

**EFFECTIVENESS OF INDUCTIVE METHOD IN  
TEACHING CAUSATIVE VERBS**

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

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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 the research degree to any university.

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## RECOMMENDATION FOR ACCEPTANCE

This is to certify that **Mr. Narendra Kumar Poudel** has prepared this thesis entitled “**The Effectiveness of Inductive Method in Teaching Causative Verbs in English**” under my guidance and supervision.

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## **DEDICATION**

**Dedicated to my ideal parents, brother and brother-in-law who  
devoted their entire life to make me what  
I am today**

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2067, Chaitra

Narendra Kumar Poudel

## **ABSTRACT**

This thesis is an effort to find out the effectiveness of teaching grammar through inductive method. It has been carried out practically. Thirty students studying in grade ten from Pharping Higher Secondary School, Pharping, Kathmandu were the sample population for this work. Before starting the class, the students were pre-tested to determine their proficiency level in causative verbs. After analyzing the scores of pre-test, real teaching was started and progress test was administered in the interval of five days. After teaching for 20 days, the post-test was undertaken using the same pre-test items. The results of pre-test, progress test and post test were analyzed to determine the effectiveness of inductive method in teaching causative verbs. The findings of this study show that teaching causative verbs through inductive method is effective.

The first chapter deals with general background of the study, review of related literature, objectives and significance of the study.

The second chapter includes the sources of data, sampling procedure, tools for data collection, process of data collection and limitations of the study. The third chapter deals with the analysis and interpretation of data which has been done on the basis of difference among the average score in percentage in pre-test, progress test and post-test. Chapter four includes the findings and recommendations with the help of analysis and interpretation. Final part of the thesis contains references and appendices.



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## LIST OF SYMBOLS AND ABBREVIATIONS

%	—	Percentage
etc.	—	etcetera
i.e.	—	that is
M.Ed.	—	Master's of Education
No.	—	Number
S.N.	—	Serial Number
T.U.	—	Tribhuvan University
CUP	—	Cambridge University Press
Fig.	—	Figure
Vol.	—	Volume
NELTA	—	Nepal English Language Teacher's Associations.
e.g.	—	For example
D	—	Difference between the average scores of the pre-test and post-test.
Pre-T	—	Pre-test
Post-T	—	Post-test
G.K.	—	General Knowledge