

**THE ROLE OF INDUCTIVE METHOD IN TEACHING
ENGLISH PREPOSITIONS**

**A Thesis Submitted to the Department of English Education
In Partial Fulfillment for the Master of Education in English**

**Submitted by
Tika Ram Regmi**

**Faculty of Education
Tribhuvan University, Kirtipur
Kathmandu, Nepal**

2015

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T.U. Reg. No.: 6-2-3-1554-2006

Second Year Examination

Roll No.: 281017/069

Date of Approval of the Thesis

Proposal: 2071/08/29

Date of Submission: 21/07/2015

RECOMMENDATION FOR ACCEPTANCE

This is to certify that **Mr. Tika Ram Regmi** has prepared this thesis entitled "**Role of inductive method in teaching English Prepositions.**" Under my guidance and supervision.

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DECLARATION

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

Date: 20/07/2015

.....
Tika Ram Regmi

DEDICATION

Dedicated

To

***My Parents, and Teachers* who made me what I am today.**

ACKNOWLEDGEMENTS

At first, I am highly indebted to my respected supervisor **Dr. Anju Giri**, Professor, Department of English Education T.U., Kirtipur for her scholarly guidance, inspiration, and suggestions from the very beginning to the completion of this thesis. Without her constant supervision and intellectual guidance, this research work would never have been into the present form. So, I express my sincere gratitude to her.

I am extremely grateful to **Dr. Anjana Bhattarai**, Professor and the Head, Department of English Education T.U., Kirtipur for her inspiration and providing me with an opportunity to conduct this research study. Similarly, I am very grateful to **Mr. Bhesh Raj Pokhrel**, Lecturer, Department of English Education for providing me with valuable suggestions and supportive ideas. Furthermore, I express my sincere gratitude to all my teachers of the Department of English Education for their kind help and suggestions. I am also grateful to **Mrs. Madhabi Khanal**, the librarian, Department of English Education for her kind co-operation from the very beginning to the end of the work.

I express my indebtedness to the students of Shree Nawa Kiran Vidya Mandir Higher Secondary School for helping me to collect data. Similarly I am fully indebted to my parents **Mr. Durga Lal Regmi** and **Tanka Maya Regmi** for their blessings inspirations and support in my study. In the same way, it will be a great injustice to my friends if I do not remember them. I am extremely grateful to my brother **Mr. Indra Regmi**, and my sisters **Mrs. Susmita Regmi** and **Mrs. Dipa Regmi** for their support and encouragement. I would like to thank **Miss. Mandira Maharjan** for computer typing and printing

Tika Ram Regmi

2015

ABSTRACT

This thesis entitled “**Role of Inductive Method in Teaching English Prepositions**” is an attempt of the researcher to find out the role of inductive method in teaching English prepositions. To meet the objective of research, the researcher used purposive non-random sampling procedure for selecting the sample. The primary data was collected from the thirty students of Shree Nawa Kiran Vidya Mandir School of Jhapa district. The researcher set test items and administered to thirty students. Before starting the class, the students were pre- tested. Then the researcher introduced new situation and tried to intervene the existing situation. For this, the researcher started to teach English prepositions through the use of inductive method. The real teaching was taken for four weeks and progress test was administered in the interval of five days. After teaching four weeks, the post-test was undertaken using the same pre-test items. The results of the pre-test, progress and post test were analyzed to determine the role of inductive method in teaching English prepositions. The average score of the students on the pre- test compared with the average score of students on the post-test was highly increased. Similarly, the average score of students on different progress test was also increased. Likewise, the average score of students on progress test compared with the average score of post- test was also highly increased .The findings of the study show that teaching prepositions through inductive method is effective and fruitful.

The present study is divided into five main chapters and other sub-chapters. The first chapter deals with introduction. It consists of general background, statement of the problem, objectives, research questions, significance and delimitation of the study. The second chapter deals with the review of related literature. The third chapter is related to the methods and procedures of the study which includes design of the study, population, sample and sampling procedure, areas of the study, data/information collection tools, data collection procedures and data analysis and interpretation procedures. Similarly the fourth chapter consists of result and discussion. The last chapter includes summary, conclusion and implication. This chapter is followed by references and appendix.

