

# **CHAPTER ONE**

## **INTRODUCTION**

This study is concerned with the “Teachers’ Perception towards the Use of Inductive Method in Grammar Teaching”. The main objective of this study is to find out the teachers’ perception towards the use of inductive method in teaching grammar and applicability of this method in teaching grammar.

### **1.1 General Background**

Grammar is one of the important aspect of language which is especially concerned with combination and ordering of words into sentences using appropriate rules. It checks the language form being deviated and makes languages, understandable and meaningful. It means with the help of grammar we can arrange morphemes into words; words into phrases; phrases into clauses; clauses into sentences and sentences into meaningful paragraph using rules and principles of a language. In this way, grammar is a backbone of language. According to Lado (1961, p.144), “Grammar governs the central role of an utterances”. His definition clarifies that for constructing the correct pattern of any component grammatical rules have the inevitable role.

Similarly, Harmer ( 1987, p.1) defines grammar as " the way in which words change themselves and group together to the way which help to change, combine and manipulate the language”. Supporting the above definition Thornbury (1999, p.15) says, "Grammar is a kind of sentence making machine". So, grammar is very much essential set of rules to the

foundation of language development of accuracy as well as fluency in speaking and writing. A teacher can present it as a fun activity by using an appropriate method and technique. Grammar is central to the teaching and learning of language.

Teaching grammar has been a controversial issue for centuries, some people perceive it as essential to teaching and foreign language (for example those in favor of Grammar Translation method), where as others view it as an impediment to second language acquisition. Even experts on language teaching from the past and contemporary in suits like Stephen Krashen, Who once said "the effects of grammar teaching... are peripheral and Fragile" seem to question the very idea of including grammar lesson in second language teaching.

This incessant debate over the usefulness and the form of grammar teaching (and, consequently, of grammar instruction), in which as of yet no one has been able to support their claims with an unquestionably conclusive research, has resulted in plenty of different methods and techniques of formulating grammar instruction, among which two stand, namely inductive and deductive method.

### **1.1.1 English Language Teaching (ELT) in Nepal**

In the context of Nepal, English is said to have an entry since the British Father Craybrawl arrived here in 1628. However, officially it entered the country in 1845 A.D. when Durbar High School was established .It was at that time, only for the children of Ranas. The teachers at that moment were not from Nepal but were form Britain. During 1854-1947 A.D. only thirteen secondary schools were established. There were no colleges and

universities for higher education until Trichandra College, in 1918, was established. Obviously, there was also not any supervision or the teacher training. ELT in Nepal started in 1971 with the implementation of National Education System Plan (NESP) and the same year Tribhuvan University started B.Ed. programme in English Education (Awasthi, 2003, p.22).

Today, out of the total, approximately 31 thousand primary to higher secondary schools, (that is graded I to XII) almost half of the numbers are English Medium ones (Bhattarai, 2006, p. 13). In such schools, except Nepali subject, all the other subjects are taught through English. It is a subject under the syllabus for primary level. More explicitly it covers the total weightage of hundred marks for such courses relating the final examinations. This implies the growing interest and necessities of the English language in the context of Nepal.

However, the bitter thing is that only the interests are exhibited in terms of the quantity, not the quality. One of such examples can be clearly reflected from why most of the Nepalese students fail in English in their Final Examinations of the level. There are several reasons behind it. One of the most prominent factors associated to it is the teachers and approaches, methods and techniques they should follow.

Teaching English in the context of Nepal is challenging for the teacher for several reasons. To mention some of them they might be due to the lack of sources, unplanned syllabuses, the lack of teaching training and other factors. It is also the teacher who himself or herself is not much curious of and conscious of how to teach in the better ways. It is just taken as the job not the profession. The teachers themselves need to be

aware and conscious in teaching. Most of the government English teachers are not aware of the appropriate method and so on.

### **1.1.2 Method of Teaching Language**

Teaching grammar has always been a controversy in foreign language teaching situation. Only one language teaching method is not a complete set of classroom procedures that are required in different situations. More than one method can be used in a single class. Anthony (1963, as cited in Richards and Rodgers 2009, p.19) says:

Method is an overall plan for the orderly presentation of language material, no part of which contradicts, and all of which is based upon the selected approach. An approach is axiomatic, a method is procedural. Within one approach, and there can be many methods.

There are many approaches and methods that can be used in language teaching. In our context, we use grammar translation method, direct method, audio-lingual method, deductive method, inductive method, OSS approach, communicative approach. In recent days teachers' are using communicative language teaching, task based language teaching as well as they follow inductive and deductive method of grammar teaching. Some of the methods practiced in our context are shortly described below:

#### **1.1.2.1 Grammar Translation Method**

The grammar translation method is the traditional method which was used in America and Britain during the 19<sup>th</sup> century. It is the combination of two methods; grammar and translation. It emphasizes on the learning language by grammar rules and applying these rules into practice. The leading exponent of this approach such as Johann Siedenstrucker, Karl Poltz, H.S. Ollendorf and Johann Meidinger suggest that ‘Grammar Translation’ was the offspring of German scholarship. In the U.S.A., the Grammar Translation Method was first known as Prussian Method. The Grammar Translation method was widely used to teach European and foreign language from the 1840s to the 1940s. Thus, this method emerged without any particular advocates, theory of language, theory of learning, etc. (Richards and Rodgers 1995, p.5). In this method teacher is the dominating personality and authority in the classroom. The learners are expected to follow the teacher’s suggestions.

