

CHAPTER - ONE

INTRODUCTION

1.1 General Background

Language is a means of communication. It is the common property of only human beings. It is used to express our feelings, ideas, and emotions. It is a social phenomenon. According to Sapir (1971, p. 8), “Language is primarily human and non-instinctive method of communicating ideas, emotions and desires by means of voluntarily produced symbols.” According to the definition, only human beings use language and language is not always fixed. It is changed according to the time, place and circumstances. It is used to share our ideas, emotions, views, desires, opinions and feelings.

“Language is a system of arbitrary vocal symbols which permits all people in a given culture to other people, who have learned the system of that culture to communicate or interact” (Finocchiaro 1964, p. 8, as cited in Brown 1994, p. 4). The definition highlights the prime importance of language to establish communication and enhance interaction.

Language is produced with different symbols, which are produced from our vocal organs. With the help of language, people can share their culture one another. They can learn the system of various cultures and interact with it without hesitation.

Language is an inseparable part of human communication because every human being possesses at least a language in order to make a purposeful communication with other people. “Language, at its most specific level, refers to the concrete act of speaking, writing or signing in a given situation” (Crystal, 2003, p. 225).

Human language is not only a vocal system of communication. It also can be expressed in writing with the result that it is not bounded in time or space. Each language has both arbitrariness and systems. By this, we mean that no two languages work in exactly the same way. Therefore, each language has its own set of rules.

Language is defined from various perspectives. From the sociolinguistic perspective, it is the principal system of communication used by a particular group of human beings within a particular society. It studies the language in relation to the society. It relates the language with the social values, norms, and nature. It creates social relationship among the people of the society.

Language can be gained through two ways: acquisition and learning.

Acquisition is the subconscious process and usually applicable to get the mastery over first language, whereas learning is a conscious process of knowing rules of second language in a formal classroom setting.

There are many languages in the world. But no language is superior or inferior in terms of their communicative values. However, in case of English language, it is only the language, which is accepted worldwide as a lingua franca. It is highly used in the scientific field as well.

The importance of the English language in the present day world needs not be over-emphasized. It is a principal language for international communication and gateway to the world body of knowledge. In view of these facts, the English language is given great importance in the education system of Nepal. It is taught as a foreign language but compulsory subject right from primary level to the Bachelor's Level. Therefore, it has a long history in Nepal.

1.1.1 Grammar: An Introduction

Grammar is very important in language teaching and learning. Grammar gives an idea to use the language correctly and completely. It gives appropriate rules and structures to learn language.

Few areas of our experience are closer to us or more continuously with us than our language. We spend a large part of our waking life speaking, listening, reading and writing. The central part of a language is its grammar, and this should be of vital interest to any intelligent educated person. If it has not been of such interest, then the fault must be in the way in which it has been presented, or the failure to recognize its importance within the essentially human activity, language (Palmer, 1971, P. 9).

Grammar is very important in language. It is a central part of a language. While speaking, listening, reading and writing, it is important to be careful about grammar. Negligence in grammar creates many problems. Ungrammatical sentences do not have meaning. A little mistake in grammar creates different meaning. Language is a medium of instruction. Therefore, it is necessary to recognize its importance as a human being.

“Grammar is the study of the way words and their components parts combine to form sentences” (Crystal 2003:208).The rules in a language for changing the form of words and joining them into sentences. So, the grammar means the rules in a language for changing the form of words and joining them into sentences. “Grammar is a description of the rules that govern how a language’s sentences are formed” (Thornbury, 1999, p. 1).Grammar studies sounds and their combinations, morphemes and their combinations, sentence structure, the meaning and rules of a language.

1.1.2 Teaching Grammar

Grammar plays an important role in language teaching. Grammar gives an idea to use the language correctly and appropriately. A slight mistake in grammar creates difference in meaning of the sentence. Grammar gives appropriate rules and patterns to learn language. So it is necessary to teach grammar applying appropriate method. There are so many questionable claims in teaching grammar. Some questionable claims are that the structures do not have to be taught, learners will acquire them on their own, or if the structures are taught, the lessons that ensure will be boring.

Some of the problems of teaching grammar include; grammar is a collection of meaningless form (there are meaningless forms in English grammar, to use English accurately, meaningfully and appropriately, as a foreign language, students must master all three dimensions: morphosyntax (form), semantics (meaning) and pragmatics (use), these dimensions are interdependent, a change in one results in change in another), the lack of adequate and appropriate materials for teacher and students both, confidence in using English (students find it hard to write concisely and confidently in English), grammar is boring (grammar can only be taught through repetition and rote drills, such activities can be boring and do not necessarily teach grammar), students have different learning styles, and grammar has to do only with sentence level and sub-sentences level phenomena (grammar does operate at the sentence level and govern syntax or word orders that are permissible in the language, it also works at the sub-sentence level to govern such things as number and person agreement between subject and verb in a sentence), grammar structures are learnt one at a time, teachers may teach one-grammar structures at a time, and students may focus one at a time, grammar consists of arbitrary rules, student autonomy, (they lack the skill to learn independently) and mother tongue interference (Rijal, 2008).

Grammar plays very important role in language of the sentence. Some of the importance of teaching grammar are as follows:

- i. It works as a tool to improve the mastery of language.
- ii. The study of grammar is necessary for learning to use a language.
- iii. It is necessary to participate in day-to-day communication.
- iv. It is necessary to use it as a medium of expression in assignments, tests and examinations.
- v. It is necessary to develop personality and enhance career programs.
- vi. It is used as the medium of instruction.
- vii. It is necessary of participate in classroom interaction, etc.

1.1.3 The Role of Grammar in Language Teaching

At the initial stage of the learners, the teaching of grammar is likely to be covert since the main aim is to get the students to practice and use the language as much as possible. As the students learn more, however, the balance would change and at intermediate level, the students would be involved in activities that are more communicative and would have less grammar teaching. The teaching of grammar at this stage, however, would probably be more overt and as students get more advanced; they can actively study grammar in ways that are more overt.

At any level, though, we would expect students to face at various points with input that is above their own language ability. This would not help students to acquire language sub-consciously, but it could also preview language that will later form the basis for grammar teaching.

Covert and Overt

Covert grammar is teaching where grammatical facts are hidden from the students even though they are learning the language. In other words, the

students may be asked to do an information gap activity or read a text where new grammar is practiced or introduced, but their attention will be drawn to the activity or to the text and not to the grammar. With covert grammar, teachers help the students to acquire or practice the language but they do not draw conscious attention to any of the grammatical facts of the language.

Overt grammar teaching means that the teacher actually provides the students with grammatical rules explanations- the information is openly presented. For example, where the teacher explains how present continuous questions need do or does- are extremely overt (Rijal, 2008). With overt teaching we are explicit and open about the grammar of the language, but with covert teaching we simply get student to work with new language and hope that they will more or less sub consciously absorb grammatical information which will help them to acquire the language as a whole.

1.1.4 Morphology and Syntax

A morpheme is the smallest meaningful unit of grammatical and or functional description in the sense that it cannot be segmented any further at the grammatical level of analysis. Morphology studies the internal structure of words that is the ways in which morphemes function as constituents of word structure. The word 'unfriendly', for example, is composed of three morphemes, since we can distinguish three irreducible elements, viz. 'un', '-friend' and '-ly'. These morphemes obviously belong to different categories in that 'friend' can be used independently, whereas 'un' and 'ly' can not. 'friend' is ,therefore, a free morpheme, 'un' and 'ly' being bound morphemes. English words consist of one or more free morphemes or of combinations of free and bound morphemes.

Syntax is the study of how words combine to form sentences and the rules, which govern the formation of sentences. In grammar, the syntactic component

is one of the three main parts of grammar. This component contains the rules for forming syntactic structures and rules for changing these structures.

Words can be put together to form larger grammatical units. Words combine to form larger units called phrases, which, in turn, combine to form sentences. It is the tasks of syntax to establish the set of rules that specify which combinations of words constitute grammatical strings and which do not. The following are examples of simple syntactic rules in English.

- i. The definite article precedes the noun; the book
- ii. A relative clause follows its antecedent; e.g. The girl that you told me about.

1.1.5 Skills and Aspects

People who use language have a number of different abilities. They are speaking, writing, listening and reading. Speaking and writing involve language production and are, therefore, often referred to as productive skills. Listening and reading, on the other hand, involve receiving message and are, therefore, referred to as receptive skills.

