

# **CHAPTER ONE**

## **INTRODUCTION**

This is the study about the ‘Perceptions of Teachers on Deductive and Inductive Teaching.’ This chapter consists of the general background review of related literature, objectives and significance of the study. General background which includes importance of teaching grammar, language teaching approach, method and techniques, brief history of language teaching methods, which also includes a brief introduction of the Grammar Translation Method, The Direct Method, Audio-lingual Method and Communicative Approach. Similarly, it further includes methods of teaching grammar, which deals with deductive and inductive method.

### **1.1 General Background**

Grammar is defined as the connection of words and word groups in an acceptable structure. It is one of the aspects of language which especially concerns with combination and ordering of words into sentences using appropriate rules. It checks the language from being deviated and makes the language understandable and meaningful. It means with the help of grammar, we can arrange morphemes into words, words into phrases, phrases into clauses, clauses into sentences and sentences into meaningful paragraphs using rules and principles of a language. In this way, grammar is taken as the backbone of language. Cowan (2010) defines grammar as, “the set of rules that describe how words and groups of words can be arranged to form sentences in a particular language” (p.3). This definition clarifies that for constructing the correct patterns of any component, grammatical rules have the inevitable role.

Thornbury (1999, p.15) says, “Grammar is a kind of sentence making machine.” It is a set of formal patterns in which words of language are

arranged to convey meaning. It is a branch of linguistics which is concerned with the description, analysis and formalization of formal language patterns. Grammar is a description of the rules for forming sentences, including an account of the meanings that these forms convey. Grammar is a very much essential set of rules to the foundation of language development which is responsible in the development of accuracy as well as fluency in speaking and writing. A teacher can present it as a fun activity by using an appropriate methods and techniques.

Grammar is central aspect to the teaching and learning of languages. It is also one of the difficult and controversial aspects of language teaching. It is often misunderstood in the field of language teaching. The misconception lies in the view that grammar is a collection of arbitrary rules about static structure in the language. Anyway, grammatical rules are essential if pupils are going to use language creatively.

### **1.1.1 Importance of Teaching Grammar**

Though the issues of whether or not to include explicit grammar instruction into a foreign language course is still a controversy, the inevitable role of grammar in language cannot be phased out yet. Richards et al. (1985, p.49) define grammar in such a way that, “It is a description of the structure of a language and the way in which linguistic units such as words and phrases are combined to produce sentences in the language.” Grammar helps in the production of infinite number of new sentences. To get mastery over any language, one needs to know its underlying grammar. So, grammar is the basis for the production of any correct utterances which make the language meaningful. It is necessary to monitor a learner’s performance. Grammar enables learners to use the language accurately and appropriately in the different social settings. In this way, grammar is necessary for every language teachers. The importance and necessities of grammar teaching are innumerable. We

cannot limit them in a line or a paragraph but some of them are listed as follows:

- Grammatical rule is essential for the mastery of a language.
- Researches suggest that learners who do not receive grammar instructions are at the risk of fossilizing sooner than who receive.
- Grammar offers the learners the means for potentially limitless linguistic creativity.
- Grammar helps in fine tuning the language, noticing the structures in use and organizing learning.
- It is necessary to participate in international meetings, seminars, conferences, etc.
- It is necessary to develop personality and enhance career of the related persons.
- It is taught to develop communicative efficiency.

In conclusion, the main purpose of teaching grammar is to help students choose structure. Grammar is a set of essential rules to the foundation of language development which are responsible in the development of accuracy as well as fluency in speaking and writing.

### **1.1.2 Language Teaching Approaches, Methods and Techniques**

Teaching of any subject includes knowledge of the same subject and knowledge of education pedagogy. On the basis of knowledge from these different subjects, we design methods of teaching and we apply the methods into classroom in the form of techniques. In language teaching, we also bring together the knowledge from linguistics, psychology, and educational pedagogy. Then, we prepare methods of language teaching. These methods are applied into language classroom as in the form of different techniques.

The methods and techniques for teaching and learning are not constant for all items. On the other hand, the fundamental assumptions of language and language teaching have also been changing from time to time. Richards and Rodgers (2010, p.1) explain the changes in language teaching as follows:

Language teaching came into its own as a profession in the twentieth century. The whole foundation of contemporary language teaching was developed during the early part of twentieth century, as applied linguistics and other sought to develop principles and procedures for the design of teaching methods and materials, drawing on the developing field of linguistics and psychology to support a succession of proposals for what were thought to be more effective and theoretically sound teaching methods. Language teaching in twentieth century was characterized by frequent change and innovation and by the development of sometimes competing language teaching ideologies.

Language teaching includes teaching of language aspects. According to Stern (1983, p.130), there are five aspects of language viz. speech sounds, words, sentences, meaning and text. Language teaching methodology has been characterized in a variety of ways. A more or less classical formulation suggests that methodology is that which links theory and practice. Theory statements would include theories of what language is and how language is learnt or, more specially, theories of second language acquisition. Such theories are linked to various design features of language instruction. These design features might include stated objectives, syllabus specifications, types of activities, and role of

teachers, learners and material. Within methodology distinction is often made between methods and approaches in which methods are held to be fixed teaching systems with prescribed techniques and practices, whereas approaches represent the language teaching philosophies that can be interpreted and applied in a variety of continuum of entities ranking from highly prescribed methods to loosely described approaches.

Approach, method and technique are most frequently used terms in the field of language teaching and learning. Different approaches, methods, and techniques are used in language teaching according to the time and demand. Anthony (1963, p.63) defines these three in the following way:

An approach is set of co-relative assumptions dealing with the nature of language teaching and learning. An approach is axiomatic. It describes the nature of the subject matter to be taught.... Method is an overall plan for the orderly presentation of language material, no part of which contradicts, and all of which is based upon, the selected approach. An approach is axiomatic, method is procedural. Within one approach there can be many methods... A technique is implementation- that which actually takes place in the classroom. It is a particular trick, stratagem, or contrivance used to accomplish an immediate objective. Techniques must be in consistent with a method, and therefore in harmony with an approach as well.

(as cited in Richards and Rodgers, 2010, p.19)

Certain techniques are associated with particular methods and derived from particular principles. Most techniques can be adapted to any

teaching style and situation. The teacher can use more than one technique within a single class and the same subject matter depending on the classroom situation and his teaching skills and knowledge of subject matter.

To be specific, an approach is a set of theoretical assumptions and beliefs about the nature of language learning and the applicability of both to pedagogical setting. On the other hand, method is a generalized set of classroom specifications for accomplishing linguistic objectives. A technique is any of a wide variety of exercises, activities used in the language classroom for the realization of lesson objectives.

### **1.1.3 Brief History of Language Teaching Methods**

The field of English language teaching has been experimented with different methods and approaches as an attempt to make the field effective by different methodologies which led language teaching to establish as a profession on its own right in the 20<sup>th</sup> century. During the early part of the twentieth century, applied linguists and others sought to develop principles and procedures for the design of teaching methods and materials. Many methods have come and gone in the last 100 years in the pursuit of the “best methods”. Some of them are listed below with description:

#### **1.1.3.1 The Grammar Translation Method**

Grammar Translation Method dominated European and foreign language teaching from the 1840s to the 1940s. Before the World War II, language was taught using the method which was used in teaching classical languages such as Latin in the Western world and Sanskrit in the East. The procedure and technique for the method was translation of target language into learners’ mother tongue and vice-versa and focusing grammar rules and grammar practice, known as Grammar Translation Method.

Grammar translation is a way of studying language literature. First through detailed analysis of its grammar rules, followed by application of this knowledge to the task of translating sentences and texts into and out of the target language, it, hence, views language learning as consisting of little more than memorizing rules and facts in order to understand and manipulate the morphology and syntax of the foreign language .

In this method, while teaching the textbook the teacher translates every word and phrase from English into the learners' mother tongue. Further, students are required to translate sentences from their mother tongue into English. These exercises in translation are based on various items covering the grammar of the target language. This method emphasizes the study of grammar through deduction that is through the study of the rules of grammar. The main principles on which the Grammar Translation Method is based are the following:

1. A fundamental purpose of learning a foreign language is to be able to read its literature.
2. An important goal is for students to be able to translate a language into the other. If students can translate from one language into another, they are considered to be successful language teachers.
3. The ability to communicate in the target language is not a goal of foreign language instruction.
4. The primary skills to be developed are reading and writing. Little attention is given to speaking and listening, and almost none to pronunciation.
5. Deductive application of an explicit grammar rule is a useful pedagogical technique.
6. Accuracy is emphasized and students' native language is the medium of instruction.

7. The sentence is the basic unit of teaching and language practice.

(Larsen-Freeman, 2000, p.16)

In Grammar Translation Method, students' main task is to translate one language into another. They focus on accuracy of language structure rather than the use of language. This method creates frustration for students and which also demands unusable grammar rules and vocabulary. As a result, this method led the emergence of reform method viz. 'Direct Method'.

### **1.1.3.2 The Direct Method**

The resentment among the teacher about the use of classical GT Method in teaching language like English, French, etc. led the emergence of a reform method (Direct Method) also known as natural method which became popular in Germany, England, France and other parts of Europe and got popularity mainly among private schools. This reform movement laid foundations for the development of new ways of teaching language as well as raised controversies that have continued up to the present day.

The general goal of the Direct Method is to provide learners with a practically useful knowledge of language. They should learn to speak and understand the target language in everyday situations. The direct method aims at establishing the direct bond between thought and expression and between experience and language. It is based on the assumption that the learners should experience the new language in the same way as they experienced their mother tongue.

(Richards and Rodgers, 2010, p.11)



The basic premise of the Direct Method was that second language learning should be more like first language learning. The method would include lots of oral interaction; spontaneous use of language, no translation between first and second languages, and little or no analysis of grammar rules. Lessons begin with a dialogue using a modern conversational style in the target language. Material is first presented orally with actions or pictures. The mother tongue is never used. There is no translation. Grammar is taught inductively – rules are generalized from practice and experience with the target language.

The direct method has one very basic rule: no translation is allowed. In fact, the Direct Method receives its name from the fact that meaning is to be conveyed directly in the target language through the use of demonstration and visual aids, with no recourse to the students' native language.

(Driller, 1987, as cited in Larsen-Freeman, 2000, p.23)

By 1930s the use of the Direct Method in non-commercial schools in Europe, started to decline because of the emergence of Structuralism in linguistics and some of the shortcomings and challenges in applying it in foreign language classroom.

### **1.1.3.3 Audio-lingual Method**

The emergence of the Audio-lingual method resulted from the increased attention given to foreign language teaching in the United States towards the end of the 1950s. It is also known as the Aural-Oral Method. It is derived from the techniques of intensive foreign language instruction developed for teaching American military personnel during the second world war. This method was introduced in the USA as an Army Method during world war II. Stern (1983, p.263) describes the period from 1958 to 1964 as the 'Golden Age of Audio-lingualism. The term Audio-

lingualism was proposed by Brooks. This method was also called new key, audio-lingual habit theory, functional, skills strategy, etc. This new method incorporated many of the features typical of the Direct Method, but this method added the concept of teaching 'linguistic patterns' in combination with habit forming. As Richards and Rodgers, (2010, p.55) say:

Theoretical foundation of Audio-lingualism is derived from structural linguistic and behavioral psychology. Structural linguistic assumes that language is a system of structurally related elements of the encoding of meaning, the elements being phonemes, morphemes, word structures and sentence types. The psychological foundation of this method is behaviouristic.