### **1.1.2.2 The Direct Method**

The direct method emerged as the reaction of the GT method in the late 19<sup>th</sup> century. Mainly this method focuses on oral proficiency of the target language. This method is also called natural method. Sauveur L. (1826-1907) and others believe in the natural method. They argued that a foreign language could be taught without translation or the use of the learner’s native language. Meaning was conveyed directly through demonstration and action. These natural language learning principles provided the foundation for what came to be known as the direct method, which refers to the most widely known of the natural methods. Enthusiastic supporters of the direct method introduced it in France and Germany and it became widely known in the United States through its use by Sauveur and Maximilian Berlitz in successful commercial language schools (Titone

1968, p.100-101).The direct method was quite successful in private language schools, such as those of the Bwelir Chain where paying clients had high motivation and the use of native speaking teachers was the norm. Despite the pressure from proponents of the method, it was difficult to implement in public secondary school education. The teacher and students are more like partners in the teaching learning process. Reading aloud question and answer exercise, get students to self correct are the some of the technique that can be used in this method (Richards and Rodgers1995, p.10).

### **1.1.2.3 The Audio-Lingual Method**

The direct method and other traditional methods and approaches were questioned in the 1940s.The audio-lingual method emerged as the combination of structural linguistic theory, contrastive analysis, aural oral procedures and the behaviorist psychology. This method focuses on speech proficiency to be achieved by the learners. This approach was developed by linguists at Michigan and other universities became known as the oral approach, the aural –oral approach, and the structural approach. It advocates aural training first, then pronunciation training, followed by speaking, reading, and writing. Language was identified with speech and speech was approached through structure. This approach influenced the way languages were taught in the United States throughout the 1950s (Richards and Rodgers2009,p.53).In this method learners are viewed as organisms to produce correct response so learners play a reactive role by responding to stimuli. The learners have little control over the content, pace and style of learning and the teacher’s role is central and active.

### **1.1.3 Teaching Grammar**

Every language of the world has its own grammar. It is a system of rule of a framework that gives the language structure. The formation of the word and sentence making is concerned with rules, as grammar for effective communication one should be competent in the language.

According to Palmer (1971, p.9) “Grammar is a device that specifies the infinite set of well formed sentences and assigns to each of them one more structural description”. That is to say, it tells us just that all the possible sentences of a language and their description. Grammar plays a pivotal role in language. It helps in the production of infinite number of new structure. To get mastery over any language, one needs to know its underlying grammar and structures. Chomsky (1957, p.25) says:

Any grammar of a language will project the finite and somewhat accidental corpus of observed utterances in a set (presumably infinite) of grammatical utterances. In this respect, behaviors of speakers, who on the basis of a finite and accidental experience with language, can produce or understand an infinite number of new utterances.

Similarly, Richards (1985,p.49) defines grammar in such a way that it is a description of the structure of a language and way in which linguistic unit such as words and phrases are combined to produce sentences in the language . Grammar helps in the production of infinite number of new sentences.

So, grammar is the basis for the production, of any correct utterances enables learners to use the language occurs actually and appropriately in

the meaningful language background. Each language has its own grammar. So it is taught for:

- ) developing accuracy
- ) systematic analysis of language forms
- ) rules in order to generate all and only grammatical sentences
- ) developing communicative efficiency

"Research suggests that learners who receive no grammar instruction are at the risk of fossilizing sooner than those who receive" (Thornbury, 1999, p.16)

All things considered, applying inductive method, as the main but not the only means of presenting instruction, is bound to produce amazing results and help students back up their knowledge with intuition and a deeper understanding of the second language that are unattainable for those who rely solely on what clearly resembles Grammar Translation Method, which has been condemned by contemporary linguists. Although deductive method has its disadvantages, if it is used in appropriate context, it can facilitate the learning processes to the fact that it is helpful whenever examples and students' inductive thinking fail.

There is no ultimate method of grammar instruction and the key to success lies in the wisdom to draw from the experiences of others, avoiding their mistakes and making the most of the approaches and techniques bore fruit.

#### **1.1.4. Inductive Method**



Inductive method is a rule discovery method, Thornbury (1996, p.64) says "Inductive method starts with some examples from which a rule is inferred". In this method, without having met the rule, the learner studies examples and from these examples derives an understanding of the rule. The inductive route would seem, on the face of it, to be the way one's first language is required; simply through exposure to a massive amount of input the regularities and patterns of the language become evident, independent of conscious study and explicit rule formation. This method is based on 'science of observation'. Thornbury (1999, p.29) gives some typical stages of inductive method for teaching grammar.