Very often, of course language users employ a combination of skills at the same time. Speaking and listening usually happen simultaneously, and people may well read and write at the same time when they make notes or write something based on what they are reading.

We can summaries the four major language skills in the following way:

Medium / Skill	Oral	Written
Receptive	Listening Comprehension	Reading Comprehension
Productive	Speaking	Writing

(Adapted from Richards et al, 1986)

There are five aspects of language. They are pronunciation, spelling, vocabulary, grammar, and communicative functions.

In most languages there is a clear correspondence between sounds and symbols: certain letters or combinations of letters are pronounced in certain ways, and if there are variations, these are governed by consistent rules: when, for examples, the sequence 'th' in English is pronounced as /ð/ or /θ/ according to the context they used.

In case of vocabulary, it can be defined in two ways; active vocabulary and passive vocabulary. Active vocabularies are those, which the students understand, can pronounce in an appropriate way and use constructively in speaking and writing. On the other hand, the passive vocabularies are those which the students recognize and understand when they occur in a context but which can not be produced as per requirement correctly.

Grammar can be defined as the way words are put together to make correct sentences. A specific instance of grammar is usually called a structure. Not all languages, of course, have the same structures.

A function is some kind of communicative act. It is the use of language to achieve a purpose, usually involving interactions between at least two people. Examples would be suggesting, promising apologizing, and greeting. Very often functions are binary, that is to say, the performance of one implies a certain response or set of responses, which take the form of another.

1.1.6 What is Tense?

Simply, tense is the temporal inflection attached to the verbs. Lado (1961, p. 144) says, "Grammar governs the central structure of the utterance". Here, the

central structure means the way of arranging the morphemes in the words and the words in the sentences.

From the above-mentioned definitions, it can be said that tense is related to the form of verb and the aspect with the manner of verbal action. Likewise, tense is a set of verb form that indicates a particular point in time or period of time in the past, present or future. There are different aspects in grammar. They are simple, continuous, perfect and perfect continuous in each tense. Grammar has three dimensions: form, meaning and use. Present continuous tense has also three dimensions: form, meaning and use.

The main concern of the research is to find the effectiveness of inductive and deductive methods to teach present continuous tense. Therefore, for the purpose, only the present continuous tense is focused here.

Form

The present continuous tense is formed by adding (-ing) in a verb immediately after be verbs.

e.g., John is doing his homework.

The verb 'be' has three forms of present: is/am/are.

Forms of present continuous tense

i. Active Form

It is formed by 'be' verb and (-ing) suffix in active voice.

Structure: sub+ is/am/are +v-ing

Third person singular subjects take 'is' as a 'be' verb and first person (we), second person and third person plural subjects take 'are' as a 'be' verb and first person (I) takes 'am' as a 'be' verb.

ii. Passive Form

In the passive, the thing or person that receives the action is in the subject position and takes be...ing form of verb. In this way, be + being + ...en is the passive marker. In present continuous passive, is/ am/ are, are the 'be' verbs.

Structure: Obj + is/am/are + being + past participle

e.g. The car is being driven by the driver.

iii. Negative Form

Negative is formed by adding not (negation) immediately after the auxiliary (operator) in present continuous tense.

e.g. Mickey is not working hard.

iv. Question Form

Yes/No question can be formed by the movement rule called subject operator inversion.

e.g. Is Mickey working in the field?

Are they going to America?

'Wh' question is formed by 'wh' fronting rule. In this 'wh' word is moved to the beginning of sentence.

e.g. Mickey is working in the field.

Where is Mickey working?

So that the interrogative form of present continuous is:

('wh' word / phrase) + is / am / are + sub + v-ing...?

1.1.7 Meaning and Use of Present Continuous Tense

Present continuous tense is also called real present tense. Present continuous tense is used in the following situations:

) For an action happening at the time of speaking; as

e.g. John is dancing.

) For a temporary action which may not be actually happening at the time of speaking; as

e.g. I am reading 'Muna Madan' (Here, 'I' is not reading Muna Madan at this moment).

-) For an action that is already planned or arranged to take place in near future; as
- John is going to America tonight.

1.1.8 Methods of Teaching Grammar

There are two methods in teaching grammar. They are inductive and deductive methods. In inductive method, learners are taught by plenty of examples and they are left to induce the underlying rules themselves. It moves from concrete examples to abstract rules.

The inductive approach may either end up with an explicit formulation of a rule or it may be designed so as to leave the rule implicit. The grammar translation and cognitive methods are explicit, while the direct and audiolingualism methods largely, but not entirely rely – on an implicit approach (Stern, 1983, p.9).

Inductive method focuses on the use of language but not about the language. It does not seek any information about the language. Here, the learners are provided sufficient examples and they themselves find out the required rules from there. According to Richards et al. (1985, p. 73), “Language teaching method, which emphasizes the use of language rather than presentation of information about the language (for example, direct method, communicative approach, counseling learning) makes use of the principle of inductive learning”.

After studying the definitions of various scholars, the features of inductive method are as follows:

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

- iii. It advocates that statements or rules become meaningful to the learners when they are made by observation working with language.
- iv. This method is based on “Science of observation”. So, it claims that valid statements are only arrived by:
 - a. Observing linguistic facts
 - b. Classifying them
 - c. Generalizing on what is observed and classified.

Learners discover rules themselves that they are more likely to fit their existing mental structures than rules they have been presented with. The mental efforts involved ensure a greater degree of cognitive depth, which again ensure greater memo ability. Students more actively involved in the learning process rather than being simply passive recipients. The time and energy spent in working out rules may mislead students into believing that rules are the objective of language learning, rather than a means. Students may hypothesis the wrong rule. It can place heavy demands on teachers in planning a lesson. (Richards et al, 1985, p.732).

To teach present continuous tense using inductive method, the researcher at first gives sample sentences using present continuous tense and asks students to derive the rules or structures of the sentences. The students become active to derive the rules from the sentences themselves.

For example:

- Mickey is writing a letter.
- The boys are playing volleyball.
- Look! Everybody is running outside.

Because of the active participation of the students, this method is also called student- centered method. The researcher facilitates them in their needs. After

that the researcher explains the rules used in the sentences and describes the situation used in subject-verb agreement.

On the other hand, in deductive method, students are taught by prescribing the rules directly. Stern (1983, p. 489) defines “Deductive refers to the presentation of rules before practice versus the inference of rules from practice (inductive). The deductive is often attributed to the grammar translation while the direct method and audiolingualism are said to be inductive.”

This definition says that in deductive method of teaching rules are presented or explained in front of the students directly before practice. In this method students become passive but the teacher becomes active. That is why this method is also called teacher- centered method. One of the examples of deductive method is grammar translation method.

According to Richards et al. (1985, p. 73) “Language teaching methods which emphasize the study of grammatical rules of a language (for example, the grammar translation method) make use of the principle of deductive learning.”

Deductive method is explicit. It moves from abstract rules of concrete examples. It focuses only the study of grammatical structures and rules of a language. In this method students are not left to induce the underlying rules of a sentence. Deductive method gets straight to the point, and can therefore be timesaving. Many rules of from can be more simply and quickly explained than elicited from examples. It respects the intelligence and maturity of adult students, and acknowledges the rule of cognitive process in language acquisition. In confirms many students’ expectation about classroom learning, particularly for those learners who have an analytical learning style. Some of the examples of this kind of methods are grammar translation and cognitive methods.

The features of the deductive method are as follows:

- i. The teaching moves from abstract rules to concrete examples.
- ii. The teaching proceeds from general to specific.
- iii. The teaching steps of this methods are :
 - a. The teacher writes the model structure on the board or draws students' attention to an example in the textbook.
 - b. The teacher explains the underlying rules and he /she makes the use of metalanguage of grammar.
 - c. The teacher helps the students to apply the rules orally in writing.
- iv. This method follows the theoretical science. The deductive theorist:
 - a. perceives a pattern.
 - b. constructs a theoretical model.
 - c. tests to see how much can be deduced from it.
 - d. finds cognitive.
- v. It encourages the belief that learning a language is simply a case of knowing the rules.