Language learning was thought to depend on habits that could be established by repetition. Teaching techniques made use of repetition of dialogues and pattern practice as a basis for automatization followed by exercises that involved transferring learned patterns to new situations.

In this method, new materials are presented in the form of a dialogue. It is based on the principle that language learning is habit formation; the method fosters dependence on mimicry, memorization of set phrases and over learning. Structures are sequenced and taught at a time. Structural patterns are taught using repetitive drills. Little or no grammatical explanations are provided: grammar is taught inductively. Great importance is given to precise native –like pronunciation. Use of mother tongue by the teacher is permitted, but discouraged among and by the students. Successful responses are reinforced; great care is taken to prevent learner errors. Some of the things which led to the spread and

success of this method in this century include: greater allotment of time, smaller classes, greater emphasis on oral-aural practice which led to automatic production of sentences repeated or in the internalization of sentence structures through repetition and inductive generalization, the structural description and gradation of sentence and other linguistic utterances presented to the students for drill contrastive analysis between the structures of the native and target languages, and careful preparation and presentation of learning materials based on all these. The approach still enjoys popularity though it is criticized for its basis in behaviorism. Critics say that learners become restricted in expression and can lack the confidence to create new expressions for them.

#### **1.1.3.4 Communicative Approach**

The communicative approach developed as a reaction against grammar-translation and audio-lingual methods which did not sufficiently stress the communicative use of the language. It built on the notional-functional syllabus which organizes teaching units according to the communicative ‘notions’ a learner requires in order to communicate successfully. This approach focuses on teaching and learning to ‘use’ language rather than on ‘usage’ content over form, and function over grammar in second foreign language teaching context is focused.

Communicative approach views language as the medium of communication and the goal of teaching a language is to develop “communicative competence” in the learner and to develop procedure for the teaching of the four language skills that acknowledge the interdependence of language and communication.

This is an approach to foreign language teaching which emphasizes the learner’s ability to use the language appropriately in specific situations. Considerable importance is given in this approach to the functions of language and to helping learners

become communicatively competent, by knowing which language to select for particular purposes. The communicative approach aims to teach an ability not simply to use the language in grammatically correct sentences but also to know, when, where and to whom to use such language.

(Carter and Nunan, 1992, p.11)

The communicative method is a learner centered method. This method is based on how a language can be used to serve different purposes. The main goal of language teaching under this method is to develop communicative competence in students. Activities in this method include role plays, interviews, information gaps, games, language exchanges, pair works, etc. in which students engage to use language in context. As Harmer, (2010, p.69) says:

A major strand of Communicative Language Teaching centers around the essential belief that if students are involved in meaning focused communicative tasks, then language learning takes care of itself, and that plenty of exposure to language in use and plenty of opportunities to use it are vitally important for a student's development of knowledge and skill. Activities in CLT of the communicative task they are performing are at least as important as the accuracy of their language use.

After 1960s and 1970s, communicative approach became prevalent in most of the countries in case of foreign or second language teaching situation in the world. Despite various issues of the approach, it is

current, widely accepted and popular approach in the global scenario of English Language Teaching in the world.

### **1.1.4 Methods of Teaching Grammar**

Various methods have been developed in grammar teaching, among them deductive and inductive methods have been widely applied in the classrooms. These two methods differ from each other. In deductive method, learners are taught rules and given specific information about a language. Then, they apply these rules when they use the language. In inductive method, learners are not taught grammar or other types of rules directly but are left to induce rules from their experience of using the language. In inductive method, students are taught by providing plenty of examples and they are left to induce the underlying rules themselves. In the contrary, in deductive method, students are taught by prescribing the rules directly.

In short, the deductive method moves from abstract rules to concrete examples whereas the inductive method moves from concrete examples to abstract rules. Two major to methods of teaching grammar have been briefly discussed below:

#### **1.1.4.1 Deductive Method**

Deductive method starts with the presentation of grammatical rules and then is followed by examples and explanation of the rules. It can be defined as a rule - driven method .To quote Richards et al. (1985, p.73), “Language teaching methods which emphasize the study of grammatical rules of a language (for example, Grammar Translation Method) make use of the principle of deductive learning”.

Similarly, Brown (1993, p.92) says, “Deductive reasoning is movement from general to specific instances”. Specific subsumed facts are inferred or deduced from a general principle. Similarly, Thornbury (1999, p.29) says, “Deductive approach starts with the presentation of a rule and is

followed by examples in which the rules are applied”. The main goal of this approach is to help learners’ possess explicit knowledge of the target language. It develops their linguistic competence rather than functional communicative skills.

In deductive method, the teaching moves from abstract rules to concrete examples and precedes from general to specific. It gets straight to the point and can, therefore, be time saving. It respects the intelligence and maturity of many adult students and acknowledges the role of cognitive process in language acquisition.

From the above definition, we can simply define the deductive method as a teacher dominated method. This method starts with presentation of grammatical rules and then is followed by examples and explanation of the rules.

#### **a. Stages of Deductive Method**

There are some stages of deductive method which are as follows.

- i. Presentation of rules/statements/patterns;
- ii. Explanation to reinforce the rules with corresponding examples;
- iii. Sample sentences/examples for the verification of the rules, patterns, etc.;
- iv. Memorization of rules; and
- v. Providing opportunity for students to practice the new pattern.

In this method, learners engage in the practice of grammatical items until their application becomes automatic.

#### **b. Features of Deductive Method**

The following are features of deductive method:

- i. The teaching proceeds from general to specific.

- ii. The teacher moves from abstract rules to concrete examples.
- iii. This method follows the theoretical science. It means, the deductive theorist:
  - Perceives a pattern.
  - Constructs a theoretical mode.
- iv. This method is cognitive.

### **c. Advantages of Deductive Method**

This method has following advantages:

- i. It gets straight to the point; and can, therefore, be time saving.
- ii. It respects the intelligence and maturity of many adult students, and acknowledges the role of cognitive processes in language acquisition.
- iii. It is useful for students having analytical learning style.
- iv. It allows the teacher to deal with language points.

(Thornbury, 1999, p.30)

### **d. Disadvantages of Deductive Method**

This method has following disadvantages:

- i. It is difficult to memorize rules.
- ii. Grammatical explanation encourages a teacher-fronted, transmission style classroom. Teacher's explanation is often at the expense of student involvement and interaction.
- iii. In this method, students feel bored being lectured and stop paying attention.
- iv. Starting the lesson with a grammatical presentation may be off-putting for some students, especially younger ones. They may not have sufficient meta-language, (ibid.).

#### **1.1.4.2 Inductive Method**

This method starts with the presentation of some examples from which learners have to infer rules. It often involves providing a lot of examples to encourage learners to see the patterns of usage. Cowan (2010) states that inductive instruction “involves having students formulate rules from natural language and it is perhaps more useful in teaching intermediate and advanced students” (p.32).

Inductive method is a rule-discovery method. Teaching inductively has close affinity with discovery learning. Discovery learning works with what Thornbury (1999, p.49) has said, “People are better persuaded by the reason that they have discovered themselves than by those that have come into others”. It follows the rules that learners themselves have discovered are better learned than those taught by the teacher. Because of this fact, we should let learners discover grammar rules based on the study of examples they have encountered. We should let them explore grammar by means of the cycles of trial and error. Rather than exploring rules, the teacher task is to guide and provide them with feedback.

Likewise, in the words of Richard et al. (1985, p.73):

Language teaching methods which emphasize the use of language rather than presentation of information about the language (for example, direct method, communicative approach) make the use of the principle of inductive learning.

Similarly, Brown (1993, p.92) mentions, “In the case of inductive reasoning, one stores a number of specific instances and induces a general law or rule of conclusion that governs or subsumes the specific instances”. In inductive learning, learners are not taught grammatical or other types of rules directly but are left to discover or induce rule from their experience of using the language. Thornbury (1999, p.49) says,



“An inductive approach starts with some examples from which rule is inferred”.

Therefore, in this method, the teaching moves from concrete examples to abstract rules and proceeds from specific to general. It advocates that statements or rules become meaningful to the learners when they are made by observation working with the language. The mental effort involved ensures a greater degree of cognitive depth, which ensures a greater memorability. It includes problem solving activities, which can be solved in collaboration. It makes development of extra-linguistic activity. It develops students’ self-reliance and autonomy.

In conclusion, the teacher teaches the grammatical items by presenting the example and asks the students to form rules from the example, after that teacher makes the students practice in oral and written way. While teaching a grammatical point, the teacher first demonstrates the meaning to the class.

#### **a. Stages of Inductive Method**

The following are the stages of inductive method:

- i. Presentation of examples;
- ii. Observation and comprehension of the examples (to written or oral practice);
- iii. Classification of the examples if required;
- iv. Derivation of rules/principles; and
- v. Application or verification.

#### **b. Features of Inductive Method**

Inductive method has different features some of which are as follows:

- i. The teaching proceeds from specific to general.
- ii. The teaching moves from concrete examples to abstract rules.

- iii. This method is based on ‘science of observation’; so, it claims that valid statements are only derived by:
  - observing linguistic facts;
  - classifying them; and
  - making generalizations on what is observed and classified.
- iv. It advocates that statements or rules become meaningful to learners.

### **c. Advantages of Inductive Method**

Some of the advantages of inductive method are:

- i. It is more communicative.
- ii. It is a student-centered method.
- iii. It includes problem-solving activities.
- iv. It develops students’ self-reliance and autonomy.
- v. Rules discovered by them are more meaningful, memorable, and serviceable.

(Thornbury, 1999, p.54)

### **d. Disadvantages of Inductive Method**

Despite many advantages, it also has some disadvantages for example:

- i. The time and energy spent in working out rules may mislead students into believing that rules are the objectives of language learning, rather than means.
- ii. The time taken to work out a rule may be at the expense of time spent in putting the rule to some sort of productive practice.
- iii. Students may hypothesize the wrong rule.
- iv. It demands heavy lesson planning from teachers’ side.
- v. It frustrates students, (ibid.).

## **1.2 Review of the Related Literature**

Many articles, reports and books have been written on the area of language teaching methods. Much research on teaching methods has been carried out by different researchers under the Department of English Education which is partially related with this study. Some of studies are as follows:

Karki (1999) carried out a research entitled “Teaching Subject Verb Agreement Inductively and Deductively”. The aim of his study was to find out the relative effectiveness of two methods: inductive and deductive for teaching subject, verb agreements in English. A pre-test and a post-test were conducted for the data collection. Results of two tests were compared and it was found that inductive method was relatively more effective than the deductive method.

Ghimire (2000) carried out a research study entitled “Teaching Tag Questions in English Inductively and Deductively: A Practical Comparative Study”. The main objectives of the study were to find out which of two methods, was more effective to teach tag question. It was found that inductive method was better than the deductive method.

Likewise, Sharma (2000) carried out a research entitled “Teaching English Inductively and Deductively”. The aim of this study was to find out relative effectiveness of two methods for teaching reported speech in English. Result of two tests were compared and it was found that deductive method was more effective than inductive method.

