

CHAPTER – ONE

INTRODUCTION

1.1 General Background

When two or more than two people communicate to each other in speech and writing, we call the system of communication that they employ a code.

Language is the distinctive medium of human beings which helps us to express our chaotic ideas in a systematic order. It is one of the unique properties of human society which separates the human creature from other animals as they use their system in their daily communication to transmit ideas, cultures, religion, norms and values as well as to preserve the social institution to change, modify and control the things.

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

According to Wardhaugh (1996, p. 24)," Language can be used to refer either to single linguistic norms or to a group of related norms." This definition is related to Hudson's (1996) definition as well. Bennett (1968, p. 4) expresses his ideas in defining language as "the most distinctive medium of human activities. It is difficult to dissect the components 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 components.

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 interchanged thoughts, feelings, pains and sorrows, 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 if they were possible. That is why; language is responsible for social change, social mobility and stratification as well.

1.1.1 Importance of the English Language Teaching in Nepal

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

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 Nepal from Europe. However, it was not introduced in the higher education until 1981 A.D. 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 it started in 1971 when FOE of T.U. initiated B. Ed. programme in English education.

In this context, Bhattarai (2006) says,

Almost half of the numbers of schools are English medium. 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 helps people to fight for these causes. This is one language which the educated mass, intellectuals, freedom, fighters and human right activists can hold their dialogue with the rest of the world (p. 3).

The English language is regarded as the cry of the day in the context of Nepal which is a language of educated civilization. Now days, the English language has been introduced at grade one since 2060 B.S. and it is being taught as a compulsory subject up to bachelor level. To secure property of our own nation, we should establish diplomatic relations with many other nations. Without the English language, this is impossible. So, English has a great importance in the field of diplomacy too. French (1963, p.1) says, "Anyone who can read English can keep in touch with the whole world without leaving his own home." He further says that the English language will open many doors including easier access to a good job. So, English can also be viewed as a way to get better job or improve social standing to economic problem (p.2).

It has been much more popular language in the field of teaching and learning as well as other sectors such as business, travel, mass- media, and political parties and so on. So, the English language is very essential for the developing countries like Nepal. It is a passport through which we can visit the world. The people who know English can enjoy the advantages of the world's citizen. In conclusion, if there lives a man with the thirst of knowledge, he should not be deprived of the English language.

1.1.2 Aspects of Language

According to Crystal (2003, p.36) 'Aspect is a category used in the grammatical description of verbs (especially tense and mood) referring primarily to the way the grammar makes the duration or types or temporal activities denoted by the verbs.'

Similarly, Wehmeier (2003, p.45) has defined aspect means "a particular feature of a situation, an idea, a problem, a way in which it may be considered.

The aspects of language embody the three dimensions of form, meaning and use. Teaching grammar as 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 language. There are mainly three aspects of language. They are given below:

-) Vocabulary
-) Language Functions
-) Language Grammar

1.1.2.1 Vocabulary

Vocabulary is one of the aspects of language. Students have to learn varieties of vocabulary. It includes single words, compound words and idioms. In others words, vocabulary is a set of lexemes including single words, compound words and idioms.

Vocabulary means the body of words used in a particular language or in a particular activity or the store of words known to an individual person. The lists of words which have clear meaning are known as vocabulary. It ranges from simple day to day vocabulary to new or difficult words. The students have to know organization, pronunciation and meaning of new words. There are two types of vocabulary, i.e. active and passive. Active vocabulary refers to those

words which the students have been taught or learned and which they are expected to be able to understand, pronounce and use constructively in speaking and writing. Passive vocabulary refers to the words which the students recognize when they occur in the context but which they will probably not be able to produce.

1.1.2.2 Language Functions

A function refers to the purpose for which an utterance or unit of language is used. Such functions are often described as categories of behavior, e.g. requesting, apologies, complaints, offers, etc. The functional use of language cannot be determined by studying the grammatical structure of sentences but also the purpose for which they are used. In sentences, imperative forms may perform a variety of different functions:

- a) Give me that pen (order)
- b) Pass the salt, please (request)
- c) Come round on Saturday (Invitation), etc.

Language is often described as having three main functions, i.e. descriptive, expressive and social functions.