To teach present continuous tense using this method, at first the researcher explains the grammatical rules and gives the examples. Grammar and sentence patterns are presented before the students and then the examples of the tense are given. For example:

S + is/ am /are + V-ing

The researcher writes the sentences using the rules or structure and asks students to write the sentence using the same structure. The researcher explains the subject-verb agreement at first and gives some exercises to the students to do. Here, the researcher becomes very much active. Although deductive method is a teacher-centered teaching method, it is highly used for the beginners.

After using these two methods in 'teaching Present Continuous Tense', the study finds the effectiveness of these two methods of teaching in teaching Present Continuous Tense.

1.2 Review of Related Literature

The purpose of this part is to review research studies or other relevant proposition in the related areas of the study and to identify the trends of research. Many researchers have carried out their researches in different teaching methods in terms of their effectiveness in the context of Nepal and abroad. Out of them, a few researches, which are related to this study, are reviewed here.

Sitaula (1999) has carried out a research on "Teaching Passivization in English Using Inductive and Deductive Methods: A Comparative Study" to find out which method; inductive or deductive, is more effective to teach passivization. In the study, it is found that the inductive method is found relatively more effective than the deductive one in general.

Karki (1999) has conducted a study on "Teaching Subject-Verb Agreement Inductively and Deductively: A Practical Study" to find out whether inductive or deductive method is more effective to teach subject-verb agreement for the students of grade nine. He found that the inductive method of teaching was more effective than the deductive one.

Pokhrel (2000) has carried out a research "Teaching Communicative Functions Inductively and Deductively: A Practical Study" to find out the relative effectiveness of the two methods; deductive and inductive, in teaching communicative functions. He has found the deductive method was more effective than the inductive one.

Sharma (2000) conducted a study on “Teaching Reported Speech in English Deductively and Inductively: A Practical Study”. He found out that inductive method was slightly more effective than deductive one to teach reported speech in English.

Gotame (2007) studied practically on “Teaching Conditionals in English Inductively and Deductively: A Practical Comparative Study” to measure the relative effectiveness of deductive and inductive methods in teaching conditionals in English. She found out that deductive method was more effective than inductive one to teach conditionals in English.

Similarly, Ghimire (2000) has studied practically on “Teaching Tag-questions in English Inductively and Deductively: A Practical Study” to measure the relative effectiveness of two methods (deductive and inductive) in teaching tag questions. The group that was taught inductively is found to perform better in most of the cases than deductively taught group. Here, he writes the inductive method is more effective than deductive in teaching tag question in English.

Rijal (2009) studied practically on “Teaching Simple Present Tense Inductively and Deductively” to measure the effectiveness of these two methods in teaching simple present tense in English. She found out that inductive method was more effective than deductive one in teaching this tense in English.

Though there have been several researches on teaching grammar using different methods of teaching, no research is based on the teaching present continuous tense inductively and deductively have been done in the department. So that, the present thesis which aims at finding out the effectiveness of these two methods with respect to teaching present continuous tense in English is new topic for the research.

1.3 Objectives of the Study

The objectives of the study were;

- a) To find out the effectiveness of inductive and deductive methods in teaching present continuous tense.
- b) To suggest some pedagogical implications.

1.4 Significance of the Study

Teaching method plays a significant role in teaching a foreign language, a teacher should have sound knowledge of teaching methods to be successful in his/her profession. Although several studies have been done on different aspects of grammar, only a few studies have been carried out to find out the effectiveness of inductive and deductive methods in some aspects of grammar. Therefore, this study attempts to find out the effectiveness of these two methods with respect to teaching Present Continuous tense in English. The learners will be benefited by applying appropriate method in learning this grammatical item. Moreover, it is hoped that it will contribute to all English language teachers to teach this aspect in an appropriate way, students to learn, textbook writers, curriculum designers, ELT methodologists and other personnel directly or indirectly involved in English language teaching.

CHAPTER- TWO

METHODOLOGY

This chapter deals with the methodology of the study. The study was done in the following way.

2.1 Source of Data

Both primary and secondary sources were used in the study.

2.1.1 Primary Sources

In the present study, the primary sources of data were the sampled students of class nine studying in Shree Janata Sudarshan Higher Secondary school, Thulpokhari, Parbat.

2.1.2 Secondary Sources

English grammar books and other books related to methods and techniques of foreign language teaching were consulted for the purpose of designing “pre and post-test” and for preparing materials for classroom teaching. They include Stern (1983), Richards and Rodgers (1986), Cross (1992), Crystal (1988), Murphy (1994) and Thomson (1989). Apart from these, several theses; articles journals, etc. related with the research work were consulted in order to facilitate the study.

2.2 Population of the Study

The students studying in class nine at Parbat district were the population of the study for the present Study.

2.3 Sample of the Population

Forty students studying in class nine at Janata Sudarshan Higher Secondary School, Parbat were the sample population.

2.4 Sampling Procedure

Judgmental sampling procedure was used to select the district, school and the class whereas simple random sampling procedure was used to select the required number of students.

2.5 Tools for Data Collection

The major tools for the collection of data were the test items. The test items were developed before classroom teaching. They were developed from a specific area of grammar i.e. tense. They were divided into three different items. The full mark was fifty. The following types of questions were used for the collection of data.

- i. Writing the correct forms
- ii. Fill in the blanks
- iii. Multiple-choice items

The tool used for the research has been given in Appendix A.

The same set of test was administered for both the tests pre-test and post-test for both groups.

2.6 Process of Data Collection

The data were collected using the following stepwise procedures.

- i. A set of tests was prepared to measure the language proficiency of the students especially with regard to present continuous tense.
- ii. A pre-test was administered to determine the actual performance of the students in the present continuous tense. The students were evaluated in fifty full marks.
- iii. Then the total students were divided into two groups, 'A' and 'B', on the basis of odd and even numbers. The ranking procedures and group division were made in the following way.

Table No. 1

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

- iv. The group 'A' students and group 'B' students were taught side by side. Group 'A' was taught inductively and group 'B' was taught deductively. Teaching materials and medium of instruction made use of English language only.
- v. Each group was taught six days a week, one period a day of forty minutes. They were taught for twenty-two days each.
- vi. A model lesson plan and the activities done in the classroom have been given in appendix 'E'.
- vii. At the End of Teaching, a written post-test with the same set of questions as in the pre-test was administered. Then the results of pre-test and post-test were studied and compared to determine the effectiveness of the two methods for teaching present continuous tense in English.

2.6 Limitations of the Study

It would be impossible to include a large area in this kind of small research because of the limited resources and time. Under certain limitations, it could measure the actual problems. Having considered all these things, limitations of the study were as follows:

- i. The study was limited to only one school i.e. Janata Sudarshan Higher Secondary School of Parbat district.
- ii. Only 40 students were taken in the study.
- iii. The students of only one class i.e. class nine were taken.
- iv. The data were collected only from the written tests(pre-test and post-test).

CHAPTER-THREE

ANALYSIS AND INTERPRETATION

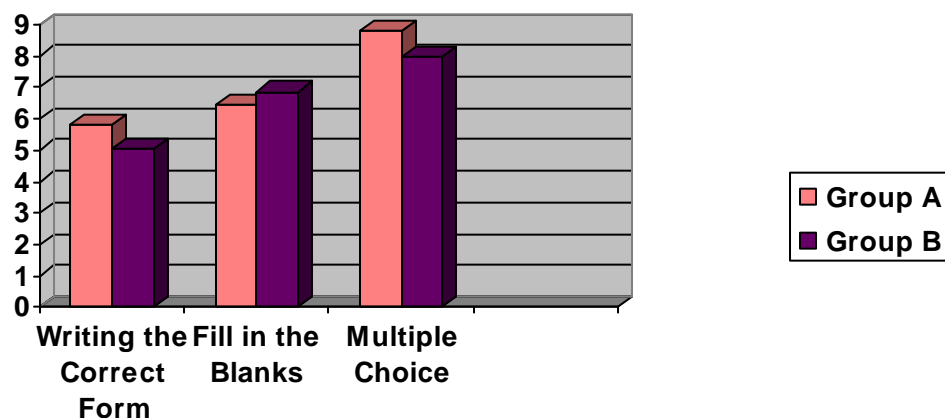
In this is chapter analysis, interpretation and comparison of data have been carried out. Since it is an experimental research, it requires a lot of information from the practical field. As the major objective of the research was to explore which method, inductive or deductive, is more effective in teaching present continuous tense, two groups of students, one with inductive and another with deductive method were taught to obtain the data for analysis.