Rijal (2006) carried out a comparative study to measure relative effectiveness of two methods, i.e. inductive and deductive in teaching simple present tense in English. She found that the inductive method was more effective than the deductive one in teaching simple present tense in English. Rijal suggested to apply the inductive method in language teaching.

Gotame (2007) studied it practically to measure the effectiveness of the two methods in teaching conditionals in English. She found that the deductive method was more effective than the inductive one to teach conditionals in English.

In the same vein, Pokhrel (2008) carried out a research entitled “Techniques of Teaching Grammar”. The aim of her study was to find out the effectiveness of inductive or deductive method in teaching tense. It was found that inductive method was more effective and more meaningful than deductive method in teaching tenses in English.

Balal (2010) carried another study to measure the effectiveness of inductive method in teaching English adjectives and adverbs. She found that inductive method was more effective than deductive in teaching English adjectives and adverbs. She also suggested teachers to use inductive method to teach English adjectives and adverbs.

Saha (2010) has recently carried out a research study entitled “Effectiveness of Teaching Grammar Through Inductive Method”. The objective of the study was to find out the effectiveness of the inductive method in teaching grammar. It was found that teaching grammar through inductive was more fruitful than traditional method.

The above reviewed studies do not deal with the perceptions of teachers towards inductive and deductive teaching. Therefore, this research will be different from those reviewed here. It has focused on the overall perception of the teachers.

### **1.3 Objectives of the Study**

The objectives of the present study were as follows:

- i. To find out perceptions of secondary level English teachers towards the use of deductive and inductive teaching.
- ii. To suggest some pedagogical implications on the basis of the findings of the study.

#### **1.4 Significance of the Study**

This study will be significant to all the English language teachers in general. Also, it will be useful to the teachers, students, researchers, and educationists as well as curriculum designers. It is expected to be a useful reference to other researchers to collect information about teaching methods and their uses in a language class. It may also be a guideline for language teachers. The students also will take advantage of selecting the methods for the study. Moreover, the research can be significant to curriculum designer to select and include methods in the ELT curriculum. The findings and recommendations of this study can be helpful to the real classroom teaching.

## **CHAPTER TWO**

### **METHODOLOGY**

The researcher adopted the following methodology in order to achieve the objectives of the study.

#### **2.1 Sources of Data**

Both the primary and secondary sources of data were used for the collection of the required data. The primary sources were used to collect the data whereas secondary sources were used to facilitate the theoretical part of the research.

##### **2.1.1 Primary Sources of Data**

This research is based on the data collected from the primary sources. English teachers teaching at secondary level in Kailali District were the primary sources of data for this study.

##### **2.1.2 Secondary Sources of Data**

Different books, theses and related websites were used for facilitating the research, which were the secondary sources of data. Some of them were: Stern (1983), Brown (1994), Thornbury (1999), Carter and Nunan (2001), Kumar (2005), Harmer (2010), Richards (2010), Richards and Rodgers (2010).

#### **2.2 Population of the Study**

Secondary level English teachers of Kailali district were the population of this study.

#### **2.3 Sampling Procedure**

The researcher selected forty teachers teaching at secondary level in Kailali District. The selection was done through purposive non-random sampling procedure.

## **2.4 Tools for Data Collection**

The tool for collecting the data was a set of questionnaire for the teachers. Both closed-ended and open-ended questions were included in the questionnaire. The items in questionnaire were directly related to the perceptions of teachers' towards deductive and inductive teaching methods. (see Appendix-I)

## **2.5 Process of Data Collection**

The primary sources of data of this research were the teachers teaching at secondary level in Kailali district. The data was collected by administering the questionnaires. For this, the following steps were adopted:

- a) At first, the researcher went to the selected school, talked to the concerned authority and asked them to grant permission to consult their English language teachers.
- b) Then, the researchers built rapport with the concerned teachers and explained them the purpose of the study.
- c) The researcher requested them to help by responding to the questionnaire.
- d) After requesting, the researcher distributed the questionnaire.
- e) The researcher collected the questionnaire from them after one week of its distribution.

## **2.6 Limitations of the Study**

No study is without limitations because all the people, places and areas in a field cannot be included in a small scale research like this. This research also had some limitations which were as follows:

- i) The research work was limited to the teachers' perceptions on deductive and inductive teaching methods.
- ii) The study was limited to twenty secondary schools located in Kailali district.

- iii) It was also limited to forty teachers teaching at secondary level.
- iv) Moreover, the study was limited to survey questionnaire only as a tool to elicit the data.



## **CHAPTER THREE**

### **ANALYSIS AND INTERPRETATION**

This chapter deals with analysis and interpretation of the data collected from primary sources. The data has been analyzed in terms of the following points:

1. Classroom management
2. Teaching learning activities
3. Use of English in the Classroom
4. Students' participation in learning and teachers' role
5. Grammar correction and feedback

Each of these topics consisted of a set of questions and statements in which the respondents were requested to provide their responses by pointing the most appropriate options in their situation. In a very few cases, they were provided with open-ended questions where they were requested to write some sentences to show their responses to the given questions. The objective analysis and interpretation of the data obtained through the questionnaire is as below:

#### **3.1 Classroom Management**

Under this topic, the respondents were given a set of 8 questions related to the classroom management while using inductive and deductive teaching methods. The responses from the secondary level English teachers regarding their practices of classroom management in teaching are analyzed and interpreted below:

##### **3.1.1 Classroom Management in Deductive and Inductive Teaching**

The respondents were given four options to find out whether the teacher could properly manage the classroom in deductive and inductive teaching or not. The responses obtained from the respondents are presented in the following table.

**Table No.1**  
**Classroom Management in Deductive and Inductive Teaching**

Item No.	Responses							
	SA		A		DA		SD	
	F	%	F	%	F	%	F	%
1. Teacher can properly manage the classroom.	6	15	29	72.5	4	10	1	2.5
2. Physical facilities of the classroom demand the deductive method to be used.	0	0	9	22.5	21	52.5	10	25
3. Due to the linguistic diversity, it is difficult to use traditional method.	15	37.5	11	27.5	7	17.5	7	17.5
5. Well equipped classroom is required in inductive teaching.	18	45	14	35	7	17.5	1	2.5
6. Classroom environment becomes so noisy if teacher can not manage the classroom properly.	25	62.5	10	25	5	12.5	0	0
7. It is easy and economic for a teacher to manage the classroom in deductive teaching.	13	33.5	14	35	11	27.5	2	5
8. Natural environment of classroom is required in inductive teaching.	14	35	17	42.5	6	15	3	7.5

Here, SA= Strongly Agree, A= Agree, DA= Disagree, SD= Strongly Disagree,  
F= Frequency, %= Percentage

Those items in the table above were implemented to find out the perceptions of the teachers' regarding the classroom management in deductive and inductive teaching. Item no.1 was to find out whether the teachers could manage the classroom properly in deductive teaching or not. The results show that 15% have strongly agreed the statement; while majority of the respondents, i.e. 72.5% agreed that the teacher can properly manage the classroom. On the other hand, 10% disagreed the item; whereas 2.5% responded to strongly disagreed. In the table above, it can be observed that item 2 was strongly agreed only by 15% of the respondents. Likewise, 22.5% thought that physical facilities of the

classroom compelled them to apply deductive method. Most of them, i.e. 52.5% disagreed and 25% strongly disagreed the statement.

Analyzing the responses to item 3; 37.5% of the respondents strongly agreed the statement; while 27.5% of them agreed that linguistic diversity of the classroom created difficulty to use traditional method. Around 17.5% disagreed and same number of respondents strongly disagreed the statement.

Regarding item 5, we can observe that 45% have strongly agreed the statement and 35% agreed that well equipped classroom was required in inductive teaching method. In contrast, 17.5% disagreed the item; while 2.5% strongly disagreed it.

Similarly, a majority, i.e. 62.5% strongly agreed the item 6 that classroom environment become so noisy if teacher could not manage the classroom properly. 25% of them agreed the statement. On the other hand, 12.5% disagreed and none of them responded strongly disagreed.

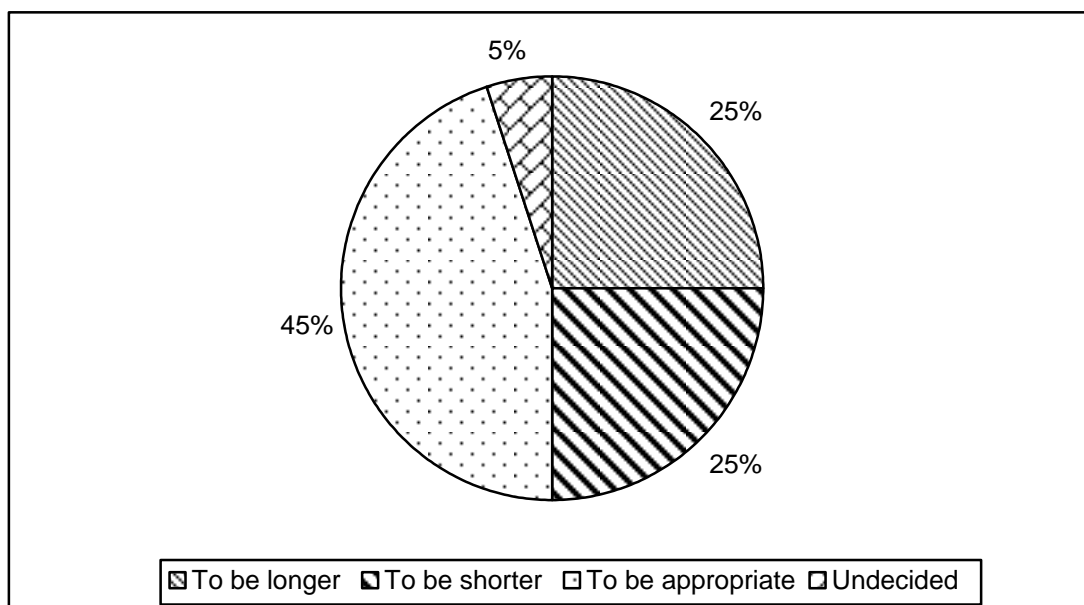
Item 7 in the table was to find out whether deductive teaching method was easy and economic for a teacher to manage the classroom or not. The results show that 33.5% of them strongly agreed the statement; while 35% agreed. In contrast, 27.5% of them disagreed and 5% strongly disagreed the statement.

Item 8 was designed to findout whether natural environment was required in inductive teaching or not. The results of their responses were that 35% strongly agreed and 42.5% of them agreed the statement. In contrast, 15% disagreed and only 7.5% strongly disagreed the statement.

### **3.1.2 Time Spent in Inductive Teaching**

Time spent in classroom affects the nature of teaching learning activities. The respondents were requested to show their responses towards the time available to them while teaching was longer, shorter, or appropriate in inductive teaching. The data obtained from the respondents regarding the class time in inductive teaching is as below:

**Figure No.1**  
**Time Spent in Inductive Teaching**



Analysing the responses to item 4; it can clearly be observed from the figure above that 25% of the total respondents thought class time was longer to use inductive teaching and same number of respondents responded shorter. On the other hand, 45% of them believed that time they had spent in inductive teaching was appropriate and 5% of them marked undecided about the class time while using inductive teaching method.

