of Nepal.
8. What beautiful scene that is!
9. Sisne Himal is in Rukum district.
10. Mr. Khadka is most helpful person in our locality.
11. She baths twice day.
12. He was born in mid-western part of Nepal.
13. Rupa is actress.
14. Atlantic ocean is between Europe and America.
15. Netherlands is called Holland.
16. Volleyball is my favourite game.
17. He has just finished Ph .D.
18. Miss B.C. is second in our school.

19. girl in a blue sari works in an office.
20. honesty is the best policy.
21. Have you seen Red sea?
22. Nigara fall is very beautiful and worth watching.
23. mother loves me very much.
24. They have been making chairs for me.
25. Nepalese are brave and labourious.
26. iron is a useful metal.
27. He bought ewe from Mustang.
28. telephone is an effective means of communication.
29. She is intelligent girl.
30. He is a criminal. He is welcomed to hell after his death.

B) Complete the following story putting appropriate articles. $2 \times 10 = 20$

Many years ago, in certain place, there were three close friends, i.e. Mr. Blind, Mr. Lamb and Mr. Deaf. They had odd behaviour and a strange interest. They loved smoking cigarette, eating banana and drinking tea respectively. But they had never had even drop of alcohol. Mr. Blind did not smoke without playing flute. Mr. Lamb always recited Gita but Mr. Deaf did not sleep until he finished reading Rising Nepal daily. They all had passed I.A. One day, robbers attacked them. They decided to leave their home. Mr. Blind was strongest among them so he put Mr. Lamb on his back. He followed Mr. Deaf holding his hands. They walked and walked towards Gandaki river.

c) Write a paragraph about your school putting appropriate articles in appropriate places. (Write at least 20 sentences) $[1 \times 20 = 20]$

Appendix - B

Students' Rank According to the Pre-test Scores

F.M. : 100

| R.N. | Name of the students | Obtained Marks | R.N. | Name of the students | Obtained Marks |
|-------------|-----------------------------|-----------------------|-------------|-----------------------------|-----------------------|
| 1 | Sushil Khadka | 62 | 26 | Hari Kumar Malla | 33 |
| 2 | Madan Jaishi | 60 | 27 | Opendra Pun | 32 |
| 3 | Kshitija K.C. | 60 | 28 | Sudhir Oli | 32 |
| 4 | Kusmakar Khadka | 59 | 29 | Kabita Nath | 31 |
| 5 | Bindu B. K. | 58 | 30 | Lila Khadka | 30 |
| 6 | Sarad B.K. | 55 | 31 | Sundar K.C. | 29 |
| 7 | Ishan Acharya | 54 | 32 | Dhana Maya Ghartil | 28 |
| 8 | Gorkha Bdr. Gharti | 54 | 33 | Lachhu Malla | 27 |
| 9 | Pabitra B. K. | 52 | 34 | Kamalal Khadka | 27 |
| 10 | Kamala Khadka | 51 | 35 | Jamuna B.K. | 26 |
| 11 | Mamata K.C. | 51 | 36 | Jaya Kumari K.C. | 26 |
| 12 | Sita Khadka | 48 | 37 | Kamal Budha | 25 |
| 13 | Bibek Budha | 48 | 38 | Puspa B.C. | 23 |
| 14 | Lilaram Khadka | 48 | 39 | Srijana B.M. | 23 |
| 15 | Chuman Khadka | 45 | 40 | Bhim Bdr. K.C. | 23 |
| 16 | Laxmi Malla | 43 | 41 | Govinda Malla | 22 |
| 17 | Nista B.C. | 40 | 42 | Jaman Khadka | 22 |
| 18 | Parash Khadka | 45 | 43 | Binita K.C. | 21 |
| 19 | Ramita Pun | 39 | 44 | Aruna Budha | 20 |
| 20 | Bhabana K.C. | 38 | 45 | Hasta Bdr. Kanwar | 20 |
| 21 | Pabitra Khadka | 37 | 46 | Dipa Budha | 19 |
| 22 | Champha Khadka | 36 | 47 | Udi Ram B.K. | 19 |
| 23 | Bir Bdr. B.K. | 36 | 48 | Rajan Pun | 18 |
| 24 | Pabitra Paudel | 34 | 49 | Man Kumari Roka | 18 |
| 25 | Chudamani Malla | 33 | 50 | Samir Budha | 16 |