3. 1 Holistic Comparison

The data taken in the pre-test and post-test are presented comparatively in holistic item-wise and sex-wise form in both the groups 'A' and 'B'.

First, an attempt has been made to demonstrate the average level of performance in pre-test by both groups in the following bar diagram.

Figure No. 1
Average Level of Performance of Group 'A' and 'B' in Pre-Test



The above diagram depicts the fact that group A is found to be weaker in fill in the blanks test item but not in correct form and multiple choice test items.

The above mentioned diagram shows that there has not been any significant difference in average percentage in pre-test between both groups.

3.2 Item-wise Comparison

The test items were divided into three groups:

- i) Writing the correct form
- ii) Fill in the blanks
- iii) Multiple choices

Writing the correct form consisted of fifteen full marks, fill in the blanks consisted of seventeen full marks and multiple choices consisted of eighteen full marks but the marks of each question is equal i.e. one.

3.2.1 Writing the Correct Form Item

In this item, the number of questions was fifteen and the full mark was also fifteen. Each questions carried one mark. Here the students were required to write the correct form of the verb given in the bracket.

Table No. 2

Score Achieved in Writing in the Correct Form Item

Group	T.Sc. in pre- test	Av.Sc. in pre- test	Av.Per in pre- test	T.Sc. in post - test	Av.Sc. in post- test	Av.Per. in post- test	Diff. in Av.Sc	Diff. in Av. Per.
A	116	5.8	38.63	209	10.45	69.6	4.65	30.97
B	101	5.05	33.63	191	9.55	63.6	4.5	29.97

Table no. 2 shows the achievement of the students in pre-test and post-test. It shows that group A has obtained 5.8 average score in pre-test and 10.45 in the post-test. This group has increased 30.97 percentages; on the contrary, group B has obtained 5.05 average score in pre-test and 9.55 in post-test with the increment of 29.27 percentages. It reveals the fact that group 'A' has achieved more progress than the group 'B' because the former group has got 30.97 percent more in post-test than the later group which has got only 29.97 percent more marks in post-test.

3.2.2 Fill in the Blanks Item

In this item, the number of questions was seventeen and the full marks was also seventeen. Here each questions carried one mark. The students were required to fill in the blanks by using appropriate forms of present continuous tense themselves. In this item no verbs were given to them.

Table No. 3
Score Achieved in Fill in the Blanks Item

Group	T.Sc. in pre-test	Av.Sc. in pre-test	Av.Per in pre-test	T.Sc. in post - test	Av.Sc. in post-test	Av.Pe r. in post-test	Diff. in Av.Sc	Diff. in Av. Per.
A	129	6.45	37.93	210	10.5	61.7	4.05	23.77
B	137	6.85	40.3	202	10.1	59.39	3.25	19.1

The table no. 3 depicts that group 'A' has got 129 total score, 6.45 average score and 37.93 average percentage in pre-test but it has secured 210 total score. 10.5 average score and 61.7 average percentage in post-test. It has increased by 4.05 average score and 23.77 average percentage in post-test. On the other hand, group 'B' has got 137 total score, 6.85 average score and 40.3

average percentage in pre-test but it has got 202 total score, 10.1 average score and 59.39 average percentage in post-test. This group has increased by 3.25 average marks and 19.1 average percentages in post-test. After the analysis of the data, it is found that the group 'A' has better achievement than the group 'B' in this test item.

3.2.3 Multiple Choice Items

In this item, the number of questions was nineteen and the full marks was also nineteen. Here each questions carried one mark. The students were given three options to choose and they had to tick the correct option of present continuous tense.

Table No. 4
Score Achieved in Multiple-Choice Item

Score	T.Sc. in pre-test	Av.Sc. in pre-test	Av.Per in pre-test	T.Sc. in post - test	Av.Sc. in post-test	Av.P er. in post-test	Diff. in Av.Sc	Diff. in Av. Per.
A	175	8.75	48.56	228	11.4	63.27	2.65	14.71
B	159	8	44.44	206	10.3	57.2	2.3	12.76

The table no. 4 shows that group 'A' has got 175 total score, 8.75 average score and 48.56 average percentage in pre-test but it has secured 228 total score. 11.4 average score and 63.27 average percentage in post-test. It has increased by 2.65 average score and 14.71 average percentage in post-test. On the other hand, group 'B' has got 159 total score, 8 average score and 44.44 average percentage in pre-test but it has got 206 total score, 10.3 average score and 57.2 average percentage in post-test. This group has increased by 2.3 average marks and 12.76 average percentages in post-test. After the analysis of the data, it is

found that the group 'A' has better achievement than the group 'B' in this test item

3.2.4 The Performance of Boys in Writing the Correct Form item.

The following table presents the performance of the boys in writing the correct form item. In this item, the number of questions was fifteen and the full marks was also fifteen.

Table No. 5
Performance of Boys in Writing the Correct Form Item

Group	T.Sc. in pre-test	Av.Sc. in pre-test	Av.Per in pre-test	T.Sc. in post - test	Av.Sc. in post-test	Av.Pe r. in post-test	Diff. in Av.Sc	Diff. in Av. Per.
A	65	6.5	43.29	109	10.9	72.6	4.4	29.31
B	51	5.1	33.97	94	9.4	62.6	4.3	28.63

The table no. 5 shows that group 'A' boys have got 65 total score, 6.5 average score and 43.29 average percentages in pre-test but it has secured 109 total score. 10.9 average score and 72.6 average percentage in post-test. It has increased by 4.4 average score and 29.31 average percentage in post-test. On the other hand, group 'B' boys have got 51 total score, 5.1 average score and 33.97 average percentage in pre-test but it has got 94 total score, 9.4 average score and 62.6 average percentage in post-test. This group has increased by 4.3 average marks and 28.63 average percentages in post-test. After the analysis of the data, it is found that the group 'A' boys has better achievement than the group 'B' boys in this test item.

3.2.5 The Performance of Boys in Fill in the Blanks Item.

The following table presents the performance of the boys in fill in the blanks item. In this item, the number of questions was seventeen and the full marks was also seventeen.

Table No. 6
Performance of Boys in Fill in the Blanks Item

Group	T.Sc. in pre-test	Av.Sc. in pre-test	Av.Per in pre-test	T.Sc. in post-test	Av.Sc. in post-test	Av.Pe r. in post-test	Diff. in Av.Sc	Diff. in Av. Per.
A	69	6.9	40.57	116	11.6	68.2	4.7	27.63
B	71	7.1	41.75	105	10.5	61.74	3.4	19.99

The table no. 6 presents that group 'A' boys have got 69 total score, 6.9 average score and 40.57 average percentages in pre-test but it has secured 116 total score. 11.6 average score and 68.2 average percentage in post-test. It has increased by 4.7 average score and 27.63 average percentage in post-test. On the other hand, group 'B' boys have got 71 total score, 7.1 average score and 41.75 average percentage in pre-test but it has got 105 total score, 10.5 average score and 61.74 average percentage in post-test. This group has increased by 3.4 average marks and 19.99 average percentages in post-test. After the analysis of the data, it is found that the group 'A' boys has better achievement than the group 'B' boys in this test item.

3.2.6 The Performance of Boys in Multiple Choices

The following table presents the performance of the boys in multiple choices. In this item, the number of questions was nineteen and the full mark was also nineteen. Each questions carried one mark.

Table No. 7

Performance of Boys in Multiple Choices

Group	T.Sc. in pre- test	Av.Sc. in pre- test	Av.Per in pre- test	T.Sc. in post - test	Av.Sc. in post- test	Av.Pe r. in post- test	Diff. in Av.Sc	Diff. in Av. Per.
A	94	9.4	52.2	118	11.8	65.5	2.4	13.3
B	83	8.3	46.1	106	10.6	58.83	2.3	12.73

The table no. 7 shows that group 'A' boys have got 94 total score, 9.4 average score and 52.2 average percentages in pre-test but it has secured 118 total score, 11.8 average score and 65.5 average percentage in post-test. It has increased by 2.4 average score and 13.3 average percentage in post-test. On the other hand, group 'B' boys have got 83 total score, 8.3 average score and 46.1 average percentage in pre-test but it has got 106 total score, 10.6 average score and 58.83 average percentage in post-test. This group has increased by 2.3 average marks and 12.73 average percentages in post-test. After the analysis of the data, it is found that the group 'A' boys has better achievement than the group 'B' boys in this test item.