### **3.2 Teaching Learning Activities**

Under this topic, the respondents were requested to respond the set of questions related to the teaching learning activities in inductive and deductive teaching methods. The analysis of teachers' view on teaching learning activities is given below:

#### **3.2.1 Practice of Deductive Method and Beliefs towards it in ELT**

The respondents were requested to show their responses towards the high practice of deductive method in the field of ELT and belief towards it. The systematic presentation of the data obtained is presented as below:

**Table No. 2**  
**Practice of Deductive Method and Beliefs towards it in ELT**

Item No.	Responses							
	SA		A		DA		SD	
	F	%	F	%	F	%	F	%
9. Although Deductive method is neglected in the field of ELT, it is highly practiced to teach language.	14	35	24	60	1	2.5	1	2.5
10. Learning a language is knowing the rules.	14	35	18	45	6	15	2	5

Analysing the responses to item 9; we can observe that 35% strongly agreed that deductive method was highly practiced to teach language. The analysis shows that a majority, i.e. 60% agreed the statement. But 2.5% responded disagreed and same number of respondents marked strongly disagreed.

The table above shows the teachers' responses towards the beliefs of deductive teaching were that of knowing the rules of language. The analysis shows that 35% strongly agreed the statement; while 45% marked agreed. On the other hand, 15% disagreed and 5% of them strongly disagreed the statement.

### **3.2.2 Reasons to Choose Deductive Method**

The respondents were requested to provide information about why teachers chose deductive method in the classroom. The schematic presentation of the data obtained is as below:

**Table No. 3**  
**Reasons to choose Deductive Method**

S.N.	Responses	No. of Teacher	Percent
1	Very easy to use.	16	40%
2	It does not need teaching material.	9	22.5%
3	It does not disturb classroom activities.	11	27.5%
4	It is an appropriate method for this level.	4	10%

Regarding the responses to item 11; 40% of the total respondents responded that it was very easy to use, 25% of them marked that it did not need teaching materials. Likewise, 27.5% of them marked it did not disturb classroom activities and 10% of them marked it was an appropriate method for secondary level.

### **3.2.3 Learners' Involvement to Achieve objectives of the Lesson**

Respondents were requested to provide their responses on which method makes learners really involved in greater degree of cognitive depth and achievement of the objectives by providing them four options viz. inductive, deductive, both of them and undecided.

**Table No. 4**  
**Learners' Involvement to Achieve objectives of the Lesson**

Item No.	Responses							
	Inductive		Deductive		Both of them		Undecided	
	F	%	F	%	F	%	F	%
12. In which method students involved greater degree of cognitive depth.	22	55	4	10	12	30	2	5
13. Which teaching method is better to achieve the objectives of teaching item easily.	25	62.5	8	20	4	10	3	7.5

Item 12 was to find out in which teaching method learners involved greater degree of cognitive depth. The results in the table show that majority of the respondents, i.e. 55% viewed in inductive teaching; while 10% of them believed in deductive teaching students involved greater degree of cognitive depth. In the contrary, 30% thought both of them; while 5% of them could not decide on it.

In the table above, it can be observed that most of the respondents, i.e. 62.5% viewed inductive teaching was better to achieve objectives of lesson. In contrast, 20% believed on deductive method. 10% of them marked both of them and 7.5% remained undecided.

### **3.2.4 Ways to Make Inductive Method More Applicable**

The respondents were requested to respond on the way to make inductive method more applicable in ELT classroom. The schematic presentation of the data obtained is as below:

**Table No. 5**  
**Ways to Make Inductive Method More Applicable**

S.N.	Responses	No. of Teachers	Percent
1	By giving training to the teachers.	18	45%
2	By providing sufficient teaching aid.	5	12.5%
3	By changing the design of curriculum.	8	20%
4	By engaging students in extra classroom activities.	9	22.5%

Analysing the responses to item 14; the results show that most of the respondents, i.e. 45% believed that training given to the teachers about new methods and techniques helped to make inductive method more applicable. On the other hand, 12.5% viewed sufficient teaching aid made it more applicable. Likewise, 20% of them responded by changing the design of curriculum; while 22.5% viewed extra classroom activities made inductive method more applicable in the classroom.

### 3.2.5 Beliefs on Inductive Teaching

The respondents were given four options whether the belief of inductive teaching is that students may hypothesize the wrong rule or not. The responses obtained from the respondents are presented in the following table.

**Table No. 6**  
**Beliefs on Inductive Teaching**

Statement	Responses	No. of Teacher	Percent
In inductive teaching, students may hypothesize the wrong rule.	Strongly agree	6	15%
	Agree	21	52.5%
	Disagree	5	12.5%
	Strongly disagree	8	20%

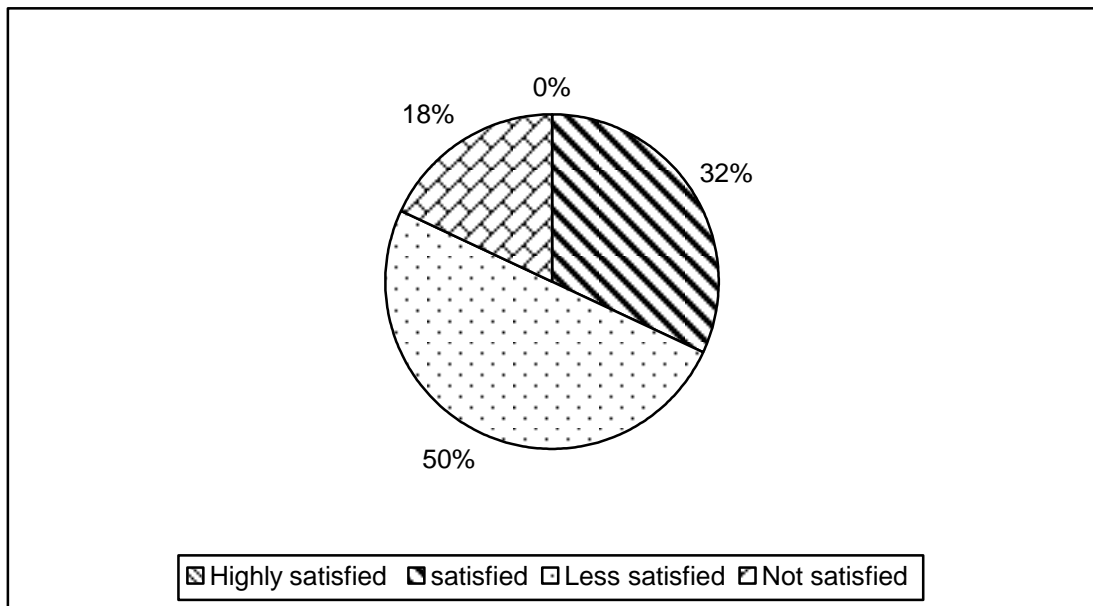
In the table above, it can be observed that 15% of the total respondents responded strongly agreed the statement. Most of them, i.e. 52.5% thought that students may hypothesize wrong rule in inductive teaching. On the other hand, 12.5% disagreed the statement; whereas 20% of them strongly disagreed.

### 3.2.6 Teachers' Satisfaction in Deductive Teaching Learning Activities

The respondents were requested to provide the information on whether they have satisfied with the teaching learning activities which are based on deductive teaching. The data obtained from the respondents are presented as below:



**Figure No. 2**  
**Teachers' Satisfaction in Deductive Teaching Learning Activities**



Responses to item 16; the results show the teachers' satisfaction regarding the teaching learning activities based on deductive teaching. The results of their responses were that 32% of them satisfied with the statement, while half of the total respondents were less satisfied. But 18% marked not satisfied and none of them highly satisfied with the teaching learning activities of deductive method.

### **3.3 Use of English in the Classroom**

This section deals with the questions intended to find out use of English in the classroom while using inductive and deductive methods. The analysis and interpretation shows the actual data obtained below:

#### **3.3.1 Students' Chances to Communicate in English**

The respondents were given four types of options to find out students' chances to communicate in English, in inductive teaching. The responses obtained from the respondents are presented in the following table:

**Table No. 7**  
**Students' Chances to Communicate in English**

Item No.	Responses							
	SA		A		DA		SD	
	F	%	F	%	F	%	F	%
17. In inductive teaching, students get a lot of chance to communicate in English	20	50	15	37.5	3	7.5	2	5
21. In deductive teaching, students get few chance to speak in English	12	30	22	55	2	5	4	10
24. In inductive teaching, students can develop an ability to communicate in English as situation demand	21	52.5	15	37.5	3	7.5	1	2.5

Observing the responses to item 17; 50% strongly agreed that in inductive teaching students got a lot of chance to communicate in English; while 37.5% responded agreed the statement. But 7.5% disagreed the statement; and 5% of them marked strongly disagreed the statement.

It can also be observed in the table that 30% of the respondents strongly agreed that in deductive teaching students got few chances to speak in English in the classroom. Likewise, 55% of them marked agreed the statement. In the contrary, 5% of them responded disagreed, while 10% of them marked strongly disagreed the statement.

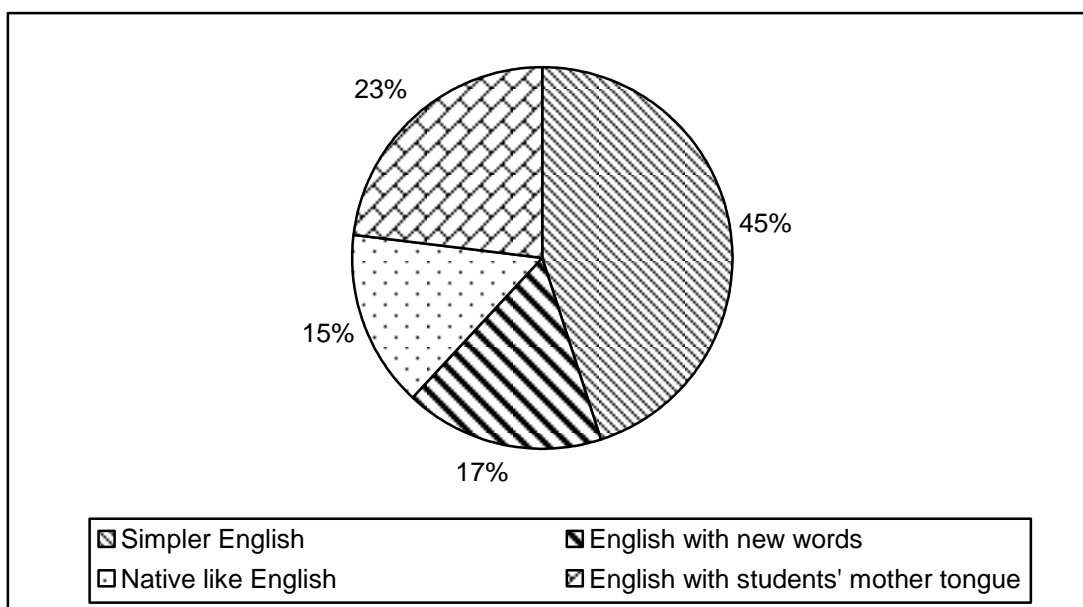
Item 24 was to find out whether students could develop an ability to communicate in English as situation demand, in inductive teaching or not. The results show that 52.5% of them strongly agreed the statement; while 37.5% marked agreed. On the other hand, 7.5% of them disagreed and a few number of respondents, i.e. 2.5% responded strongly agreed the statement.