1.1.3 Teaching Grammar

Generally, grammar is defined as the connection of word and word groups in an acceptable structure. It is one of the most important aspects of language. It can be defined as "how words are combined or changed to form suitable units of meaning within a language" (Ur 1996, p. 76).

Grammar is regarded as an integral part of the 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 structure which

expresses 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 into words and words into 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 as NP-VP- PP, etc. and every language serves the same basic relations among these categories."

Grammar can be divided into two types, i.e. theoretical and pedagogical. Theoretical grammar is concerned with the description of the theories of grammatical analysis whereas pedagogical grammar is the use of grammatical structures in an appropriate situation.

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 or more structural description" That is to say, it tells us just that all the possible sentences of a language and their description.

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

1.1.4 Importance of Grammar

Grammar plays a pivotal role in language. It is the spoken or written form, it has some specific structure and that is not a hotchpotch of randomly distributed elements. They are arranged in accordance with the set of rules. This set of rules is called 'grammar' of language (Arts 1997, p.3).

Richards et al. (1985, p. 49) say that grammar is a description of the structure of language and the way in which linguistic units such as words and phrases are combined to produce sentences in the language.

Grammar helps in the production of indefinite number of new sentences. To get mastery over any language, one needs to know its underlying grammar and structures. Lado (1961, p. 144) says, “a grammatical pattern is more than any single utterances since it has been form which countless utterances can be produced”.

Chomsky (1957, p. 25) writes,

Any grammar of a language will project the finite and some what accidental corpus of observed utterances, 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.

So, grammar is the basis for the production of any correct utterances which makes the language meaningful. Grammar enables learners to use the language accurately and appropriately in the meaningful language background. Each language has its own grammar. So, grammar is taught for:

- a. developing accuracy.
- b. systematic analysis of language forms/formal analysis.
- c. rules in order to generate all and only grammatical sentences.
- d. showing the relationship of vocabulary with grammar and the inverse.
- e. developing communicative efficiency.

1.1.5 Methods of Teaching Grammar

At present, two important methods of teaching grammar have been in practices which are popularly known as inductive and deductive methods.

For many scholars and teachers, inductive teaching seemed more effective than deductive method. In this method, clear explanation and practice is made until the rule is "internalized". In this method, sufficient examples are given at first, the students are encouraged to guess the rules. In this method, students are given a corpus and have to discover the rules

+ "Deductive refers to the presentation of rules before practice versus the inference of rules from practice (inductive). The + Deductive is often attributed to the grammar - translation while the direct method and audio-lingual are said to be inductive + Explicit. While a deductive approach is necessarily explicit, the inductive approach may either end up with an explicit formulation of a rule or it may be designed so as to leave the rule implicit. The grammar translation and cognitive methods are + Explicit, which the direct and audio-lingual methods largely, but not entirely, rely on an implicit approach (-explicit) "(Stern 1983, p. 489).

To quote Richards et al. (1985, p. 73),

Language teaching methods which emphasize the study of grammatical rules make use of the principle of deductive learninglanguage teaching methods which emphasize the use of language rather than presentation of information about the language make use of principle of inductive learning.

This shows that those two methods have just opposite relationship like two different poles-the east and the west.

1.1.5.1 Deductive Method

In deductive method, learners are taught rules and given specific information about a language. They, then, apply those rules when they use language. As observed by Cross (1992, p. 27),

First the teacher writes an example on the board or draws attention in the textbook. The underlying rule is explained in the mother tongue using the meta language of grammar. Finally, the students practice by applying the rules orally or in writing. Special attention is paid to areas of conflict between the grammar of the mother tongue and the target language.

Deductive method is a method of language teaching and learning in which learners are 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 method which emphasizes the study of the grammatical rules of a language makes 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, p. 98-99), said that deductive is "An approach to language teaching in which learners are taught rules and given specific information about language. Then, they apply these rules when they use the language" So, language teaching method which emphasizes the study of the grammatical rules of a language makes use of the principle of deductive reasoning. In this method of language teaching, the teacher can translate L₂ into students' L₁.

