

CHAPTER ONE

INTRODUCTION

This study is about "The Effectiveness of Inductive Method in Teaching Causative Verbs". This chapter consists of general background, review of related literature, objectives and significance of the study.

1.1 General Background

Language is primary means of communication through which human ideas, feelings, thoughts and emotions are expressed. Human beings are gifted with the power of speech because of which human civilization has developed so much. It is the unique possession of mankind. Human being is distinguished from all other living creatures because of its possession of language.

Language is a universal phenomenon. We must acknowledge that it is essential set of items what Hudson (1996, p. 21) calls "Linguistics items" because it is the systematic arrangement of linguistic unite like sounds, words, phrases, clauses etc.

According to Wardhaugh (1996.p.26),"Linguistics can be used to refer either to a single linguistics norms or to a group of related norms." This definition is related to Hudson's definition as well. Bennett (1968, p.4) expresses his idea in defining "Language as the most distinctive of human activities. It is difficult to disentangle the compounds because they spill over into human personality itself." From this definition, it can be said that human language is only one separate property and can not be disentangled into small component which is reflected by the personality of any speaker.

It is a special gift of God to mankind. That is why, it will not be wrong to claim that from the day when man tried to speak he started to transmit and interchange thought, feeling, pain, sorrow, happiness and help.

Perception of this world as a whole is possible by the means of communication through language and our social traditions or activities are preserved for future generation by the means of language. That is why, language is responsible for social change, social mobility and stratification as well.

1.1.1 Importance of English Language Teaching in Nepal

The English language is the most dominant one in the present day world because more than 60 countries of the world use the English language as an official language. It is mostly used as a lingua franca of the world. Undoubtedly it can be said that the English language is itself as a part of human life which is being taught and learned as a foreign language in many countries like Nepal.

The English language teaching came as a profession in the 20th century. In the context of Nepal, the English language was introduced formally in school level education system with the establishment of Darbar high school in (1854 A.D) after Junga Bahadur Rana returned to Nepal from Europe. However, it was not introduced in the higher education until 1981 when Tri-Chandra College was established. The introduction of ELT in Nepalese education started only in 1971 with the implementation of national education system plan (NESP) and when FOE of T.U. initiated B.Ed. programme in English education.

In this context Bhattarai (2006)says "Almost half of the number of schools are English medium ones. Nepalese people have always given higher importance to the teaching and learning of English. The reason behind this is that it is helping them to grow and grab different opportunities available within and beyond the boarder area. One of the most important roles of English in Nepal is that it has become the voice of human rights and democracy and helping people to fight for these causes. This is one language which the educated mass, intellectuals, freedom fighters and human right activities can hold their dialogue with the rest of the world. From the above discussion it can be said that the English language is regarded as the cry of the day in the context of

Nepal. English is a language of educated civilization. The English language has been introduced at grade one since 2060 B.S. in Nepal and it has been teaching as a compulsory subject up to bachelor level. English is taught as a specialized subject in I. Ed, B. Ed. and M. Ed. English. It is also popular in humanities in T.U. in the faculty of education and it has been much more popular language in the field of teaching and learning as well as in other sectors such as business, travel mass-media, political parties and so on.

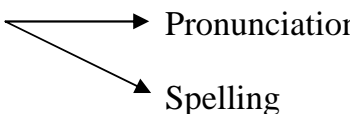
1 1.2 Aspects of Language

According to Crystal (2003), aspect is a category used in the grammatical description of verbs (specially tense and mood) referring primary to the way the grammar makes the duration or types or temporal activities denoted by the verbs.

Similarly, Oxford Advanced Learners Dictionary of Current English has defined that "aspect means a particular part of features of a situation, an idea, a problem, etc. a way in which it may be considered' (2003, p.45).

The aspects of language embodies the three dimensions of form, meaning and use. Teaching grammar is a aspect of language which covers the form or accuracy of grammatical items used in appropriate and meaningful situations.

So, aspects of language are the most important features and properties of the language. In the English language, there are three aspects. They are given below:

- Vocabulary
 - Language Function
 - Language grammar
- 
- ```
graph LR; A[Vocabulary] --> B[Pronunciation]; A --> C[Spelling]
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### 1.1.3 Teaching Grammar

Generally, grammar is defined as the connection of words and word groups in an acceptable structure. It is one of the most important aspects of language.

- Grammar is regarded as a backbone of language.
- Language is a type of rule governed behaviour.
- Grammar is sub-set of those rules which govern the configurations that the morphology and syntax of a language assume.

It can be defined as 'how words are combined or charged to form suitable units of meaning within a language (Ur, 1996, p. 76). Grammar 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 sentence in a language (Richards et al. 1985). It is "the rule of language for changing the forms of words and combining them into sentence." Oxford Advanced Learner Dictionary (1995). Funk and Wagnall New Standard Dictionary of English (1960) also defines grammar as "the science that treats the principles that govern the correct use of language in either oral written form. It means grammar manipulated language in speech and writing correctly." Similarly, Ur (1996, p. 75) defines grammar as a essential to be competent in the use of language.

In the present research work, English grammar is regarded as an integral part of language. It means that it is very important in order to manipulate the language in speech and writing. The main purpose of teaching grammar is to help students to choose structures which express the meaning they want to create. Hence, teaching grammar is meant for improving language. According to Lado (1961, p. 144) "grammar governs the central structure of an utterance." Here, the central structure means the way of arranging the morphemes in the words and words in the sentences. According to Close (1975, p. 107). "Theories of grammatical sentence must make analysis of the various aspects of language. Thus, every language contains the same basic syntactic category-NP-VP-PP, etc. and every language serves to the same basic relations among these

categories." Similarly, Celce-Murica and Hilles (1988, pp. 16-19) express their theoretical view point as "we can think of language as type of rule governed behaviour. Grammar, is a subject of these rules which govern the configurations that the morphology and syntax of a language assume."

From the above definitions, it can be said that language is made by up of a set of rules, which are grammatical items of morphology and syntactic category.

In the English language teaching, there are two kinds of grammar, one is theoretical grammar and the next is pedagogical grammar. Theoretical grammar is concerned with the description of the theories of grammatical analysis where as pedagogical grammar is the use of grammatical structures in appropriate situation.

According to the Palmer (1971, p. 9) grammar is "a device that specifies the infinite set of well formed sentence and assigns to each of them one or more structural descriptions." That is to say, it tells us just what all the possible sentences of a language are and provides a description of them.

In conclusion, grammar is very much essential set of rules to the foundation of the language development which are responsible to develop language accuracy as well as fluency in speaking and writing. A teacher can make it a fun activity by using an appropriate method and technique as well.

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

In the present era, two important methods of teaching grammar have been in practice which are popularly known as the deductive and inductive method.

In deductive method, learners are taught rules and given specific information about a language. They then apply those rules when they use language. On the other hand, in inductive method, students are taught by providing plenty of examples and they are left to induce the underlying rules themselves.

#### **1.1.4.1 Deductive Method**

Deductive reasoning is a movement from generalization to specific instances: specific subsumed facts are inferred or deduced from a general principle (Brown, 1994).

In the deductive procedure explicitly formulated rules features prominently in the presentation of learning material, together with examples illustrating the rules. Practice with relevant language material only takes place after that (Van Els et al. 1984).

So, deductive method of teaching grammar is a method of language teaching and learning in which learners are first taught rules and given specific information about language, then they apply those rules when they use the language. In other words, it can be said that, language teaching methods which emphasize the study of the grammatical rules of a language make use of the principle of deductive learning. This method is simple and it requires grammar focused syllabus. Deductive method is also known as rule directive method.

According to Thornbury (1999, p. 64) "a deductive approach starts with the presentation of rules and is followed by examples in which the rules are applied."

Likewise, Richards et al. (1999, pp. 98-99) said:

an appropriate language teaching in which learners are taught rules and given specific information about a language. Then, they apply these rules which they use the language. So, language teaching method which emphasize the study of the grammatical rules of a language make use of the principle of deductive reasoning.

From the above definitions, it is easy to say that deductive method is a method of teaching grammar which emphasizes rules at first and ask the students to make examples.

#### **i. Some Features of Deductive Method**

1. The teaching moves from abstract rules to concrete examples.
2. The teaching proceeds from general to specific.
3. The goal of deductive method is linguistic competence. It emphasizes on the knowledge about the language.
4. This method is based on prescriptive approach.
5. It is based on theoretical science.
6. In this method, learners seem to be active in applying the rules.
7. In this method, application is applied.
8. This method is cognitive.

#### **1.1.4.2 Inductive Method**

In the case of inductive reasoning, one stores a number of specific instances and induces a general law of rule of conclusion that governs or subsumes the specific instances (Brown, 1994).

The inductive procedure will involve the use of many language samples that are representative of the rules to be learned, and that practice with such samples has an important place in this procedure. (van Els et al., 1984).

So, inductive method is a method of teaching grammar. In this method, learners are not taught grammatical rules directly but are left to find out rules. The inductive method is known as rule discovery method. It is the specific and scientific language teaching method which emphasizes the use of language rather than presentation of information about the language. The principle of inductive method is scientific and valid statements are derived by observing linguistic facts, classifying them and making generalization on the basis of observation and classification.

In the process of defining inductive method of language teaching Thornbury (1999, p. 64) said that "an inductive approach starts with some examples from which a rule is inferred." According to Richards et al. (1999, pp. 98-99) "In inductive learning, learners are not taught grammatical or other types of rules directly but are left to discover or induce rules from their experience of using the language."

From the above definitions, it can be said that inductive method is such kind of method of teaching grammar in which students are taught at first plenty of examples and asked to find out rules. So, it is a modern and scientific method.

### **i. Some Features of Inductive Method**

1. The teaching moves from concrete examples to abstract rules.
2. The teaching proceeds from specific to general.
3. The goal of inductive method is communicative competence. It emphasizes the use of language.
4. This method is based on descriptive approach.
5. It is based on the science of observation.
6. In this method learners are active for making the rules.
7. In this method understanding is applied.

Although, both methods are used in language classrooms, it is still undetermined which method is more effective in the context of Nepal to teach certain area of grammar / language. But, in my view, inductive method is more effective to teach causative verbs in English because in this method, at first, students are given plenty of examples then they are asked to find out rules which makes the students creative in any grammatical item. Moreover, inductive method is modern and scientific method. It is rule discovery method. It has some advantages which claim that inductive method is more effective to teach any language / grammatical items. Some of them are given below:

1. It includes problem solving activities, which can be collaboratively solved. It makes development of extra linguistic activity.



2. The mental effort involved ensures a greater degree of cognitive depth, with ensures greater memorability.
3. It is student-centered method.
4. It develops students self-reliance and autonomy.
5. It is more communicative.