### **3.3.2 Use of English in the Classroom**

The respondents were provided on opportunity to put their views on the use of English in the classroom. In addition, they also provided four options to put

their views. The responses obtained from them have been presented in the following figure.

**Figure No. 3**  
**Use of English in the Classroom**

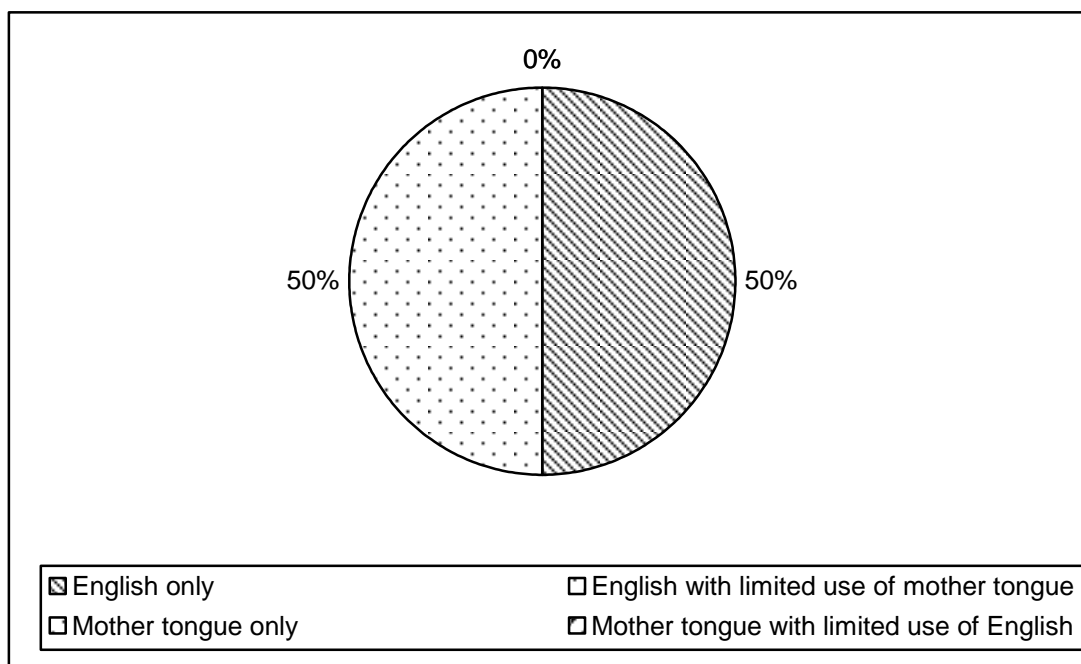


Analysing the responses to item 18; 45% secondary level English teachers used simple English in the classroom; whereas 17% teachers used English with new words while teaching. Likewise, 15% teachers used native like English and 23% teachers used English with students' mother tongue.

### **3.3.3 Students' Language in Classroom**

The statement under this topic was intended to find out language used by students in classroom and teachers' perceptions on their language. The responses obtained from the respondents are systematically presented below:

**Figure No. 4**  
**Students' Language in Classroom**

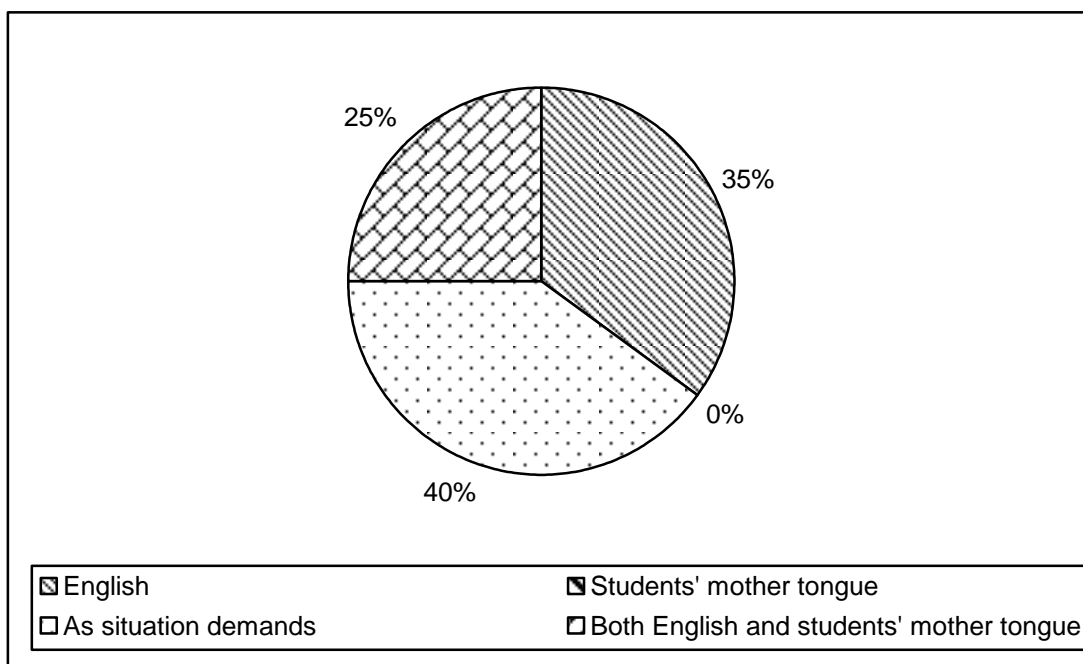


The figure above shows the responses to item 19; 50% of the total respondents expected their students should speak only in English and 50% of them expected their students should speak in English with limited use of mother tongue. None of the respondents expected their students to speak in mother tongue only and mother tongue with limited use of English.

### **3.3.4 Classroom Instruction**

It is obvious that language cannot be taught well without instruction in the classroom. Different medium are used in the language classroom to promote and facilitate teaching learning activities. For this respondents were requested to provide their responses on which medium they used to give instruction to the students. The following figure presents the results clearly.

**Figure No. 5**  
**Classroom Instruction**



Analysing the responses to item 20; the above figure shows that 35% teachers gave instruction in English; whereas 40% of them gave instruction as the learning situation demands and 10% teachers gave instruction in both English and Students' mother tongue. None of the respondents gave instruction in students' mother tongue in the classroom.

### 3.3.5 Teachers' Views on English

The respondents were requested to show their perception towards the deductive teaching and teachers' language in the classroom. The following table shows the result:

**Table No. 8**  
**Teachers' views on English**

Statement	Responses	No. of Teachers	Percent
In deductive teaching, teachers also need not to speak in English only.	Strongly agree	4	10%
	Agree	13	32.5%
	Disagree	16	40%
	Strongly disagree	7	17.5%

The table no.8 contains the responses of teachers' on their views in English, in deductive teaching. The results show that 10% of them marked strongly agreed the statement. Likewise, 32.5% just agreed that teacher need not to speak in English only while teaching. On the other hand, 40% of them marked disagreed; while 17.5% strongly disagreed the statement.

### **3.3.6 Better Environment for Learning**

To find out teachers' perception towards the better environment for Learning in inductive teaching, the respondents were requested to respond to the statement whether inductive classrooms provided better environment for Learning or not. The Schematic presentation of the data obtained in this topic is as below:

**Table No. 9**  
**Better Environment for Learning**

Statement	Responses	No. of Teachers	Percent
Inductive classrooms provide better environment for learning than the classrooms dominated by formal instructions.	Strongly agree	14	35%
	Agree	22	55%
	Disagree	2	5%
	Strongly disagree	2	5%

As the table shows, 35% strongly agreed with the statement; while 55% marked agreed. On the other hand, 5% of them disagreed and same number of

respondents strongly disagreed that inductive teaching could not provide better environment for Learning.

### **3.4 Students' Participation in Learning and Teachers' Role**

Unless and until the students actively take part in their learning, the teaching and learning cannot be said to be effective. A language classroom could not be effective if the teacher did not highly encourage the students to participate in teaching learning activities. The responses are analyzed and interpreted under the following sub-headings:

#### **3.4.1 Teachers' Role in Classroom**

Among the different roles of teachers authoritative is one. The respondents were requested to respond to the statement whether teachers role was authoritative or not in deductive teaching. The data obtained is presented as below:

**Table No. 10**  
**Teachers' Role in Classroom**

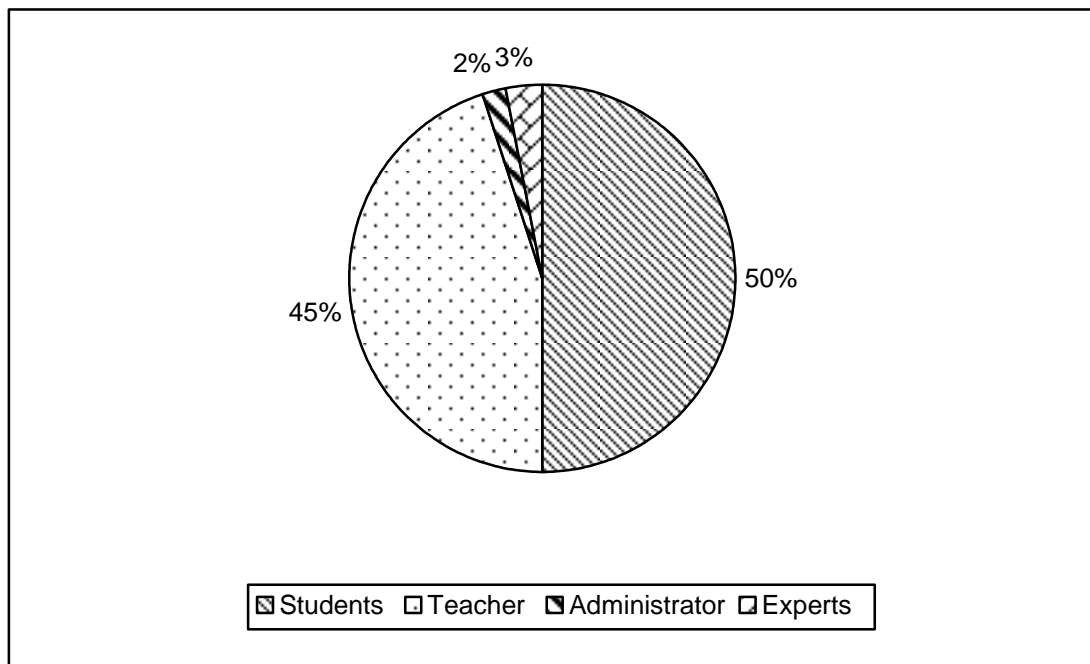
Statement	Responses	No. of Teacher	Percent
In deductive teaching, teachers' role is so authoritative.	Strongly agree	23	57.5%
	Agree	12	30%
	Disagree	2	5%
	Strongly disagree	3	7.5%

Analyzing the responses from the table no.10; we can observe that 57.5% of the respondents strongly agreed that teachers' role was authoritative in deductive teaching; while 30% marked agreed the statement. On the other hand, 5% of them disagreed the item and 7.5% strongly disagreed the statement.