TABLE OF CONTENTS

	Page No
Declaration	i
Recommendation for Acceptance	ii
Recommendation for Evaluation	iii
Evaluation and Approval	iv
Dedication	v
Acknowledgements	vi
Abstract	vii
Table of Contents	ix
Lists of Tables	xii
List of Abbreviations	xiii
CHAPTER- ONE: INTRODUCTION	1-8
1.1 General Background	1
1.2 Statement of the Problem	6
1.3. Objectives of the Study	7
1.4 Research Questions	7
1.5 Significance of the study	7
1.6 Delimitations of the Study	8
1.7 Operational Definitions of the Key Terms	8
CHAPTER-TWO: REVIEW OF RELATED LITERATURE AND CONCEPTUAL FRAMEWORK	9-24
2.1 Review of the Theoretical Literature	9
2.1.1 Teaching of Grammar	9

2.1.2	Methods of Teaching Grammar	11
2.1.3	Word Classes	13
2.1.4	Prepositions in English	14
2.1.4.1	Types of Prepositions	15
2.2.	Review of Empirical Literature	21
2.3	Implication of the Review for the Study	23
2.4	Conceptual Framework	24
CHAPTER–THREE: METHODS AND PROCEDURES OF THE STUDY		25-32
3.1	Design and Method of the Study	25
3.2	Population, Sample and Sampling Strategy	31
3.3	Data Collection Tools and Techniques	31
3.4	Data Collection Procedures	31
3.5	Data Analysis and Interpretation Procedure	32
CHAPTER-FOUR: ANALYSIS AND INTERPRETATION OF RESULTS		33-42
4.1	Holistic Comparision	33
4.1.1	Comparative Analysis of Pre-test and Progress test I	34
4.1.2	Comparative Analysis of Progress Test I and Progress Test II	34
4.1.3	Comparative Analysis of Progress test II and Progress test III	35
4.1.4	Comparative Analysis of Progress test III and Post test	36
4.2	Analysis and Interpretation of pre-test, Progress tests and post-test	37
4.2.1	Analysis of the Score on the Pre -test	37
4.2.3	Analysis of the Scores on the Post Test	40

4.3	Summary of Findings	42
CHAPTER- FIVE: CONCLUSIONS AND RECOMMENDATIONS		43-45
5.1	Conclusions	43
5.2	Recommendation and pedagogical implications	43
5.2.1	Policy level	43
5.2.2	Practice level	44
5.2.3	Further Research	44
REFERENCES		46-48
APPENDIX		

LIST OF TABLES

Table No. 1	Overall Performance of Groups in the Pre-test and Post-test	33
Table No. 2	Comparative Analysis of Pre-test and Progress Test I	34
Table No. 3	Comparative Analysis of Progress Test I and Progress Test II	34
Table No. 4	Comparative Analysis of Progress Test II and Progress Test III	35
Table No. 5	Comparative Analysis of Progress Test III and Post Test	36
Table No. 6	Score Obtained in Pre-test	37
Table No. 7	Scores Obtained on the Progress Test I	38
Table No. 8	Scores Obtained on Progress Test II	39
Table No. 9	Score Obtained on Progress Test III	40
Table No. 10	Score Obtained on Post-test	40

LIST OF ABBREVIATIONS

AV	=	Average.
D	=	Difference between the Average Scores of the Pre-test and Post-test
D%	=	Difference between the Average Scores in percentage
E.G	=	For Example
etc	=	Etceteras
F.M.	=	Full Marks
i.e.	=	That is
LPN	=	Lesson Plan Number
N.P.	=	Noun Phrase
P.M.	=	Pass Marks
Post-T	=	Post-Test
Pre-T	=	Pre-test
S.N.	=	Serial Number
T.U.	=	Tribhuvan University