3.2.7 The Performance of Girls in Writing the Correct Form Item

The following table presents the performance of the girls in writing the correct form item. In this item, the number of questions was fifteen and the full marks was also fifteen.

Table No. 8
Performance of Girls in Writing in Correct Form Item

Group	T.Sc. in pre-test	Av.Sc. in pre-test	Av.Per in pre-test	T.Sc. in post-test	Av.Sc. in post-test	Av.Pe r. in post-test	Diff. in Av.Sc	Diff. in Av. Per.
A	51	5.1	33.97	100	10.0	66.6	4.9	32.63
B	50	5.0	33.3	97	9.7	64.6	4.7	31.3

The table no. 8 presents that group 'A' girls have got 51 total score, 5.1 average score and 33.97 average percentages in pre-test but it has secured 100 total score, 10.0 average score and 66.6 average percentage in post-test. It has increased by 4.9 average score and 32.63 average percentage in post-test. On the other hand, group 'B' girls have got 50 total score, 5.0 average score and 33.3 average percentage in pre-test but it has got 97 total score, 9.7 average score and 64.6 average percentage in post-test. This group has increased by 4.7 average marks and 31.3 average percentages in post-test. After the analysis of the data, it is found that the group 'A' girls has better achievement than the group 'B' girls in this test item.

3.2.8 The Performance of Girls in Fill in the Blanks

The following table presents the performance of the girls in fill in the blanks item. In this item, the number of questions was seventeen and the full marks was also seventeen.

Table No. 9
Performance of Girls in Fill in the Blanks

Group	T.Sc. in pre-test	Av.Sc. in pre-test	Av.Per in pre-test	T.Sc. in post-test	Av.Sc. in post-test	Av.Pe r. in post-test	Diff. in Av.Sc	Diff. in Av. Per.
A	60	6.0	35.28	94	9.4	55.3	3.4	20.2
B	66	6.6	38.8	97	9.7	57.04	3.1	18.24

The table no. 9 depicts that group 'A' girls have got 60 total score, 6.0 average score and 35.28 average percentages in pre-test but it has secured 94 total score, 9.4 average score and 55.3 average percentage in post-test. It has increased by 3.4 average score and 20.2 average percentage in post-test. On the other hand, group 'B' girls have got 66 total score, 6.6 average score and 38.8 average percentage in pre-test but it has got 97 total score, 9.7 average score and 57.04 average percentage in post-test. This group has increased by 3.1 average marks and 18.24 average percentages in post-test. After the analysis of the data, it is found that the group 'A' girls has better achievement than the group 'B' girls in this test item.

3.2.9 The Performance of Girls in Multiple Choices

The following table presents the performance of the girls in multiple choices. In this item, the number of questions was nineteen and the full mark was also nineteen. Each questions carried one mark.

Table No. 10
Performance of Girls in Multiple Choices

Group	T.Sc. in pre-test	Av.Sc. in pre-test	Av.Per in pre-test	T.Sc. in post-test	Av.Sc. in post-test	Av.Pe r. in post-test	Diff. in Av.Sc	Diff. in Av. Per.
A	81	8.1	44.95	110	11.0	61.05	2.9	16.1
B	76	7.6	42.2	100	10.0	55.5	2.4	13.3

The table no.10 depicts that group 'A' girls have got 81 total score, 8.1 average score and 44.95 average percentages in pre-test but it has secured 110 total score, 11.0 average score and 61.05 average percentage in post-test. It has increased by 2.9 average score and 16.1 average percentage in post-test. On the other hand, group 'B' girls have got 76 total score, 7.6 average score and 42.2 average percentage in pre-test but it has got 100 total score, 10.0 average score and 55.5 average percentage in post-test. This group has increased by 2.4 average marks and 13.3 average percentages in post-test. After the analysis of the data, it is found that the group 'A' girls has better achievement than the group 'B' girls in this test item.

3.3 Sex-wise Comparison

According to the sex, the whole population of the study was divided into two categories: boys and girls. Then the increased percentage, in each group of boys and girls in their performance in the pre-test and post-test was determined separately and compared to find out the relative effectiveness of the two methods to teach present continuous tense.

3.3.1 Boys

The population of boys involved in both tests was 20. Out of them 10 students were in group 'A' and 10 students were in group 'B'. The test containing all three items was of 50 full marks.

Table No. 11
The Performance of the Boys in Pre-Test and Post-Test

Group	T.Sc. in pre-test	Av.Sc. in pre-test	Av.Per in pre-test	T.Sc. in post-test	Av.Sc. in post-test	Av.Per. in post-test	Diff. in Av.Sc	Diff. in Av. Per.
A	228	22.8	45.6	343	34.3	68.6	11.5	23.0
B	205	20.5	41.0	305	30.5	61.0	10	20.0

The table No. 11 shows that group A (boys) has got 22.8 and 34.3 average scores in pre-test and post-test respectively but group B has got 20.5 and 30.5 average scores in pre-test and post-test respectively. Likewise ,group A has got 45.6 and 68.6 total percentage in pre-test and post-test respectively while group B has got 41.0 and 61.0 total percentage in pre-test and post-test respectively.

From the above-mentioned data, we came to conclude that group A has better performance than group B. Therefore, inductive method of teaching is better to teach present continuous tense.

3.3.2 Girls

The population of girls involved in both tests was 20. Out of them 10 were in group A and 10 were in group B. the questionnaire containing all three items was of 50 full marks.

Table No. 12
The Performance of the Girls in Pre-Test and Post-Test

Group	T.Sc. in pre-test	Av.Sc. in pre-test	Av.Per in pre-test	T.Sc. in post-test	Av.Sc. in post-test	Av.Pe r. in post-test	Diff. in Av.Sc	Diff. in Av. Per.
A	192	19.2	38.4	304	30.4	60.8	11.2	22.4
B	192	19.2	38.4	294	29.4	58.8	10.2	20.4

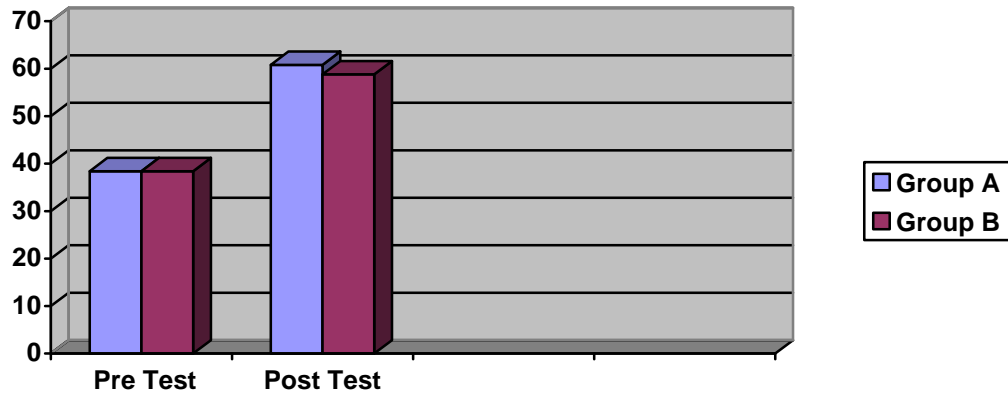
The table no. 12 shows the difference between the percentages of two groups that group A did comparatively better than group B in their performance in the post-test. Therefore, it is concluded that inductive method of teaching is better than deductive method of teaching to teach present continuous tense.

3.3.3 Average Level of Performance in Pre-test and Post-test by Group A and B (Girls) in terms of Bar Diagram.

The following bar diagram depicts the average level of performance of the girls in pre-test and post-test of both the groups A and B.