Appendix - C

Ranking Procedure and Group Division

Ranking Procedure

| Pre-test rank | Group - 'A' | Group - 'B' |
|---------------|-------------|-------------|
| 1-10 | odd | even |
| 11-20 | even | odd |
| 21-30 | odd | even |
| 31-40 | even | odd |
| 41-50 | odd | even |

Group Division

Group 'A'

| R.N. | Name of the Students | R.N. | Name of the Students |
|------|----------------------|------|----------------------|
| 1 | Sushil Khadka | 27 | Opendra Pun |
| 3 | Kshitija K.C. | 29 | Kabita Nath |
| 5 | Bindu B.K. | 32 | Dhana Maya Gharti |
| 7 | Ishan Acharya | 34 | Kamalal Khadka |
| 9 | Pabitra B.K. | 36 | Jaya K. R. C. |
| 12 | Sita Khadka | 38 | Puspa B.C. |
| 14 | Lila ram Khadka | 40 | Bhim Bdr. K.C. |
| 16 | Laxmi Malla | 41 | Govinda Malla |
| 18 | Parash Khadka | 43 | Binita K. C. |
| 20 | Bhabana K.C. | 45 | Hasta Bdr. Khadka |
| 21 | Pabitra Khadka | 47 | Udiram B.K. |
| 23 | Bir Bdr. B. K. | 49 | Man Kumari Roka |
| 25 | Chudamani Malla | | |

Group - 'B'

| R.N. | Name of the Students | R.N. | Name of the Students |
|-------------|-----------------------------|-------------|-----------------------------|
| 2 | Madan Jaishi | 28 | Sudhir Oli |
| 4 | Kusmakar Khadka | 30 | Lila Khadka |
| 6 | Sarad B.K. | 31 | Sundar K. C. |
| 8 | Gorkha Bdr. Gharti | 33 | Lachhu Malla |
| 10 | Kamala Khadka | 35 | Jamuna B.K. |
| 11 | Mamata K.C. | 37 | Kamal Budha |
| 13 | Bikbek Budha | 39 | Srijana B.M. |
| 15 | Chuman Khadka | 42 | Jaman Khadka |
| 17 | Nista B.C. | 44 | Aruna Budha |
| 19 | Ramita Pun | 46 | Dipa Budha |
| 22 | Champha Khadka | 48 | Rajan Pun |
| 24 | Pabitra Paudel | 50 | Samir Budha |
| 26 | Hari Kumar Malla | | |

Appendix - D

Marking Scheme (Pre-test)

A) Insert 'A' , 'An' or 'The' only where necessary . [2×30= 60]

| Q.N. | Answer | Q.N. | Answer |
|------|------------|------|------------|
| 1 | An | 16 | An |
| 2 | A | 17 | The |
| 3 | No article | 18 | No article |
| 4 | The | 19 | The |
| 5 | The | 20 | A |
| 6 | The | 21 | The |
| 7 | The | 22 | An |
| 8 | The | 23 | The |
| 9 | A | 24 | A |
| 10 | No article | 25 | No article |
| 11 | A | 26 | The |
| 12 | The | 27 | The |
| 13 | No article | 28 | The |
| 14 | The | 29 | No article |
| 15 | No article | 30 | An |

B) Complete the following story putting appropriate articles. [2 ×10=20]

| Blank Number | Answer |
|------------------------|--------|
| 1 st Blank | A |
| 2 nd Blank | An |
| 3 rd Blank | The |
| 4 th Blank | The |
| 5 th Blank | A |
| 6 th Blank | The |
| 7 th Blank | The |
| 8 th Blank | The |
| 9 th Blank | The |
| 10 th Blank | A |

C) Write a paragraph about your village putting appropriate articles in appropriate places. [Write at least 20 sentences] (1×20 = 20)

Marking Scheme (Post - Test)

A) Insert 'A', 'An' or 'The' only where necessary. (2×30=60)

| Q.N. | Answer | Q.N. | Answer |
|-------------|---------------|-------------|---------------|
| 1 | The | 16 | No article |
| 2 | The | 17 | A |
| 3 | No article | 18 | The |
| 4 | An | 19 | The |
| 5 | A | 20 | No article |
| 6 | The | 21 | The |
| 7 | No article | 22 | The |
| 8 | A | 23 | No article |
| 9 | No article | 24 | No article |
| 10 | The | 25 | The |
| 11 | A | 26 | No article |
| 12 | The | 27 | A |
| 13 | An | 28 | The |
| 14 | The | 29 | An |
| 15 | The | 30 | The |