While using this method in classroom for teaching grammatical items, the teacher starts by writing statements of rules. Then, he explains the rules in use. For this activity, the teacher writes the underlying rules of grammatical structure of the sentences e.g., Sub+ V + Object.

Sub + is/am/are + v^{ing} + object, etc.

Then, he explains these rules used in appropriate situation and he makes the students memorize rules and asks the students to practice for making sentences in oral or in written form.

a. Stages of Deductive Method

There are some stages of deductive method. They are given below:

- a. Statement/ presentation of rules/patterns/generalize principles.
- b. Sample sentences/ examples for the verification of the rules, patterns, etc.
- c. Explanation to reinforce the rules with corresponding examples.

- d. Ample opportunity for students to practice the new pattern.
- e. Memorization of rules.

This shows that for many scholars and teachers, deductive teaching seemed much more responsible. In this method, clear explanation is practiced until the rule is 'internalized'.

b. Features of Deductive Method

There are different features of deductive method. They are given below:

- i. The teacher moves from abstract rules to concrete examples.
- ii. The teaching proceeds from general to specific.
- iii. The teaching steps of this method are as follows:
 - a) Teacher writes the model structure on the board or draws students attention to an example in the textbook.
 - b) The teacher explains the underlying rules and makes use of meta-language of grammar.
 - c) He helps the students to apply the rules orally or in writing.
- iv. This method follows the theoretical science. The deductive theorist:
 - a) perceives a pattern.
 - b) constructs a theoretical mode.
 - c) tests to see how much can be deduced from it.
- v. This method is cognitive.

This method is cognitive in the sense that learner is attracted more by the rules and wording of the rules than that of the communicative value of the word or the message.

1.1.5.2 Inductive Method

Inductive method is a method of teaching grammar in which, learners are not taught grammatical rules directly but are left to find out rules. This 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 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) says, "An inductive approach starts with some examples from which rule is inferred." According to Richards et al. (1999, p. 98-99), "In Inductive learning, learners are not taught grammatical or other types of rule directly but are left to discover or induce rule 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, the sentences are presented and practised orally and in writing and students have to discover the rules from the example sentences.

By employing this method, the teacher teaches the grammatical items by presenting the example sentences and makes the students practice in oral and written ways. At last, he asks them to form the rules from the several examples of the grammatical structures. For example,

She/he eats rice.

They play football.

You are working hard.

The dog eats meat.

Then, the examples are practiced orally and in written form. He makes students write and utter the structure sentence. The teacher guides the students to form the rules of the written sentences.

The inductive method requires the students to identify the rule for themselves. In this method, the teacher first gives the students examples of the grammatical structure to be learned. After that, the students are guided in forming a generalization about the grammatical principle they have been working with. This method works best with regular grammatical patterns.

While teaching a grammatical point, the teacher first demonstrates the meaning to the class. For example, they will hold up a book and say, this is a book. They will do the same showing other objects. Then, they hold up several books and say these are books. After giving several examples of the plural form they will contract the two forms (Cross, 1992, p.28).

The next step is to get the students to produce the two grammatical forms working with the same set of objects. The teacher says nothing through this stage, except to correct, if necessary. Then, be brought into the practice with luck they will follow the models and produce grammatically correct utterances. Explanations are not always made, though; they may be elicited from the students themselves. In such cases, the mother tongue might be used. The model can be copied and the class may be required to write sample sentences from the model.

a. Stages of Inductive Method

There are different stages of inductive method. They are given below:

- a. Presentation of examples.

- b. Observation and comprehension of the examples to written or oral practice.
- c. Discrimination and analysis of the examples noting difference and similarities.
- d. Classification of the examples if required.
- e. Abstraction and generalization.
- f. Derivation of rules/principles.
- g. Application or verification.

b. Features of Inductive Method

Inductive method has different features. They are given below:

- 1. The teaching moves from concrete examples to abstract rule
- 2. The teaching proceeds specific to general
- 3. It advocates that statements or rules become meaningful to learners when they are made by observation working with the language.
- 4. This method is based on 'Science of Observation'. So, it claims that valid statements are only arrived by:
 - a. Observing linguistic facts
 - b. Classifying them
 - c. Making generalization on what is observed and classified

1.1.6 Techniques of Teaching Grammar

Ur (1996, p.84) has presented the different techniques of teaching grammar.