### **1.1.5 Causative Verbs : Introduction [Make, get, have]**

According to Aarts and Aarts (1986), a causative verb is one that "Causes to make or to become." Oxford Advanced Learner's Dictionary (2005) defines it as "a causative verb expresses a cause, for example blacken which means "to cause to become black." - Compare Ergative, Inchoative

- Our English teacher makes us laugh.

Here, the subject is 'Our English teacher'.

The agent (doer) is 'us'.

Some sentences with causative verbs:

- The film made the girl cry.
- I got a boy to paint my house.
- I got my house painted.
- The commander had the soldiers clean the arms.
- The commander had the arms cleaned.
- I will get the driver to stop here.
- My father will get his clothes washed.
- He makes me pay the bill.
- She will have her father buy a sari.
- The teacher has the homework done.

The sentences having causative verb can be used in two ways:

### (1) With agent

I got my mother to wash my dress.

Sub + Causative verbs + Agent + Main verb + Obj/Adv.

### (2) Without agent

I got my dress washed.

Sub + Causative Verb + Object + Main verb.

| Sub. | Causative V. | Agent | Main Verb               |
|------|--------------|-------|-------------------------|
| He   | Made         | Gita  | Cancel the programme    |
| He   | got          | Gita  | To cancel the programme |
| He   | had          | Gita  | Cancel the programme    |

| Sub. | Causative V. | Object        | Main Verb |
|------|--------------|---------------|-----------|
| He   | got          | the programme | cancelled |
| He   | had          | the programme | cancelled |

(1) Make → agent → V<sub>1</sub>

(2) get → agent → to + V<sub>1</sub>  
→ object → V<sub>3</sub>

(3) have → agent → V<sub>1</sub>  
→ object → V<sub>3</sub>

From the above definitions and examples, it is easy to say that a causative verb is one that causes to make or to become.

### 1.1.6 Action Research

Kumar (1999, p. 109) says, "an action research in common with participatory research and collaborative inquiry is based upon a philosophy of community development that seeks the involvement of community members." Similarly,

Best and Kahn (1993) says, "action research is the involvement of both research specialist and classroom teacher in the study and application of research to educational problems in a particular classroom setting." In Cohen and Manion's (1985) view, "action research is conducted aiming at the improvement of the current affairs through the process of identifying and solving problem in a specific context."

David Nunan (1992, p. 17) says,

action research is becoming increasingly significant in language education as it addresses the immediate practical problems. But it should be able to identify and solve the problems in a specific context, only if, it is initiated by a questions, is supported by data, and interpretation and is carried out by a practitioner investigating aspects of his/her own context and situation.

Similarly, Kemmis (1988) thinks, "action research is a form of self- reflective enquiry undertaken by participants in order to improve their own professional practices." Likewise, in Elliott's (1991) words, "action research is the study of a social situation with a view to improving the quality of action within it."

Similarly, Wallace (1998) defines, "action research as a strategy for professional ,

development which is accomplished by reflecting on the practitioners' regular activities." According to Burns (1999, p. 13), "the approach is only action research when it is collaborative, though it is important to realize that the action research of the group is achieved through the critically examined action of individual group member." In this way, Johnson (1992) also views it "as a way of teaching through inquiry with the aim of developing professional practice."

The main aim of action research is to improve the current state of affairs within the educational context in which the research is being carried out, collaboratively. It is also emphasized that classroom teacher and the researcher

has to be the same person in action research. In that case the practitioner becomes able to select the most pressing problem and conduct the research to solve the problem instantly. By this immediate action, the practitioners become able to improve both his/ her regular practice and students' performance.

Thus, action research is a process in which the participants critically examine their own activities, find facts in relation to successfulness and , unsuccessfulness, reflect on the identified problems, plan to resolve them, take action again evaluate the action, and deduce the conclusion on the whole process.

#### **1.1.6.1 Characteristics of Action Research**

The characteristics of action research are as follows:

- a) Action research is carried out by practitioners.
- b) It is led by inductive approach.
- c) It focuses on small group professional practices but not on producing general statements, in which reflection cycle is facilitated.
- d) It is practical in nature.
- e) It is critical collaborative.
- f) It aims at bringing change.
- g) It has a participatory nature.

#### **1.1.6.2 Process of Action Research**

Process of action research refers to the different steps used in this research. It has been recommended in a number of ways:

Wallace (1998) exhibits the process of Action Research in the following five steps:

- Step 1. Consider problems/issues
- Step 2. Ask questions
- Step. 3. Action research

- Step 4. Data collection and analysis
- Step 5. Application to professional practice.

As suggested by Nunan (1992, p. 19), the following are the steps to carry out the action research:

### **Step 1. Initiation**

The classroom practitioner notices students' weakness in teaching and learning certain items then decides to improve that weakness.

### **Step 2. Preliminary Investigation**

The researcher decides systematically to find out which problem is the most serious and faced by the majority of the students. For this the teacher prepares base- line data i.e. collects concern data.

### **Step 3. Hypothesis**

The researcher plans his/ her activity to solve the problem identified in previous step and postulates a hypothesis.

### **Step 4. Intervention**

In this stage the teacher- researcher's regular practice is intervened by introducing some new element in it. The teacher researcher cannot afford to spend the whole period for a newly introduced element so s/he has to manage the classroom time in, such a way that regular practice and new element go side by side.

### **Step 5. Evaluation**

The researchers evaluate the change brought by the new action introduced in this.

## **Step 6. Dissemination**

This step highlights the value of sharing in action research. The researcher sits with the professional researcher, then presents problem, action tried out and the findings are achieved.

## **Step 7. Follow- up**

The findings of the study are followed up by the practitioners. By this, the regular way of teaching and learning is changed and the new one is adopted to introduce certain changes in the study.

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

Up to now different researches have been carried out in teaching grammar. Some of them are as follows:

Karki (1990) carried out a research entitled "Teaching subject verb agreement inductively and deductively." The aim of his study was to find out relative effectiveness of two methods: inductive and deductive for teaching. Subject verb, agreement in English. Pre-test and post-test were the major tools for data collection. Results of two tests were compared and it was found that inductive method is relatively more effective than the deductive method.

Sitaula (1999) attempted a research entitled "Teaching passivization in English using inductive and deductive methods." The aim of his study was to determine the effectiveness of inductive and deductive methods. Pre-test and post-test were the major tools for data collection. Results of two tests were compared and it was found that the deductive method was more effective than inductive method.

Ghimire (2000) conducted a research entitled "Effectiveness of teaching question tag inductively, and deductively." The aim of his study was to determine the inductive and deductive for teaching question tag in English. Pre-test and post-test were the major tools for data collection. Question had incorporated 25% oral test. After interpretation and analysis of data results of two tests were compared and it was found that inductive method was more effective and meaningful than the deductive one in teaching question tag.

Pokhrel (2000) carried out a research entitled "Teaching communicative function inductively and deductively." The aim of his study was to develop certain communicative abilities on the part of the learners. Pre-test and post-test were the major tools for data collection. Results of two tests were compared and it was found-that inductive method is more effective than the deductive method for teaching communicative functions of English.

Sharma (2008) in his M.Ed. thesis has studied "Teaching English inductively and deductively." The aim of his study was to find out relative effectiveness of two methods: deductive and inductive for teaching reported speech in English Pre-test and post-test were the major tools for data collection. Results of two tests were compared and it was found that deductive method was more effective than inductive method.