Figure No.2

Average Level of Performance of the Girls in Pre-test and Post-test by Group A and B

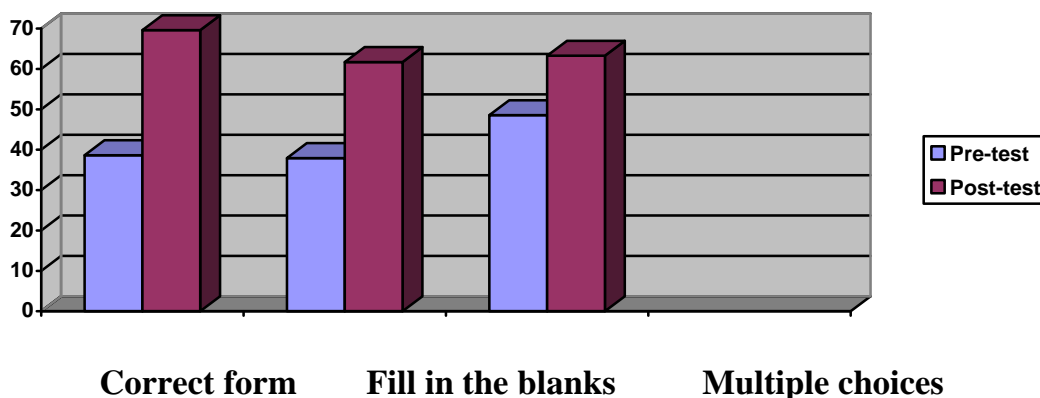


The figure no. 2 shows the difference between the two tests in the achievement of group A and B girls. The diagram shows that the level of achievement is increased by 22.4 and 20.4 percent respectively. This proves that teaching present continuous tense inductively is better than deductively.

3.3.4 Average Level of Performance in Pre-test and Post-test by Group A in terms of Bar Diagram

The following bar diagram depicts the average level of performance of the group A in pre-test and post-test in all test items.

Figure No.3
Performance in Pre-test and Post-test by Group A in terms of Bar
Diagram



The figure no. 3 shows that the total difference between the two tests (pre and post) in the achievement of Group A. the diagram shows that the level of achievement is increased in almost all items satisfactorily. In two test items such as writing in the correct form and fill in the blank, the average percentage is increased by 30.97 percent and 23.77 respectively. Additionally, this group has increased 14.71 percent in multiple-choice item.

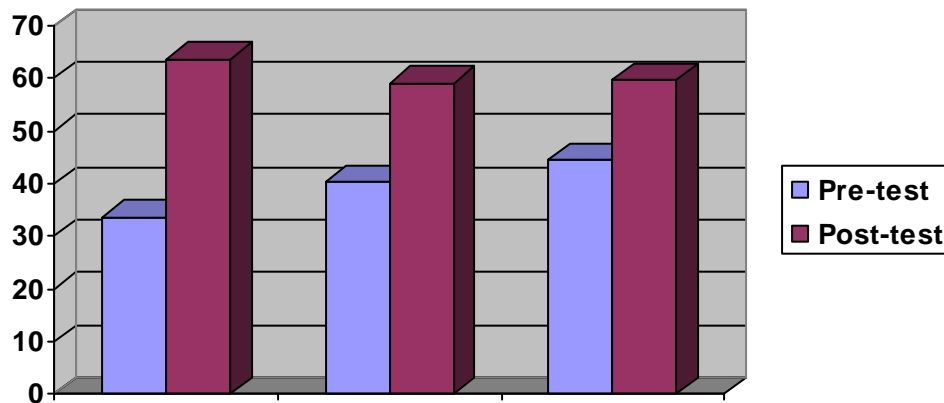
This shows that teaching present continuous tense is more effective by using inductive method of teaching.

3.3.5 Average Level of Performance in Pre-test and Post-test by Group B in terms of Bar Diagram

The following bar diagram depicts the average level of performance of the group B in pre-test and post-test in all test items

Figure No. 4

Performance in Pre-test and Post-test by Group B



Correct forms fill in the blanks multiple choices

The above-mentioned diagram interprets the difference in the achievement between pre and post test by deductive group. The group has increased marks in correct forms, fill in the blanks and multiple-choice items by 29.97, 18.75 and 15.22 percent respectively.

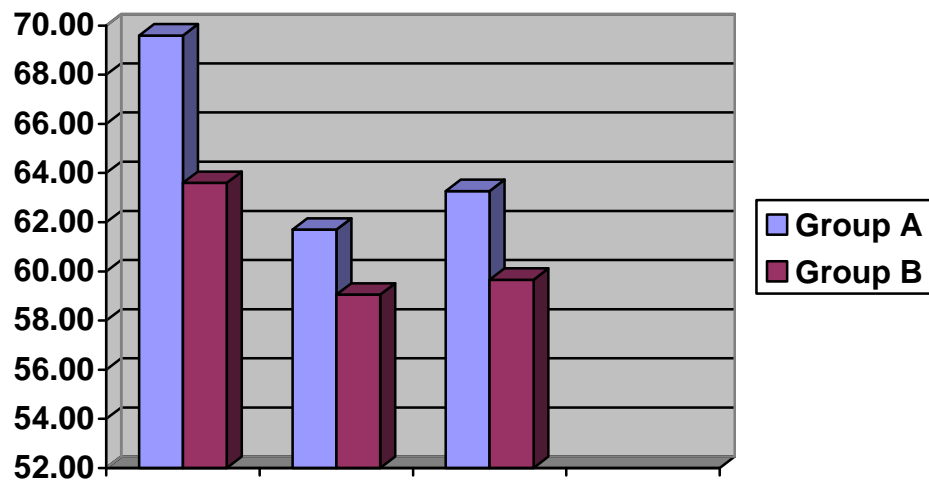
3.3.6 Comparison of Differences in Average Percentage Between Group A and B in terms of Bar Diagram.

The following bar diagram depicts the average level of performance of the group A and B in pre-test and post-test in all test items

The figure no. 5 displays the increase average proficiency, which is obtained after comparing the average percentage of pre-test and post-test of each of the groups. It is shown under different test items.

Figure No. 5

Comparison of Differences in Average Percentage Between Group A and B in terms of Bar Diagram



Correct forms fill in the blanks multiple-choices

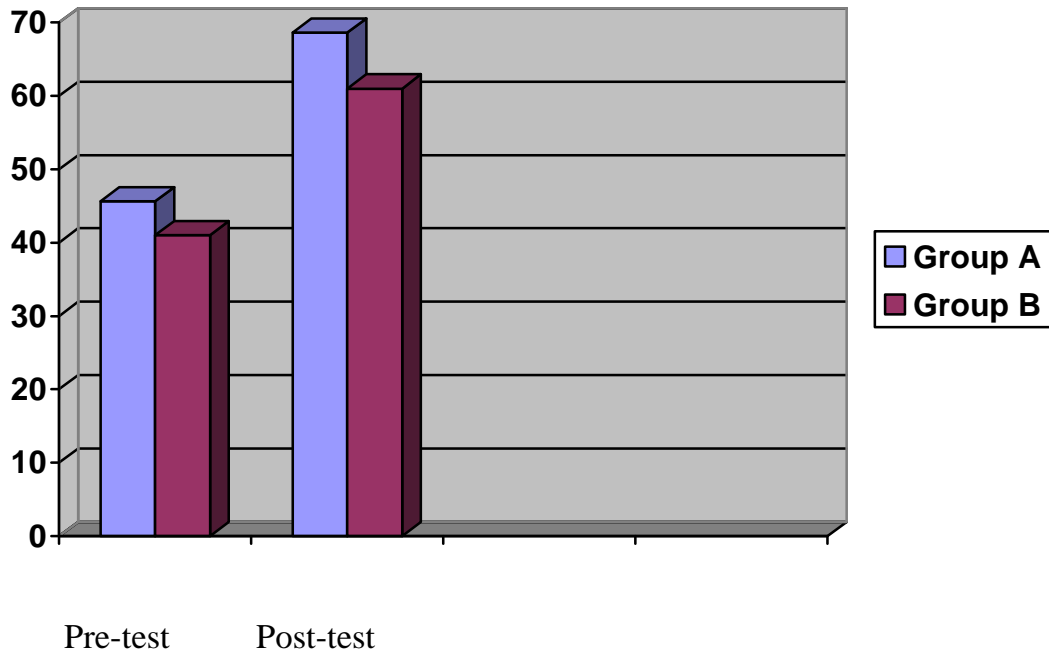
It is obvious that in each of the test items, group A has excelled group B. this proves that teaching present continuous tense in class nine using inductive method is slightly more effective than deductive method.

3.3.7 Average Level of Performance in Pre-test and Post-test of Group A and B (Boys) in terms of Bar Diagram.

The following bar diagram depicts the average level of performance of the group A and B boys in pre-test and post-test in all test items

Figure No. 6

**Average Level of Performance in Pre-test and Post-test of Group A and B
(Boys) in terms of Bar Diagram.**



The figure no. 6 shows the difference between the two tests in the achievement of group A boys. The diagram shows that the level of achievement is increased by 23 percent and 20 percent respectively. This shows that teaching present continuous tense inductively is better than deductively.