- ) presentation of examples
- ) analysis of examples to written or oral practice.
- ) principles/ rule formation
- ) generalization of rules that grow out of the previous activity
- ) written and oral practice
- ) application or verification

The effectiveness of deductive and inductive approaches aiming at maximizing the students opportunity to practice thinking skills, have been investigated in empirical studies. Deductive learning is an approach to language teaching in which learners are taught rules and given specific information about a language. Then they apply these rules when they use the language. This may be contrasted with inductive learning in which learners are not taught rules directly, but are left to discover inductive rules from their experience or using language (Richards et al. 1985). Harmer (1989, p.69) ascertains that these -two techniques encourage learners to compensate for the gap in their second language knowledge by using a variety of communication strategies. Similarly, Murcia et al.

(1957), argue that the communicative classroom provides a better environment for second language learning than classroom dominated by formal instruction.

#### 1.1.4.1 Features of Inductive Method

- ) The teaching moves from concrete examples to abstract rule.
- ) The teaching proceeds specific to general.
- ) It advocates that statement or rules become meaningful to the learners when they are made by observation working with the language.

This method is based on science of observation so it claims that valid statements are only derived by:

- Observing linguistic facts
- Classifying them
- Making generalization on what is observed and classified.

#### 1.1.5 Differences Between Deductive and Inductive Method

Inductive and deductive method is different to each other on the basis of the above discussion. The differences between these two methods can be shown as follows:

<b>Deductive Method</b>	<b>Inductive method</b>
The goals of inductive method of linguistic competence. It emphasized on the knowledge about the language.	The goal o inductive method is linguistic competence but it emphasizes on the knowledge of language on the use of language.

<p>The theory of this method as follows;</p> <p>A model is presented than the explanation of the intuitive notion of the structure of the language of the made. Much intellectual practice is preferred.</p>	<p>The theory of this method as follows:</p> <p>Only Variable fact has scientific validity.</p> <p>The facts of language are verifiable by the sense. Here much meaningful practices are preferred.</p>
<p>The procedure is:</p> <p>Statement of rules,</p> <p>Explanation of rules,</p> <p>Application of rules</p>	<p>The procedure is:</p> <p>Observation,</p> <p>Classification,</p> <p>Generalization</p>
<p>This method is based on prescriptive approach.</p>	<p>This method is based on descriptive approach</p>
<p>It is based on theoretical science.</p>	<p>It is based on science of observation.</p>
<p>In this method application is applied.</p>	<p>In this method leaner are active for making the rules.</p>
<p>In this method teaching moves from abstract ruled to concrete examples.</p> <p>In this method teaching proceeds from general to specific examples.</p>	<p>In this method understanding is applied.</p> <p>At this method teaching moves from concrete examples to abstract rules. In this method teaching proceeds from specific to general.</p>

(Thornbury, 1999, P.29-

54)

### 1.1.6 Defining Perception

The English word perception is derived from Latin word 'Perceptio' which was in turn derived from the Latin word 'percepere' meaning observation. Literally, it means deeper or natural understanding of something or the way of understanding or interpreting something.

According to Hochberg (1994, p. 660) it refers to "both to the experience of gaining sensory information about the world of people, things and events and to the psychological process by which this is accomplished". Similarly, San Ford and Capaldi (1964, p. 175) define it as "the awareness or the process of becoming aware of extra-organic or intra-organic objects or relations or qualities by means of sensory process and under the influence of set and of prior experiences".

The New Encyclopedia of Britannica (1990) defines perception as "the process whereby sensory stimulation is translated into organized and meaningful experiences (p.279)."

On the basis of the above definitions, we can say that perception refers to a kind of awareness, understanding, interpretations and the process involved in it. Normally, it is considered difficult to measure. Regarding the measurability of perception, The New Encyclopedia of Britannica (1990, p. 279) clearly states "The perceptual process is not directly observable but the relation can be found between the various type of stimulation and their associated experiences and the percepts".

In this study, I have tried to find out the perception of the teachers towards the use of inductive method in grammar teaching. Their perception of inductive method and the ability to recognize its divinity

properties, understanding the classroom procedures used in it, resources used in the classroom and their situational constraints in their context.

## **1.2 Review of Related Literature**

Every new task needs the knowledge of previous background, which can help and direct to reach new target for finding out new things or ideas. To find out the effectiveness of one particular method over another different researchers have carried out in different contexts. There are less number of theses related to the perception and use of grammar teaching. Some of them are as follow:

Karki (1999) carried out a research entitled “Teaching Subject Verb Agreement Inductively and Deductively”. The aim of this study was to find out the 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.