### 3.4.2 Roles in Inductive Teaching

The respondents were requested to show their responses toward the role in inductive teaching. They were given four options viz. students, teacher, administrator and expert. The responses obtained from the respondents are presented in the following figure:

**Figure No. 6**  
**Roles in Inductive Teaching**



Analysing the responses to item 26; most of the respondents, i.e. 50% viewed students' role was important in inductive teaching; whereas 45% of them responded on teachers' role. On the other hand, 2% respondents believed on administrators' role and 3% of them viewed experts' role was important to implement inductive teaching.

### 3.4.3 Collaboration Between Teacher and Students

This statement was intended to find out the teachers' responses towards the students' participation and collaboration between teacher and students in order to achieve the objectives of the lesson. The responses obtained to this statement have been presented below:



**Table No. 11**  
**Collaboration between Teacher and Students**

Item No.	Responses							
	SA		A		DA		SD	
	F	%	F	%	F	%	F	%
27. Inductive teaching increases students' participation in learning	16	40	20	50	1	2.5	3	7.5
28. In deductive teaching there is no chance of collaboration between teacher and students	8	20	16	40	11	27.5	5	12.5
29. It is better to use inductive teaching to participate whole classroom to achieve the objectives of lesson	16	40	20	50	2	5	2	5
30. Teachers provide appropriate learning environment and encourage students towards better learning in inductive teaching	15	37.5	20	50	5	12.5	0	0

Item no.27 above was designed to investigate whether inductive teaching increased students' participation in learning or not. The data obtained shows that 40% of the respondents strongly agreed the statements, while 50% responded agreed. On the other hand, very few respondents, i.e. 2.5% disagreed and 7.5% of them strongly disagreed the statement.

Similarly, analyzing the responses of item no.28, it can be observed that 20% of respondents strongly agreed that in deductive teaching there was no chance of collaboration between teacher and students and 40% of them generally agreed the statement. In contrast, 27.5% disagreed and 12.5% of them strongly disagreed the statement.

In the table above, it can be observe that item no.29 was strongly agreed by 40% of respondents. Most of them, i.e. 50% agreed that inductive teaching was better to participate whole classroom to achieve the objectives of the lesson. But the number of 5% disagreed and same number of respondents strongly disagreed the statement.

The final item, mentioned above was designed to find out whether teachers provided appropriate learning environment and encouraged students towards better learning or not in inductive teaching. The results show that 37.5% strongly agreed the statement and 50% of them agreed. In contrast, 12.5% respondents disagreed and none of them marked strongly disagreed the statement.

#### **3.4.4 Memorization of Rules**

This statement was about the memorization of the rules of language by the students in deductive teaching. The responses obtained are presented in the table below:

**Table No. 12**  
**Memorization of Rules**

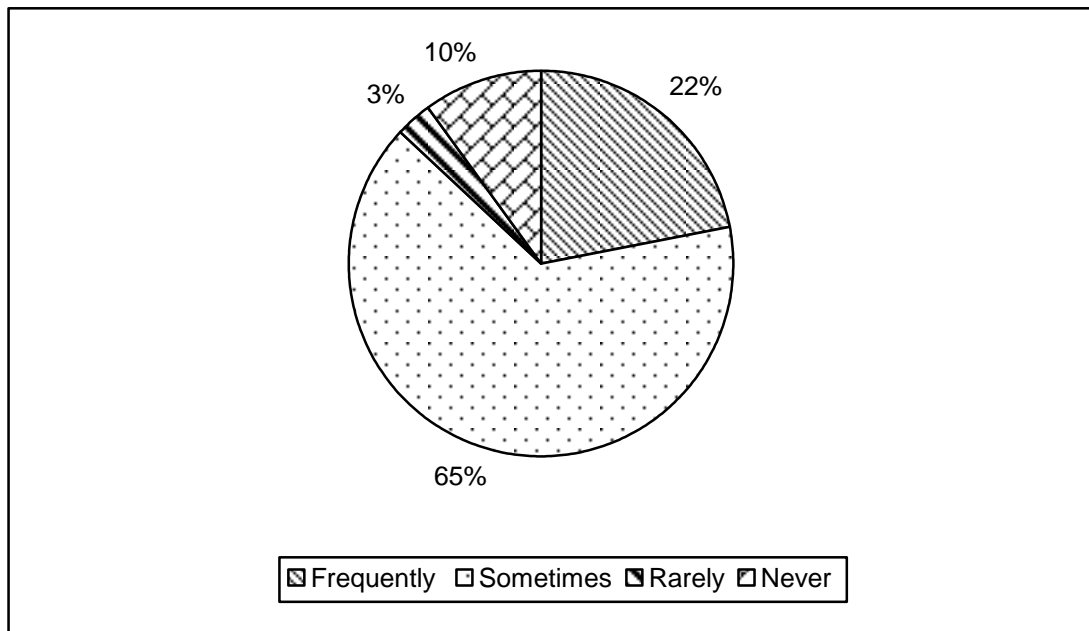
Statement	Responses	No. of Teachers	Percent
In deductive teaching, students only memorize the rules of language given by the teacher.	Strongly agree	20	50%
	Agree	16	40%
	Disagree	2	5%
	Strongly disagree	2	5%

From the above table, it can be observed that 50% of the respondents responded strongly agreed that in deductive teaching students only memorized the rules of language and 40% of them marked agreed. On the other hand, 5% responded disagreed and same number of respondents strongly disagreed the statement.

#### **3.4.5 Students' Interaction**

This statement was intended to find out how often students raised questions in ELT classroom. The responses obtained to this statement are presented below:

**Figure No. 7**  
**Students' Interaction**



Analysing the responses to item 32, it was found that 22% of the respondents marked frequently. But majority of the respondents, i.e. 65% viewed their students sometimes raised questions in the class. Similarly, very few, i.e. 3% of them believed rarely and 10% of them found their students never raised questions in the class.

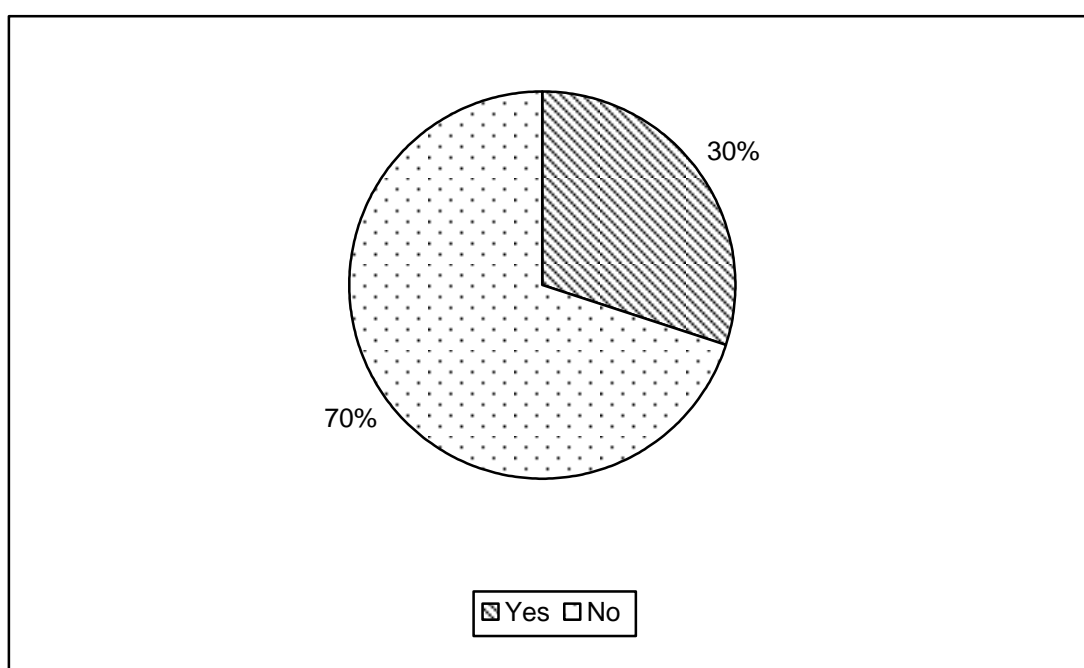
### **3.5 Grammar Correction and Feedback**

Basically, grammar correction and feedback can be both negative and positive. It can also be immediate or delayed, when students make mistakes, it should be corrected but the question 'when to correct' holds greater importance. There is still a debate regarding when the grammar correction should be done. Under this topic different sub-headings and data from them are analyzed and interpreted as below:

### 3.5.1 Correction of Students' Errors

This statement was intended to find out whether students' errors should be corrected or not. The responses obtained to this statement have been presented below:

**Figure No. 8**  
**Correction of Students' Errors**



Regarding the correction of students' errors in the process of learning, it was found that 30% of the respondents viewed they should correct the errors of students'. In contrast, a majority of respondents, i.e. 70% believed they should not correct the errors of students in the process of learning.

### 3.5.2 Communication and Errors

To find out the impact of errors in communication in ELT classes, the respondents were requested to respond whether the communication should or should not be interrupted while correcting errors of students. The table shows the data obtained:

**Table No. 13**  
**Communication and Errors**

Statement	Responses	No. of Teachers	Percent
While correcting errors, communication should not be interrupted.	Strongly agree	10	25%
	Agree	8	45%
	Disagree	10	25%
	Strongly disagree	2	5%

It can be clearly observed from the table above that 25% respondents marked strongly agreed; while 45% of them agreed the statement that communication should not be interrupted while correcting the errors. In contrast, 25% marked disagreed and 5% of them strongly disagreed and believed communication should interrupt and correct the errors that the students made.

### **3.5.3 Deductive Teaching and Negative Feedback**

The respondents were requested to respond towards teachers' negative feedback when students made mistakes in deductive teaching. The data obtained is presented below:

**Table No. 14**  
**Deductive Teaching and Negative Feedback**

Statement	Responses	No. of Teachers	Percent
In deductive teaching, teachers usually provide negative feedback when students make mistakes.	Strongly agree	10	25%
	Agree	18	45%
	Disagree	10	25%
	Strongly disagree	2	5%

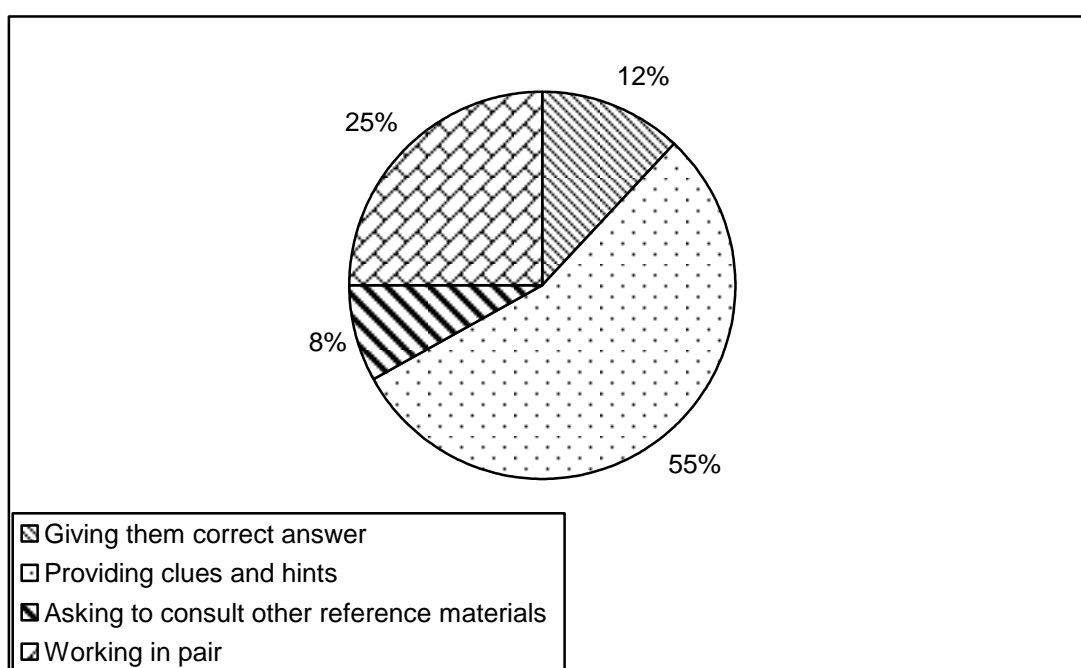
Table no.14 shows that 25% of the respondents strongly agreed and 45% of them agreed that in deductive teaching teacher generally provided negative feedback to the students when they made mistakes. On the other hand, 25%

responded disagreed; while 5% of them strongly disagreed that teacher did not provide only negative feedback in deductive teaching.

