

**TEACHING PRESENT CONTINUOUS TENSE  
THROUGH INDUCTIVE AND  
DEDUCTIVE METHODS**

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

**Submitted by  
Ganga Ram Paudel**

**Faculty of Education  
Prithvi Narayan Campus, Pokhara  
Tribhuvan University, Kirtipur  
Kathmandu, Nepal**

**2011**

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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: 2068/04/18

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## RECOMMENDATION FOR ACCEPTANCE

This is to certify that **Mr. Ganga Ram Paudel** has prepared the thesis entitled '**Teaching Present Continuous Tense Through Inductive and Deductive Methods**' under my guidance and supervision.

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# DEDICATION

*Dedicated to  
My Family*

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Date: 2068/04/18

**Ganga Ram Paudel**



## **ABSTRACT**

This thesis is an effort to find out the relative effectiveness of inductive and deductive methods of teaching present continuous tense. It has been carried out practically and comparatively. Forty students studying in grade nine of Janata Sudarshan higher secondary school, Thulipokhari Parbat, were the sample population for this work. Before starting the class, the students were pre-tested to determine their proficiency level in present continuous tense. They were divided into two groups on the basis of odd-even ranking of performance of the pre-test. After dividing them into two groups, one group was taught with applying inductive method and another with deductive method. After teaching 22 lessons, the post-test was undertaken using the same pre-test items. Thereafter, the results of both pre-and post- test were compared to determine the effectiveness of the two methods.

The thesis is divided into four chapters. The first chapter deals with general background of the study, review of the related literature, objectives of the study and significance of the study. The second chapter includes the research methodology, data gathering procedures and limitation of the study. The third chapter deals with analysis and interpretation of data which has been done on the basis of the difference between the average score in percentage of each group in pre-test and post-test. The group with higher in percentage has been considered better. The fourth chapter includes the findings and recommendations. With the help of analysis and interpretation, some findings have been drawn and some recommendations based on those findings have been presented. The final part of the thesis entails bibliography and appendices.

## LIST OF ABBREVIATIONS AND SYMBOLS

|           |  |
|-----------|--|
| Av.Sc.    | Average Score                            |
| Diff.     | Difference                               |
| e.g.      | Exempligratia                            |
| ELT       | English Language Teaching                |
| et.al.    | and other people                         |
| i.e.      | that is                                  |
| J.S.H.S.S | Janata Sudarshan Higher Secondary School |
| Per.      | Percentage                               |
| Post-t    | Post-Test                                |
| Pre-t     | Pre-Test                                 |
| R.N.      | Roll Number                              |
| Sc.       | Score                                    |
| S.N.      | Serial Number                            |
| T. Sc.    | Total Score                              |

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