B) Complete the following story putting appropriate articles. (2×10=20)

| Blank Number | Answer |
|------------------------|---------------|
| 1 st Blank | A |
| 2 nd Blank | An |
| 3 rd Blank | A |
| 4 th Blank | A |
| 5 th Blank | The |
| 6 th Blank | The |
| 7 th Blank | The |
| 8 th Blank | An |
| 9 th Blank | The |
| 10 th Blank | The |

C) Write a paragraph about your school putting appropriate articles in appropriate places (write at least 20 sentence) (1×20=20)

Appendix -E

Lesson Plan No. 2

School's Name : Shree Janta Higher Secondary School, Pokhara - 1, Rukum

Class : IX

Date : 2066-05-11

Subject : English

Time : 45 minutes

No. Of Students : 25

Topic : The use of indefinite article 'A '

1. Specific objectives:

At the end of the lesson, the students will be able to:

- use 'B' before singular countable noun which begins with a consonant sound.

2. Instructional materials :

- flannel board
- sentence chart

Group 'A'

3. Teaching learning activities.

At first, the teacher shows the chart having following sentences on the flannel board

- Rina is a teacher.
- There was a snake in the hole.
- He puts his bag on a table.
- She will buy a house next year

Then, he analyzes the sentences focusing on the nouns after articles. He clarifies that the nouns table, house, snake, teacher all are singular countable and begins from consonant sounds.

After that, the teacher asks the students to bring out and generalize rule from the analysis of examples.

He also makes written and oral practice on the examples. If they can't, he helps them.

Generalization: "A is used before singular countable noun beginning with a consonant sound."

4. Evaluation

a. Put 'A' article where necessary.

- There is ox grazing in the field
- I lost bag.
- They hit him with sticks.
- She is drinking water.
- She was girl of an adult minded.

5. Homework.

Given from class IX English book

Group 'B'

3. Teaching Learning Activities:

At first, the teacher writes the following rule on the white board.

"A is used before singular and countable noun which begins with a consonant sound."

Then, he describes and explains the rule providing some examples.

- There was a snake in the hole.
- He puts his bag on a table.
- She will buy a house next week.
- They killed a tiger in the jungle.

He makes drill in chorus, semi chorus and individually.

4. Evaluation :

Put correct articles where necessary .

- There is ox grazing in the field.
- She is drinking water.
- I lostbag.

- She was girl of an adult minded.

5. Homework:

Given from Class IX English book.

Lesson Plan No. 3

Topic : The use of indefinite article 'an'

1. Specific Objectives :

On completion of this lesson, the students will be able to :

- use 'An' before a singular countable noun which begins with a vowel sound.

2. Instructional Materials.

- Flannel board.
- Sentence chart.

Group 'A'

3. Teaching hearing activities:

The teacher presents the chart having following sentences with appropriate articles on the flannel board:

- It takes an hour to reach there.
- She eats an apple every day.
- I've bought an umbrella for a rainy season.
- Srilanka is a country of an island.
- He looks as stupid as an owl.

The teacher reads them and lets the students read aloud. He asks the students to observe them and try to explore the rule in which condition we use indefinite article 'an'. The students observe them and try to generalize the underlying rule.

The teacher facilitates them if they need.

The teacher again writes some sentences with no articles on the white board. The students put correct articles and induce the rule.

"We should use 'an' article before a singular countable noun which begins with a vowel sound."

4. Evaluation :

a. Insert 'an' where necessary.

- I always have orange in summer.
- She wrote novel about the lifestyle of Negro in Africa.
- He was killed by the attack of elephant.
- sun is oval.

5. Homework :

Given from class IX English book.

Group 'B'

3. Teaching Learning Activities :

The teacher writes the following rule on the white board.

"An is used before a singular countable noun which begins with a vowel sound."

The teacher explains the rule and gives some examples.

- It takes an hour to reach there.
- She eats an apple every day.
- I have bought an umbrella for a rainy season.
- He looks as stupid as an owl.

The teacher writes some examples on the white board and asks the students to put correct articles. The students practise them applying the above rule and the teacher helps them individually explaining the rule more explicitly.

4. Evaluation :

Insert 'An' where necessary.

- I always have orange in summer.
- She wrote novel about the lifestyle of Negro in Africa.
- He was killed by the attack of elephant.
- Sun is oval.

5. Homework :

Given from Class IX English book.

Lesson Plan No. 4

Topic : The use of 'The'

1. Specific Objectives :

On completion of this lesson, the students will be able to :

- use 'The' before superlative form of adjective and ordinal numbers.