### 3.5.4 Ways to Correct Students' Error

This statement was intended to find out how teachers corrected errors of students in ELT classroom. The data obtained are presented as below:

**Figure No. 9**  
**Ways to Correct Students' Error**

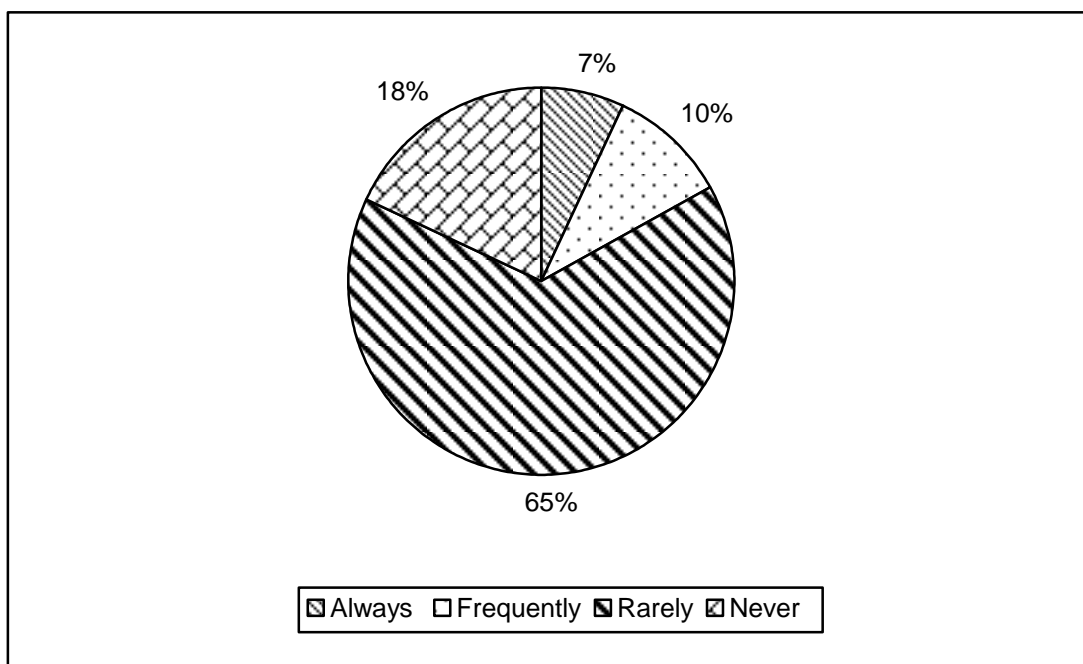


Analyzing the responses to item 36; 12% of the respondents believed they should correct the errors of students giving them correct answers. While most of the respondents, i.e. 55% viewed they should provide clues and hints to correct errors. In the same way, 8% of them thought that they should ask students to consult other reference materials and 25% believed students should correct their errors while working in pair.

### 3.5.5 Mistakes and Punishment

The respondents were provided an opportunity to put their views towards punishment when students made mistakes. The responses obtained from them have been presented in the following figure:

**Figure No. 10**  
**Mistakes and Punishment**



The table above shows, the teachers' responses regarding their use of punishment when students made mistakes. The results of their responses were that 7% of them always punished their students, 10% frequently used punishment. On the other hand, majority of teachers, i.e. 65% rarely punished; while 18% of them never punished their students when they made mistakes.

### **3.5.6 Feedback and Students' Engagement in learning**

The respondents were given four types of options to find out whether feedback should attempt to engage students cognitively rather than simply point out the errors and provide appropriate target form. The responses obtained from the respondents are presented in the following table:

**Table No. 15**  
**Feedback and Students Engagement in Learning**

Statement	Responses	No. of Teachers	Percent
Feedback should always attempt to engage students cognitively rather than simply point out errors and provide appropriate target form.	Strongly agree	14	35%
	Agree	22	55%
	Disagree	0	0%
	Strongly disagree	4	10%

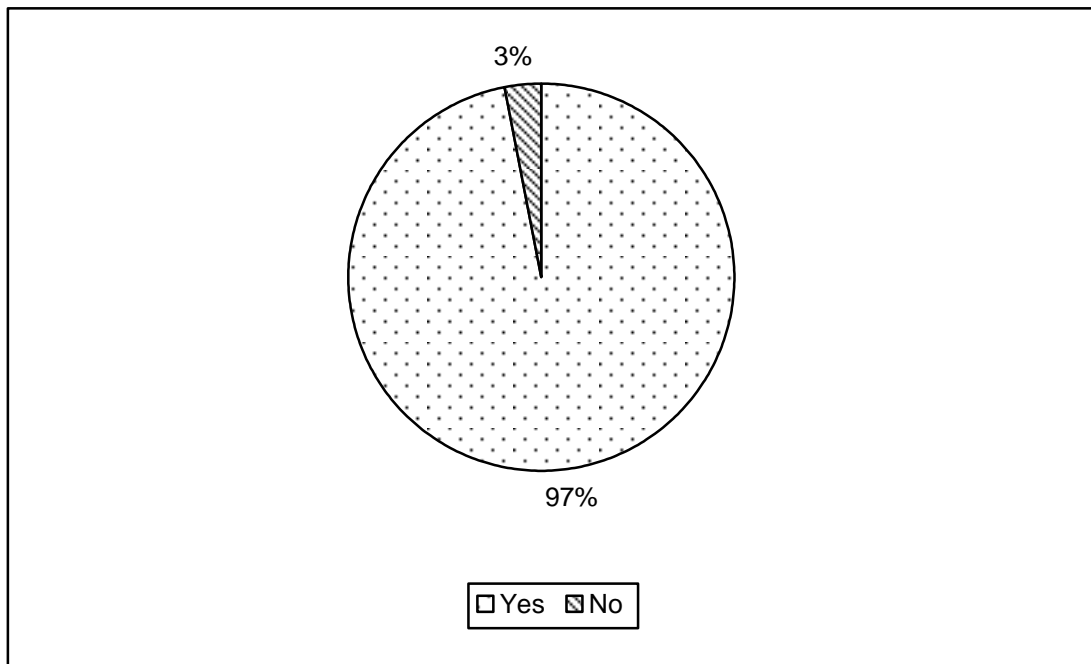
The above table clearly shows that 35% of the respondents strongly agreed, while majority of them, i.e. 55% agreed that feedback should engage students cognitively rather than simply point out the errors of students. In contrast, 10% of them strongly disagreed and none of them responded disagreed the statement.

### **3.6 Analysis of Data Obtained from Open-ended Questions**

The respondents were provided an opportunity to put their views about the effectiveness and suitability of inductive teaching method at secondary level. They were also asked to clarify their thought both positively and negatively. To find out their views, they were asked to respond whether they thought inductive method was suitable and effective for secondary level or not. The responses obtained are presented in the following figure:



**Figure No. 11**  
**Effectiveness and Suitability of Inductive Method**



Analyzing the responses to item 39; the above figure shows that 97% of the total respondents thought that it was effective and suitable method of teaching for this level; whereas 3% respondents thought that it was not effective and suitable method of teaching for this level. The major responses obtained from them are presented as below:

- Students can themselves guess and draw the linguistic rules from the given examples which last for long time.
- It engages the students in learning and they collaboratively get the problems solved.
- It helps students to learn easily and communicate with their friends as well as teacher. Active participation of students helped to make it effective.
- Students can develop their linguistic competence.
- Inductive method creates natural learning environment in classroom. So, Students are highly motivated to learn language themselves.

- Students can share their ideas and thoughts with their friends while learning language. So, they can enhance problem-solving abilities.

It can be concluded that use of inductive method is appropriate at the secondary level to participate students to learn linguistic items in a collaborative and democratic way. It makes students to feel as they are learning language in natural environment.

Similarly, the respondents who did not agree that the use of inductive method was effective and suitable to teach language at secondary level were provided with an opportunity to give alternative method to teach language.

The responses obtained from them are listed below:

- Communicative Method
- Deductive method
- Task based language learning etc.

From the above responses, as provided by 2.5% of the respondents, we can conclude that instead of inductive method of teaching we can use deductive method to teach in multilingual classroom. There is no doubt deductive method helps to complete the course in time because it is rule-driven approach.

### **3.7 Advantages of Inductive and Deductive Method in ELT Classroom**

The respondents were requested to mention the advantages of inductive and deductive method in ELT classroom. On the basis of their own perception on inductive and deductive method of teaching, they mentioned the following advantages of using inductive and deductive method of teaching at secondary level.

#### **Advantages of Inductive Method of Teaching**

- Students get chance to communicate in L<sub>2</sub>. So, it is student-centered method.

- Students become active in classroom so that they can use their creativity and cognition to learn better.
- It provides an opportunity to self-discovery. So, it promotes self-realization for learning.
- It focuses on the communicative aspect of language.
- It includes problem-solving activities.
- It provides meaningful learning.

It is clarified that inductive method of teaching is useful in many ways. For them, it is the best method to make the teaching learning activities effective and interesting. Likewise, they have mentioned the following advantages of deductive method which are as follows:

- It saves class-time.
- It is easy to use in large class.
- It respects intelligence and maturity of the students.
- Teacher does not need to be trained.
- It gives enough knowledge of rules.

Above mentioned responses show the perceptions of teachers towards the deductive method of teaching. They believed it is the method which is easy and economic for both teachers and students to use in the classroom. It fulfills the shortcomings of inductive method.

## **CHAPTER FOUR**

### **FINDINGS AND RECOMMENDATIONS**

This chapter incorporates the major findings of the study based on analysis and interpretation of the data and recommendations for pedagogical implications.

The main objective of this study was to find out the teachers' perception on deductive and inductive teaching method.

