

**PERCEPTIONS OF SECONDARY LEVEL  
ENGLISH TEACHERS ON DEDUCTIVE AND  
INDUCTIVE TEACHING METHODS**

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

**Submitted by**

**Samiksha Sharma**

**Faculty of Education**

**Tribhuvan University, Kirtipur**

**Kathmandu, Nepal**

**2012**

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Kathmandu, Nepal  
2012**

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**Roll No: 280754/067**

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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: 2012-03-19

.....

**Samiksha Sharma**

## RECOMMENDATION FOR ACCEPTANCE

This is to certify that **Mrs. Samiksha Sharma** has prepared this thesis entitled “**Perceptions of Secondary Level English Teachers on Deductive and Inductive Teaching Methods**” under my guidance and supervision.

I recommend the thesis for acceptance.

Date: 2012-03-23

.....

**Mr. Khem Raj Joshi (Guide)**

Teaching Assistant

Department of English Education

Faculty of Education, T.U., Kirtipur

Kathmandu, Nepal

## RECOMMENDATION FOR EVALUATION

This thesis has been recommended for evaluation by the following  
“**Research Guidance Committee**”:

**Signature**

**Dr. Chandreshwar Mishra**

Professor and Head

.....

Department of English Education

Chairperson

T.U., Kirtipur

**Mrs. Madhu Neupane**

Lecturer

.....

Department of English Education

Member

T.U., Kirtipur

**Mr. Khem Raj Joshi (Guide)**

Teaching Assistant

.....

Department of English Education

Member

T.U., Kirtipur

Date:

## EVALUATION AND APPROVAL

This thesis has been evaluated and approved by the following “**Thesis Evaluation and Approval Committee**”:

**Signature**

**Dr. Chandreshwar Mishra**

Professor and Head

.....

Department of English Education

Chairperson

T.U., Kirtipur

**Mrs. Madhu Neupane**

Lecturer

.....

Department of English Education

Member

T.U., Kirtipur

**Mr. Khem Raj Joshi (Guide)**

Teaching Assistant

.....

Department of English Education

Member

T.U., Kirtipur

Date:

# **DEDICATION**

**Dedicated to**

**My husband and parents**

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## **ABSTRACT**

This research study entitled **“Perceptions of Secondary Level English Teachers on Deductive and Inductive Teaching Methods”** aimed to find out the perceptions of secondary level English teachers towards the use of deductive and inductive teaching methods. This study was carried out using both the primary and secondary sources of data. The data for the study was collected through a set of questionnaire. As a primary source of data, the researcher purposively selected 40 secondary level English teachers of 20 different government-aided schools of Kailali district. From this study, it has been found that majority of teachers were implementing deductive method of teaching in the classroom. They thought inductive teaching method was more effective and suitable to implement in secondary level. They used deductive method more because it was easy and economic for them.

This study mainly includes four chapters. The first chapter introduces the study in terms of general background, review of the related literature, objectives and significance of the study. The second chapter concerned with the methodology used in the study: the sources of data, population of the study, sampling procedure, and tools for data collection, process of data collection and limitations of the study. Likewise, the third chapter of the study consists of analysis and interpretation of the data. The fourth chapter presents the findings derived from the analysis and interpretation of the data. It also suggests some recommendations on the basis of the findings. The final section presents the references and appendices which give validation to the research.

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## **LIST OF ABBREVIATIONS AND SYMBOLS**

P	Page
et al.	And Other People
viz.	Namely
GTM	Grammar Translation Method
L <sub>1</sub>	First Language
L <sub>2</sub>	Second Language
ALM	Audio Lingual Method
CLT	Communicative Language Teaching
ELT	English Language Teaching
SLA	Second Language Acquisition
etc.	Etcetera
Ed	Edited
i.e.	That is
T.U.	Tribhuvan University
%	Percent
No.	Number
OUP	Oxford University Press
CUP	Cambridge University Press