They have claimed inductive method to be more effective but their researches do not show how it is more effective. In fact, the present researcher attempts to find out the effectiveness of Inductive Method in teaching causative verbs. I will use inductive method and record the progress of the students.

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

This study had the following objectives:

1. To find out the effectiveness of inductive method in teaching causative verbs in English.
2. To point out some pedagogical implications.

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

This study will be useful for those who are involved in the field of language teaching especially in ELT. It will be important for teachers, students, researcher, syllabus designers, textbook writers, publishers, curriculum planers, subject experts, material producers as well as methodologists. This will have remarkable contribution to the area of teaching grammar.



## **CHAPTER TWO**

### **METHODOLOGY**

This chapter on methodology briefly describes the methods and procedures adopted to carry out this study. The population, sampling procedures, research tools and their preparation, administration and other procedures are described below. Hence, to fulfill the objectives of this study the following methodology was adopted.

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

In this study both primary and secondary sources were used for the collection of data.

##### **2.1.1 Primary Sources**

The primary sources of data were the students of grade 10 studying in government aided school of Kathmandu district.

##### **2.1.2 Secondary Sources**

The secondary sources were some books related to English language teaching and grammar, reports, articles, research studies, internet related to the topic.

Some of them were as follows: Thornbury (1999), Richards et al. (1985), Van Els et al. (1984), Brown (1994), Harmer (1991), Ur (1996) and Kumar (1996).

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

The students of grade 10 (ten) were the population of the study.

#### **2.3 Sampling Procedure**

The sample population of this study were the students of grade 10 studying in a government aided school of Kathmandu district, using judgmental non-random sampling procedures.

## **2.4 Tools of Data Collection**

A set of test items was designed to assess the effectiveness of inductive method in teaching causative verb. Each test consisted of objective types of questions carrying 50 marks. Objective types of questions included multiple choice items and fill in the blanks. The same set of tests were used in pre-test and post-test. Whereas progressive tests were administered to evaluate students progress. The grammatical items to be tested were related to causative verbs only.

## **2.5 Process of Data Collection**

To conduct the action research, I used the following procedure to collect the data from the primary sources.

1. At first, I went to the concerned school and talked to the authority to get permission and explained my purpose and process of research.
2. After getting permission from head teacher of the school, I consulted English teacher of grade ten and requested him to inform and convince the sample for taking part in research.
3. After that, I asked the students to take test in the classroom within 1 hour. And process was the same as other examination.
4. Then, I distributed the question papers to collect data and for that I took the help of my colleagues. While giving the test, I checked and moved around the class and helped them where our necessary.
5. After analyzing the scores of the pre-test, real teaching was started and progressive test was administered in an interval of five days.
6. Then, the post-test was administered.
7. Finally, the scores of the pre-test, progressive tests and post-tests were analyzed to determine the effectiveness of inductive method in teaching causative verbs in English.

## **2.6 Limitation of the Study**

This study had the following limitations

1. This research was limited to only one government aided school of Kathmandu district.
2. This was limited to the students of grade 10.
3. Only grammatical accuracy was measured.
4. The test items were limited to English curriculum for class 10.
5. The questions were limited to causative verbs in English.
6. The set of test contained only 2 types of tests i.e. (a) fill in the blanks and (b) multiple choice items.

## CHAPTER THREE

### ANALYSIS AND INTERPRETATION

This chapter consists of analysis and interpretation of the data from primary sources. Here, I will present how I taught the classes for 20 days in grade 10 using inductive method. The main objectives of the study was to find out the effectiveness of inductive method in teaching causative verbs. While analyzing the data, calculated the average scores in each item. For the purpose of my study, I tabulated and analyzed the data in the following order.

- a. Comparative analysis of the test scores
- b. Analysis and interpretation of pre-test, progressive tests and post-test.

#### **3.1 Comparative Analysis of the Test Scores**

##### **3.1.1 Comparative Analysis of Pre-test and Post-test**

In this comparison, the score of the pre-test and the post-test are analyzed and compared. The comparison of the scores of both tests is clearly shown in the table below.

**Table No. 1**  
**Comparative Analysis of Pre-test and Post-test**

| Test      | Students No. | Total marks | Obtained marks | Percentage | Increased marks | Increased % |
|-----------|--------------|-------------|----------------|------------|-----------------|-------------|
| Pre-test  | 30           | 1500        | 697            | 46.46%     | -               | -           |
| Post-test | 30           | 1500        | 1218           | 81.2%      | 521             | 34.74%      |

The above table shows that the total score of the pre-test was 697 i.e. 46.46% and the total score of the post-test was 1218 i.e. 81.2%. Thus, the scores in progressive test I is increased by 521 or 34.74%. The percentage of the post-test was increased very high than the pre-test. So, the difference of the

percentage between two tests proved that students' proficiency on grammar was developed through inductive method.

### **3.1.2 Comparative Analysis of Pre-test and Progressive Test-I**

The score of pre-test is analyzed and compared with the scores of progressive test I which is shown in the following table.

**Table No. 2**  
**Comparative Analysis of Pre-test and Progressive Test I**

| Test               | Students No. | Total marks | Obtained marks | Percentage | Increased marks | Increased % |
|--------------------|--------------|-------------|----------------|------------|-----------------|-------------|
| Pre-test           | 30           | 1500        | 697            | 46.46%     | -               | -           |
| Progressive test I | 30           | 300         | 171            | 57%        | -               | 10.54%      |

The total mark of pre-test was 697 i.e. 46.46% and the total mark of the progressive test I was 171 i.e. 57%. Similarly, the increased percentage of progressive test I was 10.54% which is clearly shown in the above table.

Thus, the difference between the percentage of the two-tests proved that students' proficiency on grammar was developed through inductive method.

### **3.1.3 Comparative Analysis of Progressive Test I and Progressive Test II**

In this comparison, the scores of the progressive test I and progressive test II are analyzed and compared. The comparison of the scores of the both tests is clearly shown in the table below.

**Table No. 3**

**Comparative Analysis of Progressive Test I and Progressive Test II**

| Test                | Students No. | Total marks | Obtained marks | Percentage | Increased marks | Increased % |
|---------------------|--------------|-------------|----------------|------------|-----------------|-------------|
| Progressive Test I  | 30           | 300         | 171            | 57%        | -               | -           |
| Progressive Test II | 30           | 300         | 199            | 63.33%     | 28              | 6.33%       |

The above table shows that the total obtained mark of progressive test I was 57% and total obtained mark of the progressive test II was 63.33%. Thus, the mark in progressive test II increased by 28 or 6.33%. So, the difference between the percentage of the two tests proved that students proficiency on causative verb was developed through inductive method.

**3.1.4 Comparative Analysis of Progressive Test II and Progressive Test III**

The score of the progressive test I is also analyzed and compared with the score of the progressive test III which is shown in the following table:

**Table No. 4**

**Comparative Analysis of Progressive Test II and Progressive Test III**

| Test                 | Students No. | Total marks | Obtained marks | Percentage | Increased marks | Increased % |
|----------------------|--------------|-------------|----------------|------------|-----------------|-------------|
| Progressive Test II  | 30           | 300         | 199            | 63.33%     | -               | -           |
| Progressive Test III | 30           | 300         | 238.5          | 79.5%      | 39.5            | 16.17%      |

The above table shows that the total mark of progressive test I was 199 or 63.33% and the total mark of the progressive test III was 238.5 or 79.5%. Similarly, the increased percentage of progressive test III was 16.17%.

So, the difference between the percentage of the two tests proved that students proficiency on causative verb was developed through inductive method.