Kim (1999) carried out a research entitled “Teacher Perceptual Comparison towards Two Specific Communicative and Whole Language Dimensions in ESL Instruction”. The objective of this study were to compare the perceptions of CLT and the colligate teachers. The findings of this study showed that collegiate ESL teachers highly and or moderately supported the communicative approach in the field of ESL. Furthermore, the study revealed the more substantial agreement with favoring of CIT.

Sिताला (1999) has carried out a research entitled “Teaching Passivisation in English using Inductive and Deductive methods”. The objective of this study was to find out the relative effectiveness of two methods in teaching passivization. Sitaula writes the inductive method is more effective than deductive method in teaching passivization. So, inductive method should be applied by the teachers to teach passivization in the context of Nepal.

Ghimire (2000) conducted a research entitled “Effectiveness of Teaching Question Tag Inductively and Deductively”. The aim of this study was to determine the inductive and deductive for teaching question tag in English. Pre-test and post-test were the major tools for the data collection. After interpretation and analysis of data, results of two tests were compared and it was found that inductive method was more effective than deductive method in teaching question tag.

Pokhrel (2000) carried out a research entitled “Teaching Communicative function Inductively and Deductively”. The aim of this study was to develop certain communicative ability on the part of the learners. Pre-test and post-test were the major tools for the data collection. Results of two tests were compared and it was found that inductive method is effective than the deductive method for the teaching communicative function of English.

Even though several studies have been done on different aspects of grammar with the teaching method. No studies have been carried out on teachers’ perception towards the use of inductive method in grammar teaching.

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

The objectives of this study were as follow:

- ) To find out the teachers' perception towards the use of inductive method in grammar teaching.
- ) To find out the applicability of inductive method in teaching grammar.
- ) To suggest some pedagogical implications.

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

This study plays a crucial role to all who are directly or indirectly involved in teaching and learning activities. Being different from other researches mainly the teachers are beneficiary of this study. It provides information about the awareness of the teacher to the use of particular method. So, the findings of this study will be extremely helpful in the field of language teaching. It will be significant to language teachers, students, textbook writers, curriculum and syllabus designers and those who are involved in the field of English language teaching. This study will also act as a guide for further study of inductive method in grammar teaching.

## **CHAPTER TWO**

### **METHODOLOGY**

To obtain the objectives determined, I followed the following methodology:

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

To conduct this research, I used both primary and secondary sources of data.

##### **2.1.1. Primary Sources of Data**

The primary sources of data were the fifty English teachers from community based school of Syangja district.

##### **2.1.2 Secondary Sources of Data**

For the facilitation of the study, I consulted Palmer (1971), Thornbury (1999), Harmer (2007), Richards and Rodgers (2009), Cowan (2010), some previous theses, articles and other written documents available in printed forms and electronic media which are related to the study.

#### **2. Population of the Study**



The population of this study was the English teachers who were teaching at secondary level in Syangja district.

### **2.3 Sampling Procedure**

The sample population of this study was the fifty English teachers who were teaching in community based school at secondary level in Syangja district. They were selected by using random sampling procedure.

### **2.4 Research Tools**

A set of questionnaire was used as the research tool for data collection. Both open ended and close- ended questions were used to explore teachers' perception towards inductive method.

### **2.5 Process of Data Collection**

In order to collect the primary data, I went to the field and built rapport with concerned authority. Then, I told the purpose of my study and requested them for permission .After that I distributed the questionnaire to the selected teachers. Then I collected the questionnaire from the teachers.

## **2.6 Limitation of the Study**

This study has the following limitations:

- I. This study was limited to the perception of secondary level English teachers towards the use of inductive method in grammar teaching.
- II. The population of the study was limited to the fifty English teachers who were teaching in community based school of Syangja .
- III. This study was limited only to the questionnaire as the tools for data collection.

## **CHAPTER THREE**

### **ANALYSIS AND INTERPRETATION**

This chapter deals with the analysis and interpretation of the data collected from primary sources. The primary sources of data were fifty English teachers who were teaching at secondary level in Syangia district. In order to collect the data, questionnaire was prepared and distributed to the teachers. The questionnaire included both the close ended and open ended question. The responses of teachers were analyzed under the following headings:

#### **3.1 Perception of Teacher in Using Inductive Method**

Under this heading, different perceptions of teachers towards the use of inductive method are dealt. Teachers were provided questionnaire having twenty-six question related to perception on inductive method.

##### **3.1.1 Teachers' Response for Application of Inductive Method**

To find out the reason behind using inductive method ,teachers were asked to express their views on following inductive method through questionnaire .They presented different reasons for using inductive method in grammar teaching. Those teachers who use inductive method for teaching grammar said that learner will be active and it makes the classroom interesting, it is based on scientific method. Similarly teachers felt that students can understand and use the word correctly. Finally, they said that students can learn grammatical items from examples and it helps teaching interesting. Likewise, the reasons for not using inductive method in grammar teaching were also different. Teachers said that through this method it is difficult to understand the grammatical lesson and it is not economic and easier. Similarly teachers responded that through this method, purpose may not come true.