CHAPTER-FOUR

FINDINGS AND RECOMMENDATIONS

4.1 Findings

In order to assess the effectiveness of these two methods (inductive and deductive) with respect to teaching present continuous tense in English in the context of Nepal, a practical comparative study was done. On the basis of the data analysis and interpretation the following findings are drawn and some recommendations are made.

Group A has the average increment percentage of 30.97 on writing the correct form item whereas group B has the average increment percentage of 29.97 in the same item.

Similarly, group B has greater average increment percentage of 23.77 on fill in the blanks item whereas group A has the average increment percentage of 19.1 in the same item.

Likewise, group A has greater average increment percentage of 14.71 in multiple-choice item and group B has the average increment percentage of 12.76 in the same item.

From the study:

- i. It shows that inductive method has comparatively better impact in teaching present continuous tense overall. The above results show that teaching present continuous tense inductively is more effective than deductively.

- ii. The findings of this study were determined on the basis of the results of whole group, not on the basis of an individual student. The results show that group A was benefited in all the cases, both groups were taught the same subject matter using the same medium and materials only the difference is the teaching method.

If students are taught present continuous tense inductively, then they understand the meaning more clearly than deductively. So, this research shows teaching present continuous tense is more effective only after using inductive method of teaching than deductive method.

4.2 Recommendations

On the basis of the findings, suggestions and recommendations are made which have pedagogical implication.

The recommendations and suggestions are summarized as follows:

- i. In all types of heading (item-wise, group-wise and sex-wise), inductive method has been found to be better than deductive method. Therefore, inductive method should be applied in teaching present continuous tense.
- ii. Inductive method should be used to teach present continuous tense in English. The students should be left to do ample practice rather than recite and learn by heart the rules from the beginning.
- iii. While writing textbooks, rules should not be prescribed directly but sample practice and some examples should be given.
- iv. Inductive method of teaching requires more time and hard effort from the side of the teacher. Therefore, the teacher should be careful about the time according to the language item.

v. Finally, the inductive method is slightly more effective than the deductive method in teaching present continuous tense.

Therefore, it is recommended that all the language teachers and related personalities should teach their students using inductive method of teaching to teach present continuous tense in the context of Nepal.

This study was done in only one government school of Parbat district. It can not be said that the inductive method is applicable in all private and government schools of Nepal in teaching present continuous tense.

Therefore, more experiments of this type should be conducted in different schools to make issue more reliable and valid.

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Appendix- 'A'

Name of the school:

Place:

Name of the student:

Class:

Roll No:

The questionnaire is in the partial fulfillment for the master's Degree in education. I hope you confidently answer the questions.

Q. N.1 Fill in the blanks with correct form of the verb given in the brackets.

- a. We singing a song now. (be)
- b. Look! The dog running now. (be)
- c. Listen! A small baby is (cry)
- d. Ram is..... asked a question. (be)
- e. We.....being taught by our teachers.(be)
- f. Boysworking hard. So that they will finish the work soon.(be)
- g. The bird is.....sweetly. (sing)
- h. They are.....at the moment. (fight)
- i. Naresh ishis homework now.(do)
- j. Listen! Everybody.....very fast now.(breath)
- k. Jack lost his pen. He.....it now. (search)
- l. Now a day, IFrench so that I can learn French books. (learn)
- m. Harrytennis now. (play)
- n. Wild animals.....now a days.
(Decrease)
- o. The girls, whonear the door, are my friends.
(stand)

Q. N.2 Fill in the blanks with suitable verbs in Present Continuous tense.

- a. Harito school.

- b. Ram and Shyamrice.
- c. Ian English book.
- d. Theyfootball.
- e. All the boysout side.
- f. Whyyou.....at me?
- g. What.....you.....to do now?
- h. Are youtable tennis?
- i. The building.....built by the workers.
- j. Weto Pokhara tomorrow.
- k. Shyama letter now.
- l. Look! The boys.....football now.
- m. Nareshnoodles.
- n. Mr. Sharma.....from Kathmandu today.
- o. Itraining heavily now.
- p. I ,with my friends..... To picnic.
- q. Their mother is very weak in English. So that she
..... English now a days.

Q. N.3 Tick the best answer.

- a. Hari and Shyamtelevision now.
 - i. are watching
 - ii. is watching
 - iii. watched
- b. Hark! Someone in the distance.
 - i. was shouting
 - ii. is shouting
 - iii. are shouting
- c. Hey, what are you doing? But look, Ganeshthe room.
 - i. is cleaning
 - ii. was cleaning
 - iii. clean
- d. See, the birds.....in the sky.
 - i. flew
 - ii. is flying
 - iii. are flying
- e. Nobodyto the theatre now.
 - i. was going
 - ii. went
 - iii. is going
- f. Look , all the girls.....outside.
 - i. are playing
 - ii. is playing
 - iii. were playing

- g. All In the playground at the moment.
- i. are running ii. is running iii. were running
- h. You and I
- i. am working ii. are working iii. works.
- i. The principal and secretary.....to Pokhara.
- i. is going ii. are going iii. gone
- j. The principal and the secretary.....to Pokhara .
- i. is going ii. are going iii. gone
- k. The children, each.....part in competition.
- i. is taking ii. are taking iii. taken
- l. Everybodynow.
- i. were laughing ii. was laughing iii. is laughing
- m. The family.....to have picnic this Saturday.
- i. are going ii. is going iii. were going
- n. She.....the exams next week.
- i. was taking ii. is taking iii. Took
- o. Take the umbrella. Itoutside.
- i. is raining ii. was raining iii. rains
- p. Don't make noise. The babynow.
- i. was sleeping ii. is sleeping iii. sleeps
- q. Look! The deer
- i. is grazing ii. grazes iii. was grazing
- r. Now, the students..... by the teacher.
- i. are being taught ii. are teaching iii. Te

Best of Luck

Appendix- 'B'

Students rank according to the pre-test marks.

Students	obtained marks
1. Gauri Subedi	32
2. Rajendra Paudel	32
3. Asim Subedi	29
4. Manju Sapkota	29
5. Sarita Sapkota	28
6. Sushil Subedi	26
7. Ganga Ram Sapkota	25
8. Ananda Paudel	25
9. Bimala Gautam	24
10. Dilli Ram Lamichhane	24
11. Bala Krishna Pariyar	23
12. Aasha KC	23
13. Arjun Subedi	22
14. Jaya Prasad Paudel	22
15. Sadhana Subedi	22
16. Arjun Lamsal	22
17. Sunil Subedi	21
18. Deepak Subedi	21
19. Amrit Gautam	21
20. Sangita Paudel	20
21. Shiva Prasad Lamichhane	19
22. Sabina Kunwar	19
23. Santosh Paudel	19
24. Hari Bahadur Kunwar	19
25. Sharmila Kumari Sharma	18

26. Anita Paudel	18
27. Kabita Subedi	18
28. Indra Lamichhane	18
29. Sudip Paudel	17
30. Rohit Sharma	17
31. Santosh Pariyar	17
32. Sonika Subedi	17
33. Vijaya Sapkota	15
34. Urmila Subedi	15
35. Sabitri Subedi	15
36. Kamana Sharma	14
37. Anjana Subedi	13
38. Garima GC	13
39. Sita Subedi	13
40. Sarita Paudel	12

Appendix- 'C'

Students rank according to the post-test marks.