### **3.1.5 Comparative Analysis of Progressive test III and Post-test**

In this comparison, the score of the progressive test III and the post-test are interpreted and compared. The comparison of the scores of the both tests is shown in the table below:

**Table No. 5**  
**Comparative Analysis of Progressive Test III and Post-test**

| Test                 | Students No. | Total marks | Obtained marks | Percentage | Increased marks | Increased % |
|----------------------|--------------|-------------|----------------|------------|-----------------|-------------|
| Progressive Test III | 30           | 300         | 238.5          | 79.5%      | -               | -           |
| Post-test            | 30           | 1500        | 1218           | 81.2%      | -               | 1.7%        |

The above table shows that the total obtained mark of the progressive test III was 238.5 or 79.5% and the total obtained mark of the post-test was 1218 or 81.2%.

Thus, there is a vast difference between the score of progressive test III and the post-test. So, the differences of the percentage between two tests proved that students' proficiency on causative verb was developed through inductive method.

### **3.2 Analysis and Interpretation of Pre-test, Progressive Tests and Post-test**

This section comprises the analysis of the scores of the students on the pre-test, progressive tests and post-test in question.

#### **3.2.1 Analysis of the Score on the Pre-test**

Before I taught using inductive method, I administered a set of test items as the pre-test to determine the students' initial proficiency level on grammar. The

pre-test consists of multiple choice and fill in the blank items. The scores of the students on the pre-test were as follows:

**Table No. 6**  
**Scores Obtained from the Pre-test**

| S.N.                  | F.M. | Marks obtained | Percentage | No. of students | Percentage |
|-----------------------|------|----------------|------------|-----------------|------------|
| 1                     | 50   | 29             | 58%        | 1               | 3.33%      |
| 2                     | 50   | 28             | 56%        | 1               | 3.33%      |
| 3                     | 50   | 27             | 54%        | 1               | 3.33%      |
| 4                     | 50   | 26             | 52%        | 1               | 3.33%      |
| 5                     | 50   | 25             | 50%        | 1               | 3.33%      |
| 6                     | 50   | 24             | 48%        | 4               | 13.33%     |
| 7                     | 50   | 23             | 46%        | 9               | 30%        |
| 8                     | 50   | 22             | 44%        | 8               | 26.66%     |
| 9                     | 50   | 21             | 42%        | 3               | 10%        |
| 10                    | 50   | 20             | 40%        | 1               | 3.33%      |
| Total                 | 1500 | 697            | 46.46%     | 30              | 100%       |
| Average score : 23.23 |      |                |            |                 |            |

As the table shows 3.33% of the student has scored 29 marks, which is the highest score on the pre-test, over 3% of the students has obtained 20 marks, which is the lowest score on the pre-test. Around thirty percent of the students were above the average score and 70% of the students were below it. This result clearly shows that the students have varied proficiency on grammar.

### **3.2.2 Analysis of the Score on the Progressive Tests**

Progressive tests are administered to find out students progress. In my research, I have carried out 3 progressive tests in the interval of 5 days.

#### **a. Progress Test I**

After observing the pre-test scores of the students, I found that their scores were distributed around the average score of 23.23 (Out of the 50 as full



marks). In the interval of 5 days, I administered the progressive test I. The scores of progressive test I are as follows:

**Table No. 7**  
**Scores Obtained from the Progressive Test -I**

| S.N.                | F.M. | Marks obtained | Percentage | No. of students | Percentage |
|---------------------|------|----------------|------------|-----------------|------------|
| 1                   | 10   | 7              | 70%        | 10              | 33.33%     |
| 2                   | 10   | 6.5            | 65%        | 2               | 6.66%      |
| 3                   | 10   | 6              | 60%        | 5               | 16.66%     |
| 4                   | 10   | 5.5            | 55%        | 2               | 6.66%      |
| 5                   | 10   | 5              | 50%        | 5               | 16.66%     |
| 6                   | 10   | 4              | 40%        | 4               | 13.33%     |
| 7                   | 10   | 3              | 30%        | 2               | 6.66%      |
| Total               | 300  | 171            | 57%        | 30              | 100%       |
| Average score : 5.7 |      |                |            |                 |            |

As the table shows, 33.33% of the students have scored 7 marks, which is the highest score on the progressive-I test. And 6.66% of the students obtained 3 marks (out of the 10) which is the lowest score on this test. Around 57% of the students were above the average whereas 43% of the students were below average in the progressive test I. This result clearly shows that the students have progressed in grammar in using inductive method.

#### **b. Progressive Test II**

After taking the progressive test I at the interval of five days again I administered progressive test II. To determine the students' progress in grammar (causative verbs) by using inductive method. The scores of the progressive test II are as follows:

**Table No. 8**  
**Scores Obtained from Progressive Test III**

| S.N.                 | F.M. | Marks obtained | Percentage | No. of students | Percentage |
|----------------------|------|----------------|------------|-----------------|------------|
| 1                    | 10   | 6              | 80%        | 7               | 23.33%     |
| 2                    | 10   | 7.5            | 75%        | 3               | 10%        |
| 3                    | 10   | 7              | 70%        | 6               | 20%        |
| 4                    | 10   | 6.5            | 65%        | 2               | 6.66%      |
| 5                    | 10   | 6              | 60%        | 7               | 23.33%     |
| 6                    | 10   | 5.5            | 55%        | 14              | 3.33%      |
| 7                    | 10   | 5              | 50%        | 2               | 6.66%      |
| 8                    | 10   | 4              | 40%        | 2               | 6.66%      |
| Total                | 300  | 199            | 63.33%     | 30              | 100%       |
| Average score : 6.63 |      |                |            |                 |            |

As the table shows 23.33% of the students have scored 80% (Out of the 100%) on the progressive test II. And 6.66% of the students obtained 4 marks i.e. 40% (Out of the 10 full marks or 100%) which is the lowest score on this test.

Around 54% of the students were above the average score where as 46% of the students were below in the progressive test II. The students have again shown the remarkable progress in grammar by using inductive method.

### **c. Progressive Test III**

After analyzing the scores of progressive test II, I taught again 5 days in total (15 days), a progressive test III was taken. The scores of progressive test III are as follows:

**Table No. 9**

**Individual Scores on Progressive test III**

| S.N.                 | F.M. | Marks obtained in frequency | Percentage | No. of students | Percentage |
|----------------------|------|-----------------------------|------------|-----------------|------------|
| 1                    | 10   | 9                           | 90%        | 9               | 30%        |
| 2                    | 10   | 8.5                         | 85%        | 4               | 13.33%     |
| 3                    | 10   | 8                           | 80%        | 5               | 16.66%     |
| 4                    | 10   | 7.5                         | 75%        | 4               | 13.33%     |
| 5                    | 10   | 7                           | 70%        | 6               | 20%        |
| 6                    | 10   | 6.5                         | 65%        | 1               | 3.33%      |
| 7                    | 10   | 5                           | 50%        | 1               | 3.33%      |
| Total                | 300  | 238.5                       | 79.5%      | 30              | 100%       |
| Average score : 7.95 |      |                             |            |                 |            |

As the table shows, 30% of the students have scored 9 out of 10 full marks, which is the highest score on the progressive test III. A little over three percent (3.33) of the students obtained 5 marks, which is the lowest score on the progressive test III. Around 74 percent of the students were above the average score but 26% of the students obtained below the average score. The distribution of the score on this test continued to be similar to the previous one. The progress of the students have shown the changed the situation in the classroom. It again shows that the use of inductive method really has effective role in teaching causative verbs.