2. Instructional materials

- Flannel board.
- Sentence chart.

Group 'A'

3. Teaching Learning Activities :

The teacher shows the sentence chart having following sentences :

- What is the highest mountain in the world ?
- English is the most difficult subject for him.
- Sita is the first girl in our class.
- He is the tenth person to pass an M.Ed. in our district.
- The worst leader in our country is coming.

The teacher reads them and lets the students read aloud. He asks the students to observe them and try to explore the rule from the use of 'The' in above sentences.

The teacher again writes some sentences on the white board and the students put the correct articles and induce the rule.

"The is used before superlative form of adjectives and ordinal numbers."

4. Evaluation:

Put in 'The' where necessary :

- She is most beautiful girl in our village.
- There is black cloud in the sky.
- They made fastest train in the world.

- He is ... best one who did it.
- These are our glorious days in the life.

5. Homework:

Given from Class IX English book.

Group 'B'

3. Teaching Learning Activities:

At first, the teacher writes the following rule on the white board.

"The is used before superlative form of adjective and ordinal numbers." The teacher describes the rule and tries to clarify the students. Then, he provides some sentences from the sentence chart.

- English is the most difficult subject for him.
- Mt. Everest is the highest mountain in the world.
- Ram is the first boy in our school.
- He is the fifth person to complete an MBBS course in our district.
- The worst leader in our village is coming.

The teacher asks the students to practise the rules orally or in written form.

He also writes some sentences without articles on the white board and asks the students to put the correct articles applying the above rule. He also facilitates them if they feel any problems.

4. Evaluation:

Put in 'The' where necessary.

- She is most beautiful girl in our village.
- There is black cloud in the sky.
- They made fastest train in the world.
- He is ... best one who did it.
- These are our glorious days in the history of life.

5. Homework:

Given from Class IX English book.

Lesson Plan No. 5

Topic : The use of 'The'

1. Specific Objectives :

On completion of this lesson, the students will be able to:

- use 'The' before a unique (only one) object and direction.

2. Instructional Materials:

- Flannel board.
- Sentence chart.

Group 'A'

3. Teaching Learning Activities:

At first, the teacher shows the sentence chart having following sentences.

- The sun rises in the east.
- The sky is blue everywhere.
- Turn to the north then, look at the Himalayas.
- Human beings are enjoying in the universe.
- The moon goes round the earth every 27 days.

The teacher analyses the above sentences. He reads them aloud and lets the students read aloud. He encourages the students to form rule by the use of 'the' in above sentences.

He also writes some sentences on the white board and asks the students to put correct articles in the blanks.

Then, they form and generalize the following rule.

"We should use 'The' before a unique object and direction."

4. Evaluation:

Put correct articles in the following sentences :

- I live in..... mid-western part of Nepal.
- They lay down on the ground and looked up at sky.
- earth is our common home.
- My sister is dentist.

5. Homework:

Given from Class IX English book.

Group 'B'

3. Teaching Learning Activities :

First of all, the teacher writes the following rule on the white board.

"We should use 'The' before a unique object and names of directions."

The teacher describes the rules and tries to clarify the students. Then, he provides some sentences from the sentence chart.

- The sun rises in the east.
- The sky is blue everywhere.
- Turn to the north and look at the Himalayas.
- Human beings are enjoying in the universe.
- The moon goes round the earth every 27 days.

The teacher asks the students to practise the rules orally or in the written form.

He also writes some sentences without articles on the white board and asks the students to put correct articles applying the above rule. He helps them if they feel any difficulties.

4. Evaluation:

Put the correct articles in the following sentences.

- I live in mid-western part of Nepal.
- They lay down on the ground and looked up at sky.
- earth is our common home.
- My sister is dentist.

5. Homework:

Given from Class IX English book.

Lesson Plan No. 6

Topic : The use of 'A'

1. Specific Objectives : On completion of this lesson, the students will be able to :

- use 'A' before a singular countable noun which is preceded by an adjective or an adverb beginning with a consonant sound.

2. Instructional Materials :

- Flannel board.
- Sentence chart.

3. Teaching and Learning Activities :

At first, the teacher shows the sentence chart having following sentences :

- Gita is a one-legged girl.
- The cows is a useful animal.
- What a courageous man !
- There is a tall hill to the north of my village.
- Bhaktapur is a holy city.

The teacher analyses the above sentences. He reads them aloud and lets the students read aloud.