They are given below:

- a. Awareness:** A teacher should provide the opportunities to students by giving some units of discourse or text and ask them to find out the past

tense verb, modal verb, future tense, major word classes, preposition, phrasal verb, etc.

- b. Controlled Drills:** Learners are given a cue to practice linking words such as 'but' or 'and' etc. and sentence transformation. The activities can be done under the control of the teacher's guideline. Learners are provided sufficient examples of the structure. The examples are pre determined by teachers and have to conform to clear, closed ended cues. e.g. John drinks tea but he doesn't drink coffee. a) like ice: cream/cake b) speak: English/ Italian
- c. Meaningful Drills:** In this technique, students are asked to find out the tense. Now teacher asks them to compose true statements about them according to the following model. e.g. He/She likes ice cream, or He/she doesn't like ice cream a) enjoy: playing tennis b) drink: wine
- d. Guided Drills:** Learners form sentences of their own according to set pattern but exactly what vocabulary they use is up to them.
- e. Free Sentence Composition:** In this technique, students are provided a visual or situational clue and ask them to write their own answer, e.g. picture showing a number of people doing different things is shown and ask the student to write the sentence by describing the action of people.
- f. Discourse Composition:** In this technique, students are asked to write a passage according to given situation, e.g. (you have seen a good friend cheating in an important test) and ask them to recommend a solution.

Similarly, Harmer (1978, p. 24-27) has given the following techniques for teaching grammar:

- a) Modeling:** The teacher acts as a model for sometimes and students have to follow repeat after him.

- b) Isolation:** The teacher frequently isolates the parts of the sentence that they are modeling.
- c) Visual Demonstration:** visual demonstration covers the following activities:
- i. **Writing:** The teacher writes sentence on the board and underlines the critical points. e.g. He watched TV. yesterday, did he watch TV yesterday?
 - ii. **Time Lines:** This technique is useful to teach tense aspect, e.g. I have been reading the newspaper.
Past activity started now future?
 - iii. **Finger Technique:** Finger technique is also useful for teaching grammatical structure, model verb, tag question, etc. We might be focusing on a sentence like "she will arrive tomorrow". After modeling it, the teacher holds up four fingers to pointing to a finger for each word.

The act of pointing can also be used to increase the student's speed, rhythm and stress. Teacher can give different grammatical properties to different ways and make learning more visual.

d) Explanation: In this technique, the teacher explains the rules.

1.1.7 Tenses

Tense is one of the major grammatical categories used in grammar. It is a set of verbs that indicates a particular point of time in present, past and future.

It is a set of forms of verbs that indicate the time or completeness of action expressed by the verb. Crystal (1941, p.459) defines tense as “a category used

in the grammatical description of verbs, refereeing primarily to the way the grammar makes the time at which the action denoted by the verb. There is one to one relationship between tense and time.”

According to the above definitions, it can be said that tense is related to the time. The use of the tense depends on the course of time in every language.

A grammatical category of verb that indicates whether the action referred to the sentence is located in the past, the present and the future is tense. A grammatical category of verbs used to express distinctions of time or a category of words having the same grammatical properties. (www.google. Communication).

The traditional twelve tenses are the combination of three tenses and four aspects. Students have to learn only the form and meaning of three tenses (in their simple forms) and two aspects perfect and progressive to develop an understanding of tense. The simple present remains its base form (write, walk) with one exception, the third person singular form, which is made by adding –s or es to the verb. The present perfect is formed with the verbs have, has for third person singular and the past participle, have symbolized by -en. It is important to remember that -en is only a symbol. The past participle does indeed end in -en. The present progressive form combines- form of the 'be' verbs (am is, are), depending on the person and number of the subject with the present participle an -ing form. The present perfect progressive can be seen to be a combination of the perfect form with have-en and the progressive form

with be + ing. In this case, it is in its past participle form been. (Celce Murcia & Larsen -Freeman 1999, p. 110).

So, tense is the most important properties of grammatical analysis. It is a cone of the grammar. Without the knowledge of tense, the grammar learning makes incomplete. Thus, tense is very important in language learning.