**3.2.3 Analysis of the Score on the Post-test**

After taking the progressive test III, at the end of experimental teaching. I administered a set of test item (i.e. post-test) to determine the effectiveness of inductive method in teaching causative verbs. The following table shows the scores of the students on the post-test.

**Table No. 10**  
**Scores Obtained on Post-test**

| S.N.                 | F.M.        | Marks obtained in frequency | Percentage   | No. of students | Percentage  |
|----------------------|-------------|-----------------------------|--------------|-----------------|-------------|
| 1                    | 50          | 44                          | 88%          | 2               | 6.66%       |
| 2                    | 50          | 43                          | 86%          | 1               | 3.33%       |
| 3                    | 50          | 42                          | 84%          | 6               | 20%         |
| 4                    | 50          | 41                          | 82%          | 6               | 20%         |
| 5                    | 50          | 40                          | 80%          | 6               | 20%         |
| 6                    | 50          | 39                          | 78%          | 7               | 23.33%      |
| 7                    | 50          | 38                          | 76%          | 2               | 6.66%       |
| <b>Total</b>         | <b>1500</b> | <b>1218</b>                 | <b>81.2%</b> | <b>30</b>       | <b>100%</b> |
| Average score : 40.6 |             |                             |              |                 |             |

Observation of the above table shows that 44 out of 50 is the highest score obtained by 6.66% of the students in post-test where as 38, out of the 50 is the lowest score of post-test which is obtained by same 6.66% of the students. In comparison to pre-test, it shows the there is progress in grammar (i.e. causative verb). Around 50% of the students were above the average score where as 50% of the students obtained below the average score. In comparison to the pretest scores, post-test scores show the remarkable progress of the students in grammar. This result clearly shows that the use of inductive method is really effective in teaching causative verb.

## CHAPTER FOUR

### FINDINGS AND RECOMMENDATION

This chapter deals with the major findings of the study. It also deals with some recommendations made on the basis of the major findings of the study.

#### 4.1 Findings

On the basis of presentation, analysis and interpretation of the data, the following findings have been extracted.

- a. The students' average score on the post-test (40.6) compared with the pre-test scores (23.23) showed a remarkable progress made by the students in grammar (causative verbs) taught using inductive method.
- b. The students' percentage on the pre-test (46.46%) compared to the total percentage of progressive test I (81.2%) also showed the effectiveness of inductive method in teaching causative verbs.
- c. The average scores on the progressive test I (5.7) compared to the progressive test II (6.63), showed the remarkable progress in causative verbs by using inductive method.
- d. The average scores of the students on progressive test II (6.63) compared to the progressive test III (7.10) showed a remarkable progress made by the students in grammar i.e. (causative verbs) through inductive method.
- e. The students' percentage on progressive test III (79.50%) compared to the post-test (81.20%) showed the effectiveness of inductive method in teaching causative verbs.

## 4.2 Recommendations

The following recommendations have been made on the basis of the above mentioned findings of the study:

- a. In teaching grammar, inductive method has been found better. So, inductive method should be applied.
- b. The students have shown the progressive result in different tests. So, it can be inferred that the inductive method proved an effective method in teaching causative verbs.
- c. This method provides more examples which helps them to form rules themselves. So, the teacher should manage the time properly.
- d. Inductive method should be used to teach causative verbs. In inductive method, the students should be left to do ample practice rather than recite the rules from the beginning. It helps them to make the underlying rules themselves. They become active in learning. So, inductive method plays vital role in teaching causative verbs.
- e. Teachers should be trained to use inductive method in their classroom.
- f. Inductive should be suggested as a method to teach causative verbs in the courses for it has been found more effective in this research.
- g. Similarly, this research was limited only to one area of grammar i.e. causative verbs. Similar types of research can be carried out on the other areas of grammatical items like, tag questions, conditional sentences etc.
- h. This study was conducted in one of the governmental aided school of Kathmandu district. It was limited to only 30 students. So, it cannot be claimed that the findings of this study are applicable. To all the schools. Therefore, it is suggested that further research in different schools should be carried out involving a large number of students to make the findings more reliable and valid.

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## **Appendix I**

### **Questionnaire for the Students**

Grammatical test items have been prepared to draw data for the research work entitled "The Effectiveness of Inductive Method in Teaching Causative Verbs in English" which is carried out under the guidance of Dr. Anju Gire, Professor of Central Department of English Education, Faculty of English, T.U., Kirtipur, Kathmandu. I hope that you will give authentic and reliable data and that will be your invaluable contribution to accomplish this research work.

Please go through these different questions carefully and do as the instructions:-

Name of school:

Student's name:

Class:

Sex: Male (    )                      Female (    )                      Researcher

Grammatical test item sheet:

#### **A. Fill the gaps with correct choice.**

1. Hari laughs at Ram's Jokes. Ram makes Hari..... (Laughter, laugh, to laugh)
2. The girl cried when they saw the sad film. The film made the girls....(cry, cried, to cry).
3. I got the watchmaker..... (clean, cleaned, to clean) my watch.
4. Ram didn't want to sing. Hari told him he had to sing. Hari made him ..... (to sing, sing, sung)

5. The teacher always gets us .... (pronounced to pronounce, pronounce)
6. Krishna made me ..... his room. (to clean, clean, cleaned)
7. I shall have my hair..... (to wash, wash washing washed)
8. The teacher made the boys..... (play, to play, played) the match.
9. She feels sad when she hears that song. That song has her .... sad (to feel, felt, feel).
10. Sit and Rita felt angry when Hari teased them. Hari made them..... angry. (Feel, to feel, felt).
11. The rain got the programme .... (to cancel, cancelled, cancel).
12. I asked a painter to paint the window. I made the painter..... (to paint, paint, painted) the windows.
13. His remarks had Rosy....(burst, to burst, bursts) into tear.
14. My daughter got me .....(paid, pay, to pay) for the sari.
15. I will get the driver .....(stop, to stop, stopped) here.
16. The commander got their arms.... (cleaned, to clean, clean).
17. The teacher made the boy....(to study, studied, study) hard.
18. My brother got a tailor....(to make, make, made) a shirt.
19. Her father will make Gita ....(to smile, smile, smiled).
20. They got him.....(dance, danced, to dance) at the picnic.
21. The commander got the guns ....(charged, to charge, charge).
22. You always get your mother ....(wash, washed, to wash) the clothes.

23. The engineer to the work men.....(built, build, to build) the bridge.
24. We made the gardener.....out the grass (to cut, cut, cutting).
25. My father got me..... the homework (doing, to do, do).

**B. Choose the right alternatives**

1. I made my mother .....new clothes.  
(a) buy (b) brought (c) to buy
2. The teacher got Shyam..... a glass of water.  
(a) bring (b) to bring (c) bringing (d) brings
3. She didn't want to sing a song. I asked her she had to. I made her ... a song.  
(a) to sing (b) sings (c) sing (d) sang
4. She is very cruel. She always makes her children..... the hard work.  
(a) to do (b) do (c) does
5. My shoes are dirty. I will get the cobbler .... them.  
(a) to polish (b) polish (c) to be polished (d) polished
6. He made his sons .....hard.  
(a) work (b) to work (c) worked
7. He got his wife....  
(a) call (b) called (c) to call
8. Rita got her dress....  
(a) washed (b) to wash (c) wash (d) washing
9. He made us .... a song yesterday.  
(a) sang (b) to sang (c) sing (d) singing
10. He got his servant..... the rooms.

- (a) clean                      (b) cleaned                      (c) to clean                      (d) cleans
11. My daughter made me .... an expensive sari for her.  
(a) bought                      (b) to buy                      (c) buys                      (d) buy
12. He is very lazy. He always.....his mother to clean his room.  
(a) make                      (b) makes                      (c) gets
13. The teacher made the students....the exercise.  
(a) to do                      (b) does                      (c) do