##### **3.1.2 Difficulty in Using Inductive Method**

To explore teachers' perception on difficulty while using inductive method for teaching grammar, the teachers were asked "have you felt any difficulty in using inductive method for teaching grammar?" The teachers responded differently. Following table talks about the per cent and responses of the teachers regarding this issue.

#### **Table No. 1: Response on Difficulty in Using Inductive Method**

Responses	Percentage
Yes	88.25%
No	11.75%

The table no. 1 shows that 88.25 per cent teachers responded 'Yes' whereas 11.25 per cent responded as 'No'.

The teacher who responded 'Yes' argued that it does not clarify the subject matter, lack of classroom management, physical setting and availability of teaching materials. Similarly teachers added that it takes long time, students make mistake they over generalize from this method. Likewise teachers replied that Nepalese students are not native speaker.

In case of response 'No', the reasons were also different. Teachers who responded 'no' argued that there is no difficulty in using inductive method for teaching grammar. Teacher said that it facilitates the teaching learning activities, it is new method to teach grammatical item. Similarly they added that it is student centre method.

### **3.1.3 Applicability in Nepalese Context**

Regarding applicability of inductive method in the Nepalese context, teachers were asked "Do you think inductive method is really applicable in Nepalese context?" The responses of the teachers are presented in the following table:

**Table No. 2: Response on Applicability in Nepalese Context**

Responses	Percentage
Yes	84%
No	16%

The table no. 2 shows out of overall respondents, 84 per cent responded 'Yes' and 16 per cent responded 'No'.

The teachers who responded 'Yes' argued that it helped in full understanding of the grammar lesson with motivation, it helps make

reading complete. Likewise, teachers said that students get idea about the grammar lesson in an easier way, it develops creativity. Finally, they added that it helps remember for long time through example.

In case of response 'No', the reasons were also different. The teacher who responded 'no' argued that this method is time consuming, students feel bored through inductive method. Similarly teachers replied that they provide everything for student to teach grammar through inductive method and finally they said that lack of teaching material.

### 3.1.4 Necessity of Authentic Text for Teaching Grammar

Regarding the necessity of the authentic text for teaching grammar, teachers' responses are presented as follow:

**Table No. 3: Responses on Necessity of Authentic Text for Teaching Grammar**

Responses	Percentage
Yes	68%
No	32%

The table no. 3 shows that 68 per cent responded 'Yes' and 32 per cent responded as 'No'.

The teacher who responded 'Yes' argued that it provides cultural, sociological, natural and native environment, it helps real context. Likewise teachers said that through the authentic text grammatical lesson will be easier and economic, it helps for effective reading. Finally they said that it helps students to expose a lot of sentences, it arouses interest towards reading, to develop confidence.

In case of response 'No', the reasons were also different. The teacher who responded 'no' argued that it doesn't help in full understanding of the text. Finally they added that teaching grammar through authentic text is time consuming, prediction may not come true.

### 3.1.5 Replacing Inductive Method by Another Method

The teachers were also requested to show their perception about replacing inductive method by another method. The following table shows the response of the teachers.

**Table No. 4: Replacing Inductive Method by Another Method**



To find out teachers' perception on relevancy of this method to student's interest and level, teachers were requested to show their perception through questionnaire. The following table shows the teachers responses.

**Table No.5: Response on Relevancy of Inductive Method to Students' Interest and Level**

Responses	Percentage
Yes	65
No	35

The table no. 5 shows that 65 per cent teachers responded 'Yes' where as 35 per cent teachers responded 'No'.

The teachers who responded 'Yes' argued that this method is based on the students' interest and need of the learner, students can be motivated by giving the examples and real life situation. Similarly, teachers added that the reason for relevancy of inductive method to the student interest and level, this method is always situational, grammatical item can be taught in an easy way. Finally, they said that it is scientific method and student centered method, it increases the grammatical knowledge.