He encourages the students to form rules by the use of 'a' in above sentences. He also writes some sentences on the white board and asks the students to put correct article in the blanks. Then the rule is formed.

"We should use 'A' before a singular countable noun which is preceded by an adjective or an adverb beginning with a consonant sound."

4. Evaluation:

Put the correct articles in the following sentences :

- There is beautifully carved window.
- I have black dog.
- Cobra is dangerous snake.
- What lovely girl!
- It was exciting game.

5. Homework:

Given from Class IX English book.

Group 'B'

3. Teaching Learning Activities:

At first, the teacher writes the following rule on the white board :

"A can be used before a singular countable noun which is preceded by an adjective or an adverb beginning with a consonant sound."

Here, the teacher becomes active. He describes the rule and tries to make the students clear. He provides some sentences from the sentence chart.

- Gita is a one-legged girl.
- The cows is a useful animal.
- What a courageous man !
- There is a tall hill to the north of my village.
- Bhaktapur is a holy city.

The teacher asks the students to practise the rule orally or in written form.

He writes some sentences on the white board and asks them to put correct articles.

If they feel any difficulties he helps them.

4. Evaluation:

Insert articles where necessary.

- There is beautifully carved window.
- I have black dog.
- Cobra is dangerous snake.
- What lovely girl.
- It was exciting game.

5. Homework:

Given from Class IX English book.

Lesson Plan No. 7

Topic : The use of 'An'

1. Specific Objectives :

On completion of this lesson, the students will be able to :

- use 'An' before a singular countable noun which is preceded by an adjective or an adverb beginning with a vowel sound.

2. Instructional Materials :

- Sentence Chart.
- Flannel board.

3. Teaching Learning Activities :

At first, the teacher shows a sentence chart having the following sentences.

- She loves reading an interesting story.
- He bought an expensive clock.
- Mr. Prakash Khadka is an honest man.
- Have you met an honourable lady ?
- He always gives an impressive speech.

The teacher asks the students to observe the sentences deeply. He encourages them to explore rule from those examples. The teacher writes some sentences on the white board and asks them to put correct articles.

At last, the students explore the rule themselves with the help of a teacher.

"An is used before a singular countable noun which is preceded by an adjective or an adverb beginning with a vowel sound."

4. Evaluation:

Insert correct articles where necessary.

- She is untidy girl.
- I have empty can.
- There is evergreen tree.

5. Homework:

Given from Class IX English Book.

Group 'B'

3. Teaching Learning Activities : At first, the teacher writes the following rule on the white board.

"An is used before a singular countable noun which is preceded by an adjective or an adverb beginning with a vowel sound."

He actually describes the rule and provides some sentences from the sentence chart.

- She loves reading an interesting story.
- He bought an expensive clock.
- Mr. Prakash Khadka is an honest man.
- Have you met an honourable lady ?
- He always gives an impressive speech.

He asks the students to practise the rule orally or in a written form.

He writes some sentences on the white board and asks them to put correct articles.

4. Evaluation:

- Insert correct article where necessary.
- She is untidy girl.
- I have empty can.
- There is evergreen tree.

5. Homework:

Given from Class IX English Book.

Lesson Plan No. 8

Title : The use of 'A' and 'An'

1. Specific Objectives:

On completion of this lesson, the students will be able to:

- use 'A' and 'An' before an abbreviation beginning with a consonant sound and a vowel sound respectively.

2. Instructional Materials :

- Flannel Board.

- Sentence Chart.

Group ‘A’

3. Teaching Learning Activities :

At first, the teacher shows a sentence chart having the following sentences :

- Ramesh is an M.P.
- Our English teacher is a B.Ed.
- He passed a Ph.D. in 2065 B.S.
- I joined in an I.A. at the age of 18.

The teacher reads the sentences aloud and tries to make clear to the students. He encourages them to form the rules from the above sentences.

He writes some sentences on the white board for the further practice. The students try to put correct articles in the blanks and with the help of teacher they form a rule.

"We use ‘a’ and ‘an’ before an abbreviation beginning with a consonant sound and a vowel sound respectively."

4. Evaluation:

The teacher asks to make any four sentences using ‘a’ and ‘an’ article with abbreviations.

5. Homework:

Given from Class IX English Book.

Group ‘B’

3. Teaching and Learning Activities:

At first, the teacher revises the previous lesson in short and writes the following rule on the white board. ‘A’ and ‘an’ are used before an abbreviation beginning with a consonant sound and vowel sound respectively.