14. His shoes are dirty, he will get the cobbler.....them.  
(a) to polish                      (b) polish                      (c) polished
15. Samjhana is very cruel. She always makes her children..... the hard work.  
(a) to do                      (b) do                      (c) did
16. Mina ... Shambhu to carry her suitcase.  
(a) got                      (b) makes                      (c) made
17. The death of George Harrison made us .... sorry.  
(a) feel                      (b) to feel                      (c) felt
18. We made the gardener .... out the grass.  
(a) to cut                      (b) cut                      (c) cutting
19. Rita got Ankit..... his clothes.  
(a) wear                      (b) to wear                      (c) wearing
20. The engineer got the workman..... the bridge.  
(a) built                      (b) build                      (c) to build
21. Our teacher is strict. He always makes us .... the homework daily.  
(a) do                      (b) to do                      (c) does

22. My mother got me ..... in the kitchen.  
(a) work                      (b) to work                      (c) works
23. They got me .....
- (a) to dance                      (b) dance                      (c) danced
24. Kumari.....her brother turn on T.V.  
(a) get                      (b) make                      (c) has
25. They made me ....
- (a) to dance                      (b) dance                      (c) danced

## PROGRESSIVE TEST - 1

Name of School :

Name of the Student :

Class :

Roll No.:

### Fill the gaps with correct choice

1. Hari laughs at Ram's Jokes. Ram makes Hari ..... (Laughted, laugh to laugh).
2. The girl cried when they saw the sad film. The film made the girl's ..... (cry, to cry).
3. I got the watchmaker ..... (clean, cleaned, to clean) my watch.
4. Ram didn't want to sing. Hari told him he had to sing Hari made him ..... (to sing, sing, sung).
5. The teacher always gets us ..... (pronounced, to pronounce, pronounce).
6. I shall have my hair ..... (to wash, wash, washing, washed).
7. Krishna made me ..... his room. (to clean, clean, cleaned).
8. The teacher made the boys..... (play, to play, played) the match.
9. She feels sad when she hears that son. That song has her ..... sad (to feel, felt, feel).
10. Sita and Rita felt angry when Hari teased them. Hari made them ..... angry. (Feel, to feel, felt).

## PROGRESSIVE TEST - 2

Name of School :

Name of the Student :

Class :

Roll No.:

### Choose the right alternatives

1. I made my mothers..... new clothes.  
(a) buy (b) brought (c) to buy
2. The teacher got Shyam..... a glass of water.  
(a) bring (b) to bring (c) bringing (d) brings
3. She didn't want to sing a song. I asked her she had to. I made her .....  
a song.  
(a) to sing (b) sings (c) sing (d) sang
4. She is very cruel. She always makes her children..... the hard work.  
(a) to do (b) do (c) does
5. My shoes are dirty. I will get the cobbler ..... them.  
(a) to polish (b) polish (c) to be polished (d) polished
6. He made his sons ..... hard.  
(a) work (b) to work (c) worked
7. He got his wife .....  
(a) call (b) called (c) to call



8. Rita got her dress.....  
(a) washed (b) to wash (c) wash (d) washing
9. He made us ..... a song yesterday.  
(a) sang (b) to sing (c) sing (d) singing
10. He got his servant .....the rooms.  
(a) clean (b) cleaned (c) to clean (d) cleans

### PROGRESSIVE TEST - 3

Name of School :

Name of the Student :

Class :

Roll No.:

#### Fill the gaps with correct choice

1. The rain got the programme ..... (to cancel, cancelled, cancel).
2. I asked a painter to paint the window. I made the painter (to paint, paint, painted) the windows.
3. His remarks had Rosy ..... (burst, to burst, bursts) into tear.
4. My daughter got me ..... (paid, pay, to pay) for the sari.
5. I will get the driver ..... (stop, to stop, stopped) her.
6. The commander got their arms..... (cleaned, to clean, clean).
7. The teacher made the boy..... (to study, studied, study) hard.
8. My brother got a tailor ..... (to make, make, made) a shirt.
9. Her father will make Gita ..... (to smile, smile, smiled).
10. They got him..... (dance, danced, to dance) at the picnic.

## Appendix-2

### Table No. 1

#### Differences in Scores of Pre-test and Post-test

| S.N. | Students Name        | Pre-test score | Post-test score | D. | D% |
|------|----------------------|----------------|-----------------|----|----|
| 1    | Basundara Thapa      | 29             | 44              | 15 | 30 |
| 2    | Mina Kharel          | 28             | 39              | 11 | 22 |
| 3    | Kalpana Pariyar      | 27             | 40              | 13 | 26 |
| 4    | Manu Bishwakarma     | 26             | 42              | 16 | 32 |
| 5    | Bishnu Maya Pandey   | 24             | 42              | 18 | 36 |
| 6    | Ashok Khadka         | 25             | 41              | 16 | 32 |
| 7    | Basudev Poudel       | 22             | 40              | 18 | 36 |
| 9    | depak Dangi          | 21             | 41              | 20 | 40 |
| 9    | suresh Bhusal        | 22             | 41              | 19 | 38 |
| 10   | Rajan Aryal          | 24             | 40              | 16 | 32 |
| 11   | Keshav Pokhrel       | 21             | 39              | 18 | 36 |
| 11   | Om-Prakash Bhattarai | 22             | 40              | 18 | 36 |
| 13   | Aram Kant Pandy      | 20             | 39              | 19 | 38 |
| 14   | Prem Kumar Jaralani  | 22             | 42              | 20 | 40 |
| 15   | Prakash Pari Yan     | 22             | 36              | 16 | 32 |
| 16   | Tulshi Ram Bhattarai | 22             | 39              | 17 | 34 |
| 17   | Dipa Thapa           | 21             | 39              | 18 | 36 |
| 18   | Him Raj / Paudel     | 23             | 38              | 15 | 30 |
| 19   | Reshma Chandani      | 23             | 39              | 16 | 32 |
| 20   | Seela Chaudhani      | 23             | 42              | 19 | 38 |
| 21   | Manju Chaudhani      | 23             | 39              | 16 | 32 |
| 22   | Ambika Chaudhar      | 23             | 42              | 19 | 38 |
| 23   | Dev Singh Rana       | 22             | 42              | 20 | 40 |
| 24   | Kul Raj Bhusal       | 13             | 40              | 17 | 34 |
| 25   | Hima Khadki          | 24             | 39              | 15 | 30 |

|    |                  |    |    |    |    |
|----|------------------|----|----|----|----|
| 26 | Shanti Khatri    | 24 | 41 | 17 | 34 |
| 27 | Kiran Singh      | 23 | 41 | 18 | 36 |
| 28 | Binita Timilsina | 23 | 41 | 18 | 36 |
| 29 | Parbati Sunar    | 22 | 40 | 18 | 36 |
| 30 | Anjana Magar     | 23 | 40 | 17 | 34 |

**Table No. 2****Differences in Scores of First Progressive Test and Second Progressive Test**

| S.N. | Students Name        | I <sup>st</sup> Progressive Test | II <sup>nd</sup> Progressive Test | D. | D% |
|------|----------------------|----------------------------------|-----------------------------------|----|----|
| 1    | Basundara Thapa      | 7                                | 6                                 | 1  | 10 |
| 2    | Mina Kharel          | 7                                | 6                                 | 1  | 10 |
| 3    | Kalpana Pariyar      | 6                                | 6.5                               | .5 | 5  |
| 4    | Manu Bishwakarma     | 6.5                              | 7                                 | .5 | 10 |
| 5    | Bishnu Maya Pandey   | 5                                | 6                                 | 1  | 5  |
| 6    | Ashok Khadka         | 7                                | 7.5                               | .5 | 5  |
| 7    | Basudev Poudel       | 4                                | 5                                 | 1  | 10 |
| 9    | depak Dangi          | 5.5                              | 6.                                | .5 | 5  |
| 9    | suresh Bhusal        | 7                                | 7.5                               | .5 | 5  |
| 10   | Rajan Aryal          | 6                                | 6.5                               | .5 | 5  |
| 11   | Keshav Pokhrel       | 7                                | 8                                 | 1  | 10 |
| 11   | Om-Prakash Bhattarai | 7                                | 8                                 | 1  | 10 |
| 13   | Aram Kant Pandy      | 6                                | 7                                 | 1  | 10 |
| 14   | Prem Kumar Jaralani  | 5                                | 6                                 | 1  | 10 |
| 15   | Prakash Pari Yan     | 5.5                              | 6                                 | .5 | 5  |
| 16   | Tulshi Ram Bhattarai | 7                                | 8                                 | 1  | 10 |
| 17   | Dipa Thapa           | 6                                | 7                                 | 1  | 10 |
| 18   | Him Raj / Paudel     | 7                                | 8                                 | 1  | 10 |
| 19   | Reshma Chandani      | 4                                | 5                                 | 1  | 10 |
| 20   | Seela Chaudhani      | 3                                | 4                                 | 1  | 10 |
| 21   | Manju Chaudhani      | 4                                | 5.5                               | .5 | 5  |
| 22   | Ambika Chaudhar      | 5                                | 6                                 | 1  | 10 |