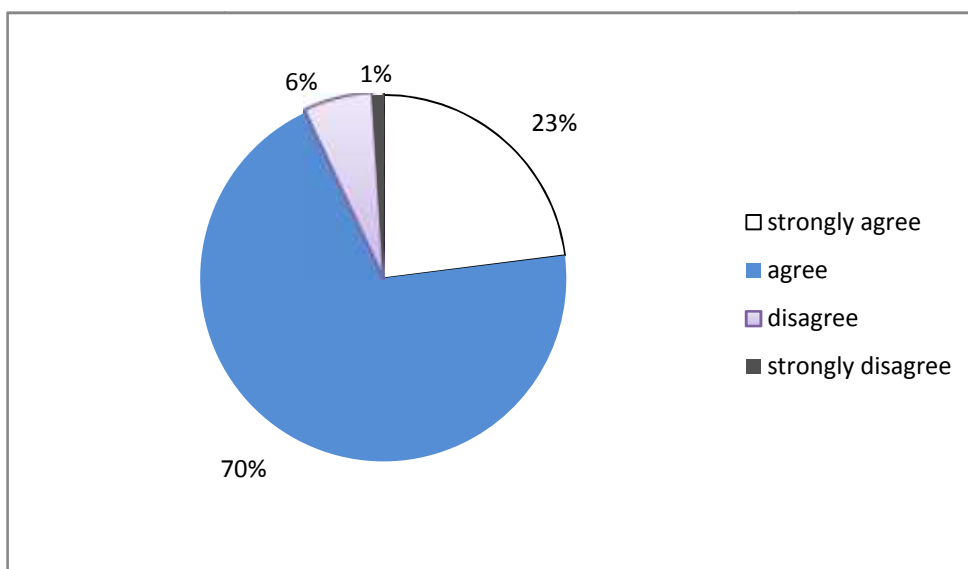
On the other hand, those teachers who responded 'No' said that this method is not suitable in our context; they said that students may feel difficult to generalize examples from structure. They finally added that grammatical item through this method is time consuming and lesson may be lengthy but our period is short.

### **3.1.8 Inductive means Learning to Use Language Itself**

Regarding the meaning of inductive method teachers were asked whether the meaning of inductive is learning to use language itself. The teachers responded differently regarding this issue. The responses and their per cent are presented in the figure no 1:



**Fig. No.1: Inductive means Learning to use Language it self**



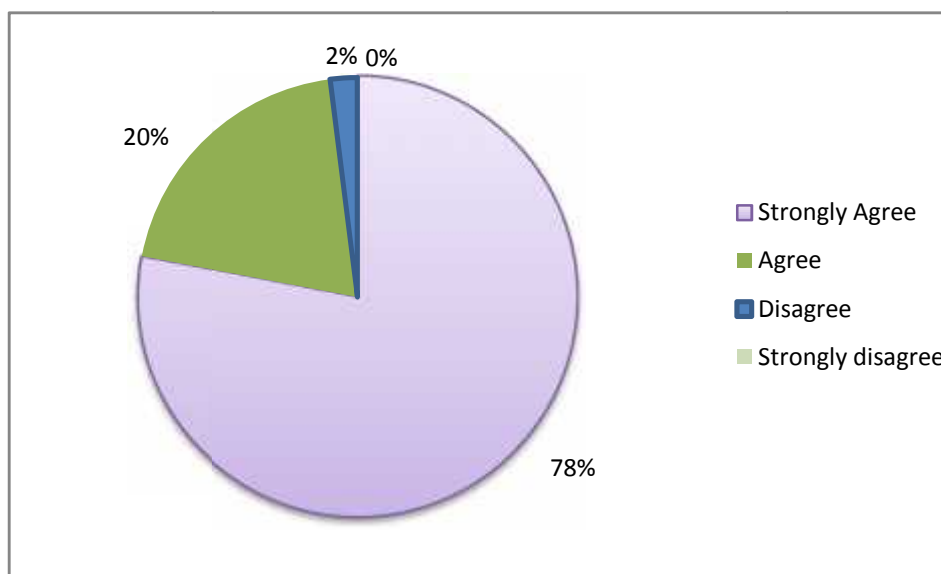
This figure presents that 23 per cent teachers showed that their strong agreement i.e. they argued that inductive grammar teaching means learning to use language itself. Similarly, 70 per cent teachers showed agreement whereas 6 per cent teachers showed disagreement regarding this issue and 1 per cent teachers strongly disagreement.

Thus, most of the teachers argued that inductive grammar teaching means learning to use language itself.

### **3.1.9 Role of the Teacher**

Teacher plays important role in inductive grammar teaching. S/he can play the role of facilitator. As regards the role of teacher in inductive grammar teaching, teachers were asked whether the role of teacher is facilitator or not. The responses and their per cent of the teachers are presented in the figure no. 2:

**Figure No.2: The Role of Teacher in Inductive Class**



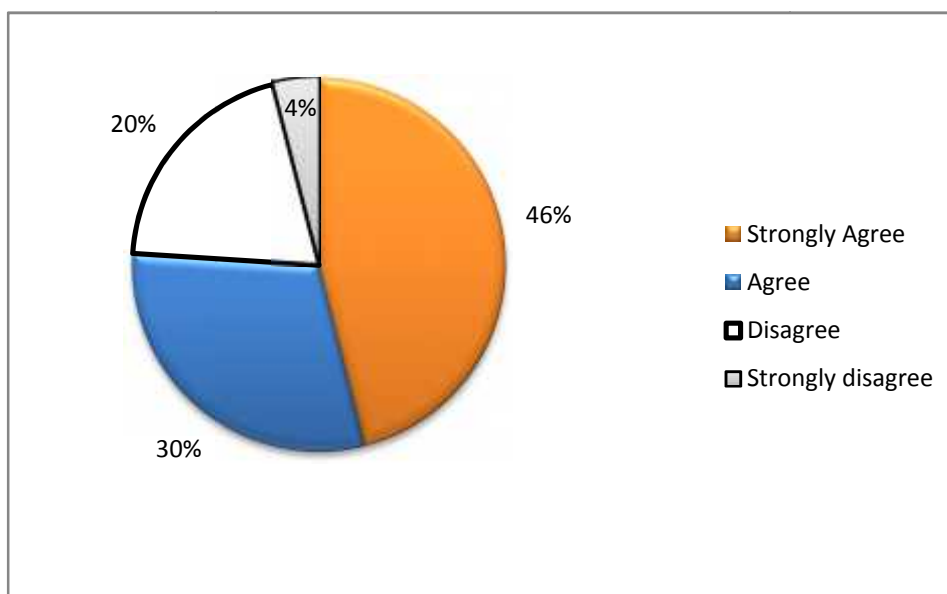
As it was presented in the figure above, 78 per cent teachers showed their strong agreement i.e. the role of the teacher in grammar lesson is that of facilitator. Similarly, 20 per cent teachers showed their agreement and 2 per cent teachers showed their disagreement for this issue. None of them marked strongly disagree.

It shows that most of the teachers were in favor of the role of teachers is that of facilitator in inductive grammar teaching.

### **3.1.10 Error Correction in Inductive class**

Correction of students' errors plays important role in inductive classroom. But how the errors should be corrected matters a lot. The teachers responded differently as regards the correction of students' errors immediately by the teachers'. The responses and their per cent are presented in figure no 3.

**Figure No. 3: Errors Correction by the Teacher**



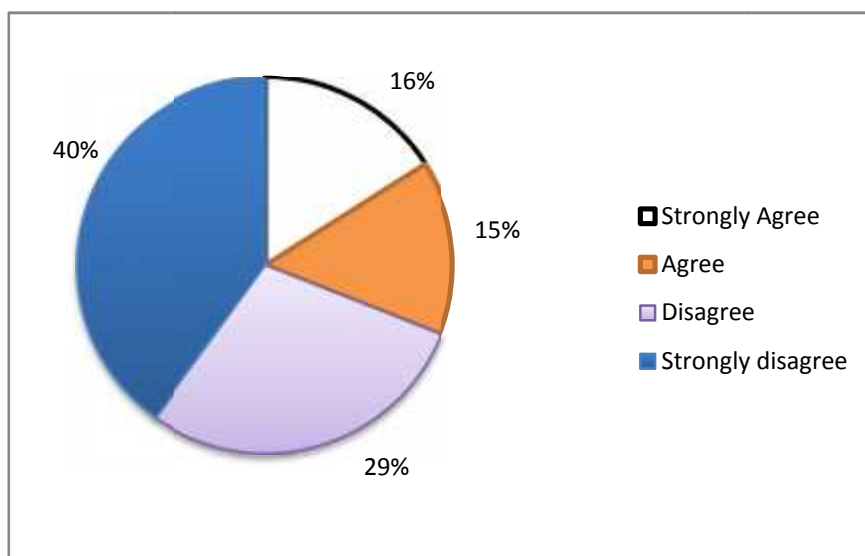
This figure presents that 46 per cent teachers showed their strong agreement i.e. they argued that errors should be corrected by the teachers. Likewise, 30 per cent teachers showed agreement and 20 per cent teachers showed their disagreement. Similarly, 4 per cent teachers showed their strong disagreement for that issue.

Thus, most of the teachers argued that without error correction it is very difficult to handle the grammar lesson properly.

### **1.3.11 Teacher Talking time in Grammar Lesson**

Teachers and students both should be active in inductive grammar teaching. Regarding whether teacher or student should talk more in inductive grammar teaching, teachers responded differently .Figure no. 4 talks about their per cent and responses.