1.2 Review of the Related Literature

Some practical studies have been carried out in Nepal to find out the effectiveness of inductive and deductive methods to teach certain areas of grammar.

Shrestha (1995) carried out a research entitled "Proficiency in English Grammar between the students of the Urban and Rural Schools in Kathmandu". An objective was to make comparison of the proficiency status of the rural schools with that of the schools of Kathmandu valley. It was found that urban students could follow the instructions of the questions on their own. The rural Nepali students could not understand the instruction very well. Similarly, **Situala (1999)** carried out a study entitled "Teaching Passivization in English Using Inductive and Deductive Method" and the objective of this study was to find out the relative effectiveness of two methods in teaching passivization in English. He concluded that inductive method was more effective than deductive.

In the some way, **Ghimire (2000)** carried out a study entitled "Teaching Tag Question in English Inductively and Deductively" and the objective was to find out the effectiveness of inductive or deductive method for teaching tag questions in English and it was found that the inductive method was more effective than the deductive method. Likewise, **Sharma (2000)** carried out a study entitled "Teaching Reported Speech Inductively and Deductively." the

objective of his study was to find out the relative effectiveness between inductive and deductive methods in teaching reported speech. Comparatively the group through deductive method was found better than inductive group.

Similarly, **Pandey (2004)** carried out a research entitled, "The Effectiveness of Language Games in Teaching Grammar". The Objective of his study was to find out the effectiveness of language games in teaching grammar. It was found that teaching grammar through game was more effective than teaching it with visual classroom technique without game. Likewise, **Panta (2004)** carried out a research entitled "A study on the Effectiveness of the Discovery Technique in Teaching Subject Verb Agreement in Grade Nine". The Objective of his study was to find out the effectiveness of discovery technique in teaching subject verb agreement. The finding of the study showed that the students taught through discovery technique did relatively better in comparison to those taught through explanation.

Regmi (2004) conducted a research entitled the "Effectiveness of group work Technique in Teaching English Tense". The objective of his study was to find out the effectiveness of group work technique in teaching English tense. It was found that the students who were taught using group work progressed relatively better than the students who were taught using explanation.

Likewise, **Ghimire (2005)** carried out a research entitled "Gray area in English Grammar, Spelling and Punctuation" The objective of his study was to determine the gray area in the area of grammar, spelling and punctuation in terms of profession, age and nationality and to point out the direction of change related to the gray area and he found that preposition and questions tags were found more difficult to the present study.

Apart from these studies, no practical studies have been carried out to find out the effectiveness of these two methods to teach the grammatical category of 'tense'. So, this study aimed at determining the effectiveness of each method to teach tense in English.

1.1.2 Objectives of the Study

This study had the following objectives:

1. to find out the effectiveness of inductive or deductive method in teaching tenses in terms of the following topics:
 - i. General comparison
 - ii. Items wise comparison
 - iii. Gender wise comparison and
 - iv. Groupwise comparison
2. to suggest some pedagogical implications as the basis of the findings.

1.1.3 Significance of the Study

The findings of the study will be fruitful to those persons who will be directly or indirectly involved in teaching and learning of English grammar. The findings will be equally useful for curriculum designers, policy makers, instructors, language teachers, textbook writers and evaluators as they can take further steps in the findings. Moreover, this work will be invaluable source for those researchers who will be interested in conducting research in the relevant areas in the days to come.

CHAPTER - TWO

METHODOLOGY

To fulfill the objectives of the study, the following methodology was adopted:

2.1 Sources of Data

The researcher used both primary and secondary sources of data. The primary source was used for collecting data and the secondary source of data was used to facilitate the research.

2.1.1 The Primary Sources of Data

The students in the classroom were the primary sources of data. They were from grade seven of a private school.

2.1.2 Secondary Sources of Data

The researcher studied books, theses, articles, journals, etc. related to the research to facilitate the study. Some of the secondary sources were Ur (1973), Harmer (1987), Quirk and Greenbaum (1973), Bennett (1968), Celce Murcia & Larsen -Freeman (1999).etc.

2.2 Population of the Study

The students of grade seven were the population of the study.

2.3 Sampling Procedure

One of the private schools in Kathmandu district was selected through judgmental non- random sampling procedure. The number of students was thirty for sample of the research.