#### **4.1 Findings**

On the basis of analysis and interpretation of the data obtained through the questionnaire, the following findings have been listed:

- a. Regarding the classroom management, 72.5% teachers agreed they could manage classroom properly in deductive teaching. Similarly, 52.5% teachers disagreed about the physical facilities available in the classroom do not compel them to use deductive method.
- b. Almost 60% of the teachers highly used deductive method in ELT classroom. Likewise, nearly 55% teachers viewed in inductive teaching learners involve greater degree of cognitive depth and 62.5% teachers believed objectives of lesson could achieve easily in inductive teaching.
- c. In response to students' participation in inductive teaching, almost 40% teachers strongly agreed and 50% agreed. Likewise, 40% teachers believed students got chances to participate in deductive teaching learning activities.
- d. It was found that, nearly 97.5% teachers believed inductive teaching method to be effective and suitable in the secondary level.
- e. Greater number of teachers, i.e., 57.5% viewed teachers' role as authoritative in deductive method and it was greatly a teacher dominated method.
- f. Around 15% of the respondents viewed students' role was important to implement inductive method likewise, 45% believed on teachers' role was important to implement in inductive method.

- g. More than 65% of the respondents rarely punished their students when they made mistakes. Likewise, majority of respondents, i.e. 55% provided clues and hints to correct the errors of students' instead of providing correct form.
- h. Regarding the use of English in the classroom, almost 45% respondents thought they should use simple English in the classroom. Similarly, 40% believed classroom instructions should be given as the learning situation demand.

## **4.2 Recommendations for Pedagogical Implications**

The following suggestions have been recommended on the basis of findings of the study, which are as follows:

- a. Secondary level English teachers should be used inductive teaching method to improve the quality of education.
- b. Teacher should manage the classroom properly to achieve the objectives of teaching. In the same way, they should involve students in different teaching learning activities to learn better in deductive teaching.
- c. Teachers' role should be flexible in the classroom so that students could co-operate with their teachers in teaching learning activities. Similarly, both students' and teachers' role should be important to implement inductive method of teaching.
- d. Finally, it can be suggested that punishment should be discouraged when students make mistakes rather they should be provided better environment for learning as in inductive teaching.

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## **APPENDIX-1**

### **(Questionnaire for Teachers)**

Dear sir/ madam,

This questionnaire is a research tool for gathering information for my research entitled “Perceptions of Teachers on Inductive and Deductive Teaching” under the guidance of Mr. Khem Raj Joshi, Teaching Assistant, Department of English Education, T.U., Kirtipur, Kathmandu. The correct information provided by you will be of great help for completing my research .The information you have provided will be kept highly confidential and used only for research purpose. I would appreciate your honest opinions and assure you that your responses will be completely anonymous.

**Samiksha Sharma**

Name: .....

Qualification: .....

Experience: .....

Name of institution: .....

Address: .....

### **Group-A**

Tick the best answer.

#### **Part-One**

#### **Classroom Management**



1. In deductive teaching, teacher can properly manage the classroom.
  - a) Strongly agree
  - b) Agree
  - c) Strongly disagree
  - d) Disagree
2. Physical facilities of the classroom demand the deductive method to be practiced in the classroom.
  - a) Strongly agree
  - b) Agree
  - c) Strongly disagree
  - d) Disagree
3. Due to the linguistic diversity in large classroom, it is difficult to use traditional method while teaching language.
  - a) Strongly agree
  - b) Agree
  - c) Strongly disagree
  - d) Disagree
4. What do you think about your class time while using inductive method?
  - a) To be longer
  - b) To be shorter
  - c) To be appropriate
  - d) undecided
5. Well equipped classroom is required in inductive teaching.
  - a) Strongly agree
  - b) Agree
  - c) Strongly disagree
  - d) Disagree
6. In inductive teaching, classroom environment becomes so noisy if teacher cannot manage classroom properly.
  - a) Strongly agree
  - b) Agree
  - c) Strongly disagree
  - d) Disagree
7. It is easy and economic for a teacher to manage the classroom in deductive teaching.
  - a) Strongly agree
  - b) Agree
  - c) Strongly disagree
  - d) Disagree

8. Natural environment of classroom is required in inductive teaching.

- a) Strongly agree                      b) Agree
- c) Strongly disagree                  d) Disagree

## **Part-Two**

### **Teaching Learning Activities**

9. Although, deductive method is neglected in the field of ELT, it is highly practice to teach English language.

- a) Strongly agree                      b) Agree
- c) Strongly disagree                  d) Disagree

10. Deductive teaching encourages the belief that learning a language is simply a case of knowing the rules.

- a) Strongly agree                      b) Agree
- c) Strongly disagree                  d) Disagree

11. Why do you choose deductive method?

- a) Because it is very easy to use
- b) Because it does not need teaching materials
- c) Because it does not disturb classroom activities
- d) Because it is an appropriate method for this level

12. In which teaching methods students are involved in greater degree of cognitive depth.

- a) Inductive                              b) Deductive
- c) Both of them                          d) Undecided

13. Which teaching method do you think is better to achieve the objectives of teaching item easily?

- a) Inductive                              b) Deductive
- c) Both of them                          d) Undecided

14. How can we make inductive method more applicable?
- a) By giving training to the teachers about new methods and techniques
  - b) By providing sufficient teaching aid to the classroom
  - c) By changing the design of curriculum
  - d) By engaging students in extra classroom activities
15. In inductive teaching, students may hypothesize the wrong rule.
- a) Strongly agree
  - b) Agree
  - c) Strongly disagree
  - d) Disagree
16. Are you satisfied with the teaching learning activities which are based on deductive method?
- a) Highly satisfied
  - b) less satisfied
  - c) Satisfied
  - d) not satisfied

### **Part-Three**

#### **Use of English in the Classroom**

17. In inductive teaching, students get a lot of chance to communicate in English.
- a) Strongly agree
  - b) Agree
  - c) Strongly disagree
  - d) Disagree
18. What type of English do you like to use while teaching?
- a) Simpler English
  - b) English with new words

- c) Native like English
- d) English with students' mother tongue

19. Do you expect your students speaking in

- a) English only
- b) English with limited use of mother tongue
- c) Mother tongue only
- d) Mother tongue with limited use of English

20. I give instruction in

- a) English
- b) Students' mother tongue
- c) As situation demand
- d) Both English and Students' mother tongue

21. In deductive teaching, students get few chances to speak in English.

- a) Strongly agree
- b) Agree
- c) Strongly disagree
- d) Disagree

22. In deductive teaching, teachers also need not to speak in English only

- a) Strongly agree
- b) Agree
- c) Strongly disagree
- d) Disagree

23. Inductive classrooms provide better environment for second language acquisition than classrooms dominated by formal instructions.

- a) Strongly agree
- b) Agree
- c) Strongly disagree
- d) Disagree

24. In inductive teaching, students can develop an ability to communicate in English as situation demands.

- a) Strongly agree
- b) Agree

- c) Strongly disagree                      d) Disagree

#### **Part-Four**

#### **Students' Participation in Learning and Teachers' Role**

25. In deductive teaching teachers' role is so authoritative.

- a) Strongly agree                      b) Agree  
c) Strongly disagree                      d) Disagree

26. Whose role do you think is the most important in implementing inductive method in the language classroom?

- a) Student                      b) Teacher  
c) Administrator                      d) Expert

27. Inductive teaching increases students' participation in learning.

- a) Strongly agree                      b) Agree  
c) Strongly disagree                      d) Disagree

28. In deductive teaching there is no chance of collaboration between teacher and students.

- a) Strongly agree                      b) Agree  
c) Strongly disagree                      d) Disagree

29. It is better to use inductive teaching to involve whole classroom to achieve the objectives of lesson.

- a) Strongly agree                      b) Agree  
c) Strongly disagree                      d) Disagree

30. Teachers provide appropriate learning environment and encourage students towards better learning in inductive method.

- a) Strongly agree                      b) Agree  
c) Strongly disagree                      d) Disagree

31. In deductive teaching, students only memorize rules of language given by the teacher.

- |                      |             |
|----------------------|-------------|
| a) Strongly agree    | b) Agree    |
| c) Strongly disagree | d) Disagree |

32. How often do your students raise questions to you in class time?

- |               |              |
|---------------|--------------|
| a) Frequently | b) Sometimes |
| c) Rarely     | d) Never     |

## **Part-Five**

### **Grammar Correction and Feedback**

33. Do you like correcting every errors committed by your students immediately?

- |        |       |
|--------|-------|
| a) Yes | b) No |
|--------|-------|

If yes, why?

.....  
.....  
.....

34. While correcting errors, communication should not be interrupted.

- |                      |             |
|----------------------|-------------|
| a) Strongly agree    | b) Agree    |
| c) Strongly disagree | d) Disagree |

35. In deductive teaching, teachers usually provide negative feedback when students make mistake.

- |                      |             |
|----------------------|-------------|
| a) Strongly agree    | b) Agree    |
| c) Strongly disagree | d) Disagree |

36. I like to correct errors of students' by

- |  |
|--|
| a) Giving them correct answer                  |
| b) Providing them some kind of clues and hints |

c) Asking them to consult other reference materials

d) Making them working pair

37. How often do you punish your students when they make mistake?

a) Always

b) Frequently

c) Rarely

d) Never

38. Feedback should always attempt to engage students cognitively rather than simply point out the errors and provide appropriate target form.

a) Strongly agree

b) Agree

c) Strongly disagree

d) Disagree

### **Group-B**

39. Do you think inductive method is a suitable and effective for this level?

a) Yes

b) No

If yes, how can you say this method is effective and suitable for this level?

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If no, what will be the alternative method to teach in multilingual classroom and complete the course in time instead of inductive method?

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40. Mention the important advantages of inductive and deductive method.

Inductive

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Deductive

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Thank you very much for your help.



## **APPENDIX-II**

### **Questionnaire Filled by a Teacher**

### **APPENDIX-III**

#### **List of Schools Surveyed**

S.N.	Name of Schools	Address
1	Shree Jana Jagriti Higher Secondary School	Phulwari-9, Kailali
2	Shree Chandrodaya Higher Secondary School	Phulwari-5, Kailali
3	Shree Phulwari Higher Secondary School	Phulwari-1, Kailali
4	Shree Panchodaya Secondary School	Phulwari-7, Kailali
5	Shree Janata Higher Secondary School	Gadariya-4, Kailali
6	Shree Saraswati Secondary School	Gadariya-1, Kailali
7	Dhangadhi Higher Secondary School	Dhangadhi-8, Kailali
8	Trinagar Higher Secondary School	Dhanagadhi-1, Kailali
9	Shree Panchodaya Higher Secondary School	Dhanagadhi-5, Kailali
10	Shree Amar Secondary School	Banbeheda-3, Kailali
11	Shree Malika Higher Secondary School	Chaumala-5, Kailali
12	Shree Saraswati Higher Secondary School	Pratappur-1, Kailali
13	Shree Raghunath Higher Secondary School	Bauniya-4, Kailali
14	Shree Janapriya Higher	Masuriya-4, Kailali

	Secondary School	
15	Shree Janata Secondary School	Khimdi-2, Kailali
16	Bhrikuti Secondary School	Khimdi-5, Kailali
17	Shree Kalika Higher Secondary School	Rajipur-4, Kailali
18	Rastriya Higher Secondary School	Sukkhad-3, Kailali
19	Taranagra Higher Secondary School	Sukkhad-5, Kailali
20	Mudi Higher Secondary School	Joshipur-2, Kailali