**Figure No. 4: Teacher Talking time in Grammar Lesson**



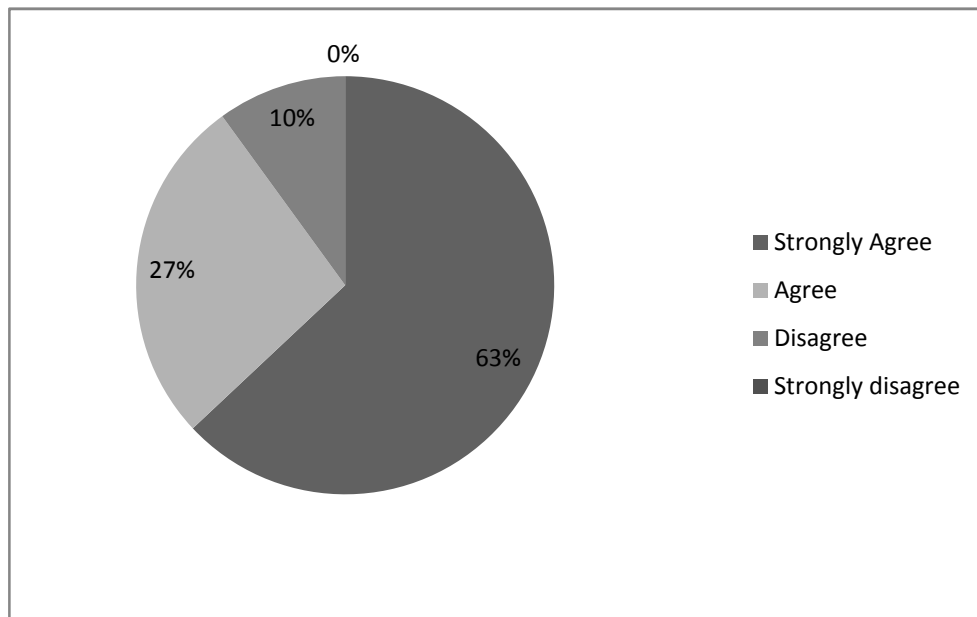
As it is presented in the above figure, 16 per cent teachers showed their strong agreement for that issue i.e. teacher should have more talking time than students. Similarly, 15 per cent teachers showed their agreement, 29 per cent teachers' showed their disagreement and 40 per cent teachers strongly disagreed for that statement.

Thus, most of the teachers argued that in grammar lesson, students should have more time than the teachers talking time

### **3.1.12 Teacher Training**

The knowledge and skill gained in teacher training helps teacher to present the grammar lesson effectively. The teachers were asked whether the insights gained in training is sufficient to conduct inductive grammar teaching. Figure no.5 talks about the responses and their per cent regarding this issue.

**Figure No.5: Teacher Training**



This figure presents that 63 per cent teachers showed their strong agreement i.e. they argued that teacher training is sufficient to implement inductive grammar teaching. Similarly, 27 per cent teachers showed agreement whereas 10 per cent teachers showed disagreement regarding this issue. None of them marked strongly disagreement for that issue.

It shows that all the teachers were in favor of teacher training which helps the teachers to conduct the grammar lesson effectively.

## **CHAPTER FOUR FINDINGS AND RECOMMENDATIONS**

This chapter deals with the findings derived from the analysis and interpretation. It also suggests some recommendation basing on the findings.

### **4.1 Findings**

After the analysis and interpretation of the data the findings of the study are summarized as follows.

- a) Above eighty per cent teachers felt difficulty in using inductive method whereas twelve per cent did not find so.
- b) Regarding the uses of authentic text in inductive method, it was found that 68 per cent teachers were using it whereas 32 per cent teachers were not.
- c) Ninety four per cent teachers responded that this method should be replaced in time and again according to the situation whereas six per cent teachers said that this method should not be replaced by another method.
- d) As found in the questionnaire most of the teachers were using flash cards, pocket charts, maps, picture news paper and reference book for teaching grammatical item through inductive method. A very few teachers were using cassette player, a CD player, news cut out, computer.
- e) The secondary level English teachers perceived that the textbook had positively influenced them to implement a inductive method in grammar teaching.
- f) Teachers did not perceive the number of teacher training as the main cause of the inferences in the implementation of the teaching methods. Secondary level English teachers spent very short time to prepare for an English lesson, which ultimately become one of the major causes of that led them to implement traditional method.
- g) The secondary level English teachers were interested to implement inductive method in grammar teaching.

## **4.2 Recommendations**

On the basis of the above findings, the following recommendations have been made:

- a) It would be better give emphasis on inductive method than deductive one in teaching grammar. So all teachers should follow inductive method. However, deductive method is also suggested to be used while teaching grammar. (While teaching simple present tense, teacher should write some sentences like He eats rice then students are asked to generalize the structure.)
- b) While applying inductive method in the secondary level, teacher may feel difficulty because of time limitation, lack of resources, classroom management and availability of teaching materials. So training should be provided to teachers.
- c) Teacher should teach grammatical item consciously and meaningfully according to the interest of child. The teachers used to give sufficient examples with the rules. Moreover the teacher should involve students in practice so that learning become, effective permanent and meaningful. So, in grammar teaching inductive method plays vital role.
- d) In the context of secondary level school, inductive method seems to be better than any other method as shown in the result above because it is based on rule discovery which is very useful for the secondary level students. Likewise, students are more actively involved in the learning process, rather than being simply passive recipients: they are therefore likely to be more attentive and more motivated. Most of the teachers are already familiar with deductive method in grammar teaching.
- e) The language teachers, syllabus designers and methodologists should emphasize for the application of inductive method in grammar teaching. In inductive method mental effort involved

ensures a greater degree of cognitive depth which again, ensures greater memorability. If the problem solving is done collaboratively, and in the target language, learners get extra opportunity for extra language practice.



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