2.4 Tools for Data Collection

The main tool for data collection from the primary source was the written test item. The test items were developed to measure the target language grammar. It included a series of closed ended questions.

2.5 Process of Data Collection

The researcher collected the data from the primary sources by conducting a pre- test and a post test. For this purpose, she adopted the following steps:

- i. At first, the researcher went to the concerned school and asked the authority to get permission for carrying out the research and explained him the purpose and process of it.
- ii. After getting permission from the head teacher she consulted the English teacher of grade seven and requested him to inform and convince the sample for taking part in research.
- iii. After that, the researcher developed the test items used for pre- test and post- test.
- iv. The researcher piloted the test items to assess its validity. The test items were given to five students in the same level. Then, their performance was assigned in writing. There was no any change or modification in the test items. Then, pre- test was administrated to determine the proficiency level of the students.
- v. Then, the students were ranked from the first position to last position on the basis of their scores achieved in pre-test.
- vi. They were divided into two groups on the basis of odd and even numbers.
- vii. Group A was experimental and group B was controlled group. The group division was as follows:

Pre- test Rank	Group A	Group B
1-15	Odd	Even
16-30	Even	Odd

- viii. The students of both groups were taught the same teaching items simultaneously. Each group was taught for six days a week. One period of a day was of forty five minutes and each group was taught twenty four periods altogether. Group A was taught through inductive method and B was taught through deductive method.
- ix. After teaching for twenty four periods, a post-test was administered.
- x. Then, the results of the pre-test and post test were compared.

2.6 Limitations of the Study

This study was carried out within the following limitations:

- a. The study was limited to the learning of English grammar in a classroom setting.
- b. Only the 7th graders of the school were included as the sample of this study.
- c. The time for experiment was 24 days only.
- d. The data were collected only through the written test.
- e. The study was limited to teaching of the declarative sentence of tenses.
- f. The study was limited to private school of Kathmandu valley.
- g. Teaching items were limited to only grammatical items of tense.

CHAPTER - THREE

ANALYSIS AND INTERPRETATIONS OF DATA

This chapter consists of the analysis and interpretation of the data collected from the sample.

After collecting the responses by both groups of informants, the responses were marked systematically and scores obtained by them were tabulated. The analysis of information was done by using the statistical tools of average and percentage. The analysis concluded the interpretation of their performance and effectiveness of methods.

The data have been analyzed under the following headings:

- a. comparison of total performance in general
- b. item wise analysis in comparison of both groups
- c. gender wise comparison of both groups
- d. group wise comparison of the performance of boys in different test items as whole
- e. group wise comparison of the performance of girls in different test items as whole

The individual score of both (pre and post) tests of each heading were taken and tabulated group wise. The marks of each student in the pre- test were subtracted from the marks of the post -test of their performance. The results were converted into percentage. Then, the increased percentage of each group was determined by converting the average increased score into percentage. The two groups were compared on the basis of the increased percentage. If it was higher than 5 percent, it showed the progress of the group. The difference

below 5 percent was not statistically significant. Thus, the relative effectiveness of two methods was determined. The group which got a higher increment percentage has been considered better than the one which got lower percentage.

3.1 Comparison of the Total Performance in General

The questions were divided into four categories, i.e. multiple choice items, matching items, supplying the correct tense and changing the sentence. Each item consisted of the questions of twelve marks. The questions were of fifty full marks.

Table 1: Comparison in General

Group	Avg. score in pre-test	Avg. score in post-test	D	D%
A	22.06	40.33	18.30	82.76
B	24.8	37.6	12.8	51.61

The total average score revealed the fact that the average score obtained by group 'A' was 22.06 marks in the pre-test and 40.33 marks in the post - test. The increased percentage was (18.30) or (82.76). On the other hand, the average mark obtained by group 'B' was 24.8 in the pre-test and 37.6 in the post- test. The marks increased by 12.8. The increased percentage was 51.16. The difference between the percentages of two groups clearly showed that group 'A' was better than group 'B' in its performance in the post - test. Therefore, it was concluded that inductive method was more effective than deductive in teaching tenses in English.

3.2 Item-wise Analysis of