The teacher tries to clarify the rule by describing it. He gives some examples on the basis of that rule from the sentence chart.

- Our English teacher is a B.Ed.
- He passed a Ph.D. in 2065 B.S.

- I joined in an I.A. at the age of 18.

He asks the students to practise the rule orally or in a written form. For the further practice, the teacher writes some sentences on the white board and asks the students to put the correct articles.

4. Evaluation:

Make any 4 sentences using 'a' and 'an' articles with abbreviations.

5. Homework:

Given from Class IX English Book.

Lesson Plan No. 9.

Title - The use of 'The'

1. Specific objectives:

On completion of this lesson, the students will be able to:

- Use 'the' before a noun modified by a phrase or clause.

2. Instructional Materials:

- Flannel board

-Sentence chart

Group 'A'

3. Teaching Learning Activities:

At first, the teacher revises the previous lesson in short and shows following sentences on the flannel board.

- The flowers in your garden are beautiful.

- This is the place where we intended building a house.

- The girl in a blue sari is a dancer.

- The water in that jar is very dirty.

The teacher reads the sentences aloud and analyses them. He asks the students to generalize and find out the rule from those sentences given above.

For further help, he writes some sentences on the white board and asks the students to put correct articles in the blanks.

He makes more practice. They generalize the rule with the help of teacher.

"We use 'the' before a noun (singular, plural, countable and uncountable) modified by a phrase or clause."

4. Evaluation:

Insert correct articles where necessary.

- Chair on which you are sitting is not comfortable.
- All horses in the race ran well.
- Girl with a long hair is my lover.
- Tea which my mother prepared is sweet enough.

5. Homework :

Given from Class IX English Book.

Group 'B'

3. Teaching Learning Activities : At first, the teacher revises the previous lesson in short and writes the following rule on the white board. "We use 'the' before a noun (singular, plural, uncountable and uncountable) modified by a phrase or a clause."

The teacher tries the students to make the rule clear. He explains the rule and shows the following sentences for further practice.

- The flowers in your garden are beautiful.
- This is the place where we intended building a house.
- The girl who is wearing a blue sari is a dancer.
- The water in that jar is very dirty.

He asks the students to practice the rule orally or in a written form. For the further practise, he writes some sentences on the white board and asks the students to write correct articles.

4. Evaluation:

Insert correct articles where necessary.

- Chair on which you are sitting is not comfortable.
- All horses in the race ran well.
- Girl with a long hair is my lover.

- Tea which my mother prepared is sweet enough.

5. Homework:

Given from Class IX English Book.

Lesson Plan No. 10

Title : The use of ‘The’

1. Specific Objectives:

On completion of this lesson, the students will be able to:

- use ‘The’ before singular noun to represent a class of animals or things and before an adjective to represent a class of person.

2. Teaching Materials:

- Flannel board.
- Sentence chart.

Group ‘A’

3. Teaching and Learning Activities :

At first, the teacher revises the previous lesson in short and shows the following sentences from the sentence chart :

- The tiger eats meat (all the tigers)
- The cow is a useful animal. (all the cows)
- The rich are not happy.
- The young are the future of their country.

The teacher lets the students read above sentences aloud and observe deeply. He facilitates them to bring out the rule from those sentences.

For further practice, he writes some sentences on the white board and asks them in chorus to put the correct articles. Then, they will generalize and form rule with the help of a teacher.

"We use ‘The’ before singular noun to represent a class of animals or things and before adjective to represent a class of persons."

4. Evaluation:

Insert correct articles where necessary.

- Elephant is the biggest land animal.
- Beautiful are proud.
- Cobra is a dangerous snake.
- Poor are kind.

5. Homework:

Given from Class IX English Book.

Group 'B'

3. Teaching and Learning Activities

At first, the teacher revises the previous lesson in short and he writes the following rule on the white board.

"The is used before singular noun to represent a class of animals or things and before adjective to represent a class of persons."

The teacher reads the rule loudly and describes it. To make it clear, he gives some examples from the sentence chart.

- The cow is a useful animal.
- The tiger eats meat.
- The rich are not happy.
- The young are the future of their1 country.

He asks the students to practise the rule and make the sentences according to the rule.

He gives some sentences on the white board and asks to put correct articles.

4. Evaluation:

Insert correct articles where necessary:

- Elephant is the biggest land animal.
- Beautiful are proud.
- Cobra is a dangerous snake.
- Poor are kind.

5. Homework: Given from Class IX English Book.