

**TEACHERS' PERCEPTION TOWARDS THE USE OF
INDUCTIVE METHOD IN GRAMMAR TEACHING**

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

Submitted by

Jhabishwor Dhakal

Faculty of Education

Tribhuvan University, Kirtipur

Kathmandu, Nepal

2012

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RECOMMENDATION FOR ACCEPTANCE

This is to certify that **Jhabishwor Dhakal** has prepared this thesis entitled **Teachers ' Perception Towards the Use of Inductive Method in Grammar Teaching** under my guidance and supervision.

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DEDICATION

**Dedicated
to**

my parents

Who devoted their entire life for my study and made me what I am today.

DECLARATION

I hereby declare to the best of my knowledge that this thesis is original, and no part of it was earlier submitted for the candidature of research degree to any university.

Date: 2012-06-12

.....

Jhabishwor Dhakal

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Date:

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ABSTRACT

The present research study entitled "**Teachers' Perception Towards the Use of Inductive Method in Grammar Teaching**" aims to find out the teachers perception towards the use of inductive method in grammar teaching. This is a survey research. In order to carry out this study, I have collected the data from fifty English teachers from syangja district who were teaching in community based school. I have analyzed this method on the basis of strengths and weaknesses as pointed by the teachers. The responses they provided were used as the primary sources of data. The finding of the research is that most of the teachers have positive perception towards the use of inductive method in grammar teaching. They argue that this method is really helpful for the teachers. While applying inductive method, the teacher should teach grammatical item consciously and meaningfully according to the interest of the child. It gives theoretical and practical knowledge. Most of the teachers are in favor of applying inductive method in grammar teaching.

This thesis has been organized into four chapters. The first chapter deals with the introduction and this chapter includes the review of related literature, objectives of the study, and significance of the study. The second chapter includes methodology adopted to bring out this research work. While carrying out this work, the data was collected from both sources viz. primary and secondary where teachers remained as the primary source. The third chapter presents the analysis and interpretation of the data. In this chapter, primarily, the teachers' perceptions were presented. The fourth chapter includes findings and recommendations made upon the analysis and interpretations of the data.

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LIST OF SYMBOLS AND ABBREVIATIONS

&	And
%	Percentage
No.	Number
S.N.	Serial Number
Dr.	Doctor
Ed.	Education
ELT	English Language Teaching
CLT	Communicative language teaching
ESL	English as a second language
etc.	and so on (from Latin 'et cetera')
ibid.	In the same book and page number (from Latin 'ibidem')
i.e	that is
NELTA	Nepal English Language Teachers' Association
M. Ed.-	Master of Education
n.d.	Net Downloaded
P.	Page
Regd.no	Registration number
T. U.	Tribhuvan University
OUP	Oxford University press
UK	United Kingdom
USA	United States of America
CUP	Cambridge University Press