Students	obtained marks
1. Gauri Subedi	43
2. Arjun Subedi	42
3. Garima Subedi	41
4. Manju Sapkota	41
5. Sadhana Subedi	40
6. Ganga Ram Sapkota	40
7. Santosh Pariyar	40
8. Sharmila Kumari Sharma	40
9. Rohit Sharma	38
10. Amrit Gautam	38
11. Ananda Paudel	37
12. Rajendra Paudel	36
14. Asim Subedi	35
15. Sudip Paudel	34
16. Sushil Subedi	34
17. Jaya Prasad Paudel	33
18. Sarita Paudel	32
19. Vijaya Sapkota	32
20. Bimala Gautam	31
21. Aasha KC	31
22. Sita Subedi	31
23. Shiva Prasad Lamichhane	30
24. Arjun Lamsal	30
25. Dilli Ram Lamichhane	30
26. Sabitri Subedi	30

27. Santosh Paudel	30
28. Sangita Paudel	27
29. Sarita Sapkota	26
30. Kabita Subedi	25
31. Sonika Subedi	25
32. Anita Paudel	24
33. Bala Krishna Pariyar	23
34. Urmila Subedi	23
35. Indra Lamichhane	23
36. Kamana Sharma	22
37. Deepak Subedi	21
38. Hari Bahadur Kunwar	20
39. Sabina Kunwar	19
40. Anjana Subedi	14

Appendix- 'D'

Ranking Procedure and Group Division

Ranking procedure

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

Group Division

Group 'A'

1. Arjun Subedi
3. Jaya Prasad Subedi
5. Gauri Subedi
7. Shiva Prasad Lamichhane
9. Sharmila Kumari Sharma
12. Sunil Subedi
14. Sadhana Subedi
16. Rajendra Paudel
18. Anita Paudel
20. Arjun Lamsal
21. Kabita Subedi
23. Asim Subedi
25. Kamana Sharma
27. Sudip Paudel

29. Sarita Paudel
32. Ganga Ram Sapkota
34. Bimala Gautam
36. Bala Krishna Pariyar
38. Anjana Subedi
40. Rohit Sharma

Group 'B'

1. Garima GC
4. Ananda Paudel
6. Aasha K C
8. Vijaya Sapkota
10. Urmila Subedi
11. Deepak Subedi
13. Manju Sapkota
15. Dilli Ram Lamichhane
17. Sabina Kunwar
19. Amrit Gautam
22. Sabitri Subedi
24. Santosh Paudel
26. Sita Subedi
28. Santosh Pariyar
30. Sonika Subedi
31. Sushil Subedi
33. Sangita Paudel
35. Hari Bahadur Kunwar
37. Indra Lamichhane
39. Sarita Sapkota

Appendix-'E'

Lesson Plan No. 1

School: J.S.H.S.S.	No. of Students: Twenty
Class: Nine	Period: Second
	Time: 10:15 to 11:00

Topics: Use of present continuous tense in the situation of something is happening at the time of speaking.

1. Specific Objectives:
On completion of this lesson, the students will be able to
 - Use present continuous tense in the situation of something is happening at the time of speaking
 - Make their own sentences using present continuous tense.
2. Teaching Materials
 - Flashcards, sentence cards and usual classroom materials.
3. Teaching Activities

Group A

The teacher writes some sentences of present continuous tense on the chalk board which indicates something is happening at time of speaking. He reads the sentences aloud and lets the students copy him. He asks the students to study the sentences thoroughly. They read and observe the sentences. The teacher, then writes various examples with the help of sentence cards. For example, Ram is reading a book now.

She is writing a letter at the moment.

He is playing now.

Group B

The teacher displays sentences cards with rule on it. He writes present continuous tense is used 'in the situation that something is happening of speaking' then he describes the rule and writes some sentences on the chalkboard. He focuses on rule. He asks the students to make their own sentence which refer their activities or their friends activities. For example, I am reading an English book. She is writing class work in her exercise copy.

4. Evaluation

Put the correct verb form from the bracket.

- i) Nareshhis homework now. (be)
- ii) They areat the moment. (laugh)
- iii) Look! The cat running now. (be)
- iv) John is tennis now. (play)

5. Write any five sentences which indicate activities happening at the time of speaking.

Lesson Plan No. 2

School: J.S.H.S.S.	No. of Students: Twenty
Class: Nine	Period: Second
	Time: 10:15 to 11:00

Topic: Subject-verb Agreement in Present Continuous Tense

1. Specific Objectives:

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

- use the verbs according to subject in Present Continuous tense.
- make sentence using appropriate subject- verb agreement.

2. Teaching Materials: Daily Used materials, sentence cards, etc.

3. Teaching Activities:

Group A

The teacher shows sentence cards having the use of subject-verb agreement and tells the students to copy them on their exercise book. For example:

- Iam walking now.
- She is going outside.
- Roshan is dancing now.
- they are playing football.
- we are reading present continuous tense.
- you are writing a letter. etc.

Group B

The teacher writes the rules of subject-verb agreement in present continuous tense on the chalk board and describes the rules used in the sentences.

I + am + v-ing

He/she + is +v-ing

They/we + are +v-ing

You +are +v-ing

For Example;

- I am reading a book.
- He is writing a letter.
- = They are fighting now.
- You are listening carefully.
- Meena is singing a song. etc.

4. Evaluation

put the correct verb form from the bracket.

- i) He (is/am/are) dancing now.
- ii) They (is/ am/are) enjoying the party.
- iii) I (is/ am/ are) reading Muna Madan.

5. Homework:

Choose the correct verb form for the following subjects.

- i) Ram and Shyam (is /am/ are) going to Kathmandu.
- ii) They (is/ am/ are) singing and dancing.
- iii) I (is/ am/ are) eating an apple.
- iv) we (is / am/ are) celebrating birthday Party.

Pre-Test

Name of the student:

Name of the school:

Class:

Roll No:

The questionnaire is in the partial fulfillment for the master's Degree in education. I hope you confidently answer the questions.

Q. N.1 Fill in the blanks with correct form of the verb from the alternatives given in the brackets.

- a. We singing a song now. (be)
- b. Look! The dog running now. (be)
- c. Listen! A small baby is (cry)
- d. Ram is..... asked a question. (be)
- e. We.....being taught by our teachers.(be)
- f. Boysworking hard. So that they will finish the work soon.(be)
- g. The bird is.....sweetly. (sing)
- h. They are.....at the moment. (fight)
- i. Naresh ishis homework now.(do)
- j. Listen! Everybody.....very fast now.(breath)
- k. Jack lost his pen. He.....it now. (search)
- l. Now a day, IFrench so that I can learn French books. (learn)
- m. Harrytennis now. (play)
- n. Wild animals.....now a days. (Decrease)
- o. The girls, whonear the door, are my friends. (stand)

Q. N.2 Fill in the blanks with suitable verbs in Present Continuous tense.

- a. Harito school.
- b. Ram and Shyamrice.
- c. Ian English book.
- d. Theyfootball.
- e. All the boysout side.
- f. Whyyou.....at me?
- g. What.....you.....to do now?
- h. Are youtable tennis?
- i. The building.....built by the workers.
- j. Weto Pokhara tomorrow.
- k. Shyama letter now.
- l. Look! The boys.....football now.
- m. Nareshnoodles.
- n. Mr. Sharma.....from Kathmandu today.
- o. Itraining heavily now.

- p. I ,with my friends..... To picnic.
 q. Their mother is very weak in English. So that she
 English now a days.

Q. N.3 Tick the best answer.

- a. Hari and Shyamtelevision now.
 i. are watching ii. is watching iii. watched
- b. Hark! Someone in the distance.
 i. was shouting ii. is shouting iii. are shouting
- c. Hey, what are you doing? But look, Ganeshthe room.
 i. is cleaning ii. was cleaning iii. clean
- d. See, the birds.....in the sky.
 i. flew ii. is flying iii. are flying
- e. Nobodyto the theatre now.
 i. was going ii. went iii. is going
- f. Look , all the girls.....outside.
 i. are playing ii. is playing iii.were playing
- g. All In the playground at the moment.
 i. are running ii. is running iii. were running
- h. You and I
 i. am working ii. are working iii. works.
- i. The principal and secretary.....to Pokhara.
 i. is going ii.are going iii.gone
- j. The principal and the secretary.....to Pokhara .
 i. is going ii. are going iii. gone
- k. The children, each.....part in competition.
 i. is taking ii. are taking iii. taken
- l. Everybodynow.
 i. were laughing ii. was laughing iii. is laughing
- m. The family.....to have picnic this Saturday.
 i. are going ii. is going iii. were going
- n. She.....the exams next week.
 i. was taking ii. is taking iii. Took
- o. Take the umbrella. Itoutside.
 i. is raining ii. was raining iii. rains
- p. Don't make noise. The babynow.
 i.was sleeping ii. is sleeping iii. sleeps
- q. Look! The deer
 i. is grazing ii. grazes iii. was grazing
- r. Now, the students..... by the teacher.
 i. are being taught ii. are teaching iii. teach