| 23   | Dev Singh Rana       | 4                                | 6                                 | 2  | 20 |
| 24   | Kul Raj Bhusal       | 7                                | 8                                 | 1  | 10 |

|    |                  |     |     |    |    |
|----|------------------|-----|-----|----|----|
| 25 | Hima Khadki      | 3   | 4   | 1  | 10 |
| 26 | Shanti Khatri    | 7   | 8   | 1  | 10 |
| 27 | Kiran Singh      | 6.5 | 7   | .5 | 5  |
| 28 | Binita Timilsina | 7   | 7.5 | .5 | 5  |
| 29 | Parbati Sunar    | 5   | 6   | 1  | 10 |
| 30 | Anjana Magar     | 6   | 7   | 1  | 10 |

**Table No. 3****Differences in Scores of Pre-test and Post-test**

| S.N. | Students Name        | II <sup>nd</sup><br>Progressive<br>Test | III <sup>rd</sup><br>Progressive<br>Test | D.  | D% |
|------|----------------------|-----------------------------------------|------------------------------------------|-----|----|
| 1    | Basundara Thapa      | 8                                       | 9                                        | 1   | 10 |
| 2    | Mina Kharel          | 8                                       | 9                                        | 1   | 10 |
| 3    | Kalpana Pariyar      | 65                                      | 7                                        | .5  | 5  |
| 4    | Manu Bishwakarma     | 7                                       | 8.5                                      | .5  | 5  |
| 5    | Bishnu Maya Pandey   | 6                                       | 7.5                                      | .5  | 5  |
| 6    | Ashok Khadka         | 7.5                                     | 8                                        | .5  | 5  |
| 7    | Basudev Poudel       | 5                                       | 6.5                                      | 1.5 | 15 |
| 9    | depak Dangi          | 6                                       | 7                                        | 1   | 10 |
| 9    | suresh Bhusal        | 7.5                                     | 8                                        | .5  | 5  |
| 10   | Rajan Aryal          | 6.5                                     | 7.5                                      | 1   | 10 |
| 11   | Keshav Pokhrel       | 8                                       | 9                                        | 1   | 10 |
| 11   | Om-Prakash Bhattarai | 8                                       | 9                                        | 1   | 10 |
| 13   | Aram Kant Pandy      | 7                                       | 8                                        | 1   | 10 |
| 14   | Prem Kumar Jaralani  | 6                                       | 7.5                                      | 1.5 | 15 |
| 15   | Prakash Pari Yan     | 6                                       | 7.5                                      | 1.5 | 15 |
| 16   | Tulshi Ram Bhattarai | 8                                       | 9                                        | 1   | 10 |
| 17   | Dipa Thapa           | 7                                       | 8.5                                      | 1.5 | 15 |
| 18   | Him Raj / Paudel     | 8                                       | 9                                        | 1   | 10 |
| 19   | Reshma Chandani      | 5                                       | 8                                        | 3   | 30 |
| 20   | Seela Chaudhani      | 4                                       | 5                                        | 1   | 10 |
| 21   | Manju Chaudhani      | 5.5                                     | 8.5                                      | 3   | 30 |
| 22   | Ambika Chaudhar      | 6                                       | 8.5                                      | 2.5 | 25 |
| 23   | Dev Singh Rana       | 6                                       | 7                                        | 2   | 20 |
| 24   | Kul Raj Bhusal       | 8                                       | 9                                        | 1   | 10 |
| 25   | Hima Khadki          | 4                                       | 7                                        | 3   | 30 |

|    |                  |     |   |    |    |
|----|------------------|-----|---|----|----|
| 26 | Shanti Khatri    | 6   | 9 | 1  | 10 |
| 27 | Kiran Singh      | 7   | 7 | 0  | 0  |
| 28 | Binita Timilsina | 7.5 | 7 | .5 | 5  |
| 29 | Parbati Sunar    | 6   | 9 | 3  | 30 |
| 30 | Anjana Magar     | 7   | 9 | 2  | 20 |



**Appendix-3**  
**Lesson Plan-I**

**School:- Pharping Higher Secondary School, Pharping, Kathmandu**

**Class:- 10 (Ten)**

**Period:-**

**Subject: English**

**Time:- 45 min**

**Unit:-**

**Date:-**

**Topic: Grammar**

1. Teaching item: "Causative Verbs"
2. Specific Objectives: On completion of this lesson, the students will be able to-
  - (a) tell the definition of causative verbs.
  - (b) use the causative verbs (make, get, have) in appropriate situations.
3. Teaching materials
  - (a) Daily used materials.
  - (b) Sentence cards.
  - (c) Flannel board
4. Teaching learning activities:-
  - (a) Revision/warming up:

The teacher will ask one or two questions, from the previous lesson to motivate the students.

- (b) Presentation:-

At first, the teacher will write some sentences of causative verbs on blackboard. such as

- i) I made my mother ..... new clothes.
  - (a) buy
  - (b) brought
  - (c) to buy

- ii) The teacher got Shyam ..... a glass of water.  
 (a) bring (b) to bring (c) brining (d) brings
- iii) He made his sons ..... hard  
 (a) work (b) to work (c) worked
- iv) He got his wife .....  
 (a) call (b) called (c) to call
- v) I shall have my hair .....  
 (a) to wash (b) wash (c) Washing (d) Washed

Then, the teacher asks the students to observe the above sentences. Later, he asks the students to make another sentences with the help of these examples. After that, the teacher will again distribute a paragraph of story to each student and ask them to find out causative verbs. At last, the teachers will ask the students to find out rules by the help of above mentioned examples. If they can't, the teacher will help them.

(c) Practice

The teacher will write some questions of causative verbs on black-board and ask every student to write answer:- such as:

1. My mother got me ..... (work, to work, works) in the kitchen.
2. They got me ..... (to dance, dance, danced).
3. Kumari..... her brother turn on TV. (get, make, has).
4. Barsha got new books.....(buy, to buy, bought).
5. Rita got Ankit..... his clothes. (Wear, to wear, wearing).

**5. Evaluation**

The teacher will evaluate the students by asking some questions.

- (a) tell the definition of causative verbs.
- (b) use the causative verbs in appropriate situations.

1. We made the gardener .... out the grass.  
 (a) to cut (b) cut (c) cutting

2. Rita got Ankit..... his clothes.  
(a) wear            (b) to wear            (c) wearing
3. The engineer got the workman..... the bridge.  
(a) built            (b) build            (c) to build
4. Our teacher is strict. He always makes us .... the homework daily.  
(a) do            (b) to do            (c) does
5. My mother got me ..... in the kitchen.  
(a) work            (b) to work            (c) works

**6. Homework**

Write down 10 sentences by using causative verbs (make, get, have).

## Lesson Plan-II

**School:- Pharping Higher Secondary School**  
**Pharping, Kathmandu**

**Class:- 10 (Ten)**

**Period:-**

**Subject: English**

**Time:- 45 min**

**Unit:-**

**Date:-**

**Topic: Grammar**

1. Teaching item: "Causative Verbs"
2. Specific Objectives: On completion of this lesson, the students will be able to-
  - (a) Form sentences by using causative verbs.
  - (b) Tell the rule of causative verbs (make, get, have)
3. Teaching materials
  - (a) Usual classroom materials.
  - (b) Sentence cards.
  - (c) Pocket chart and flannel board
4. Teaching learning activities:-
  - (a) Revision/warming up: The teacher will motivate the students by asking question from G.K.  
– Who is the first prime minister of Nepal ?
  - (b) Presentation:-

While presenting this teaching at first the teacher will explain main definition of causative verbs in simple language with clear voice. Then, he will write some sentences of causative verbs on black-board.

1. he made his sons work hard.
2. He got his wife to call.

3. I, shall have my hair washed.
4. he had Gita cancel the programme.
5. He got the programme concerned.

At last, the teacher asks every student to find out rules: If they can't the teacher will help them.

(c) Practice

To practice the students on this teaching item the teacher will write some questions on black-board and ask the students to write answer.

– Choose the right alternatives

1. I made my sister ..... new clothes.  
(a) buy                      (b) brought                      (c) to buy
2. He made his sons ..... hard.  
(a) work                      (b) to work                      (c) worked
3. He got his wife .....
- (a) call                      (b) called                      (c) to call
4. Mina ..... Shambu to carry. Her suitcase  
(a) got                      (b) Makes                      (c) Made
5. They made me.....  
(a) to dance                      (b) dance                      (c) danced

## **5. Evaluation**

The teacher will evaluate the students by asking some questions.

(a) Make 5 sentences by using "Causative verb".

(b) Tell the rule of causative verbs (Mark, get, have)

## **6. Homework**

The teacher will end the class by giving homework.

- Solve the problem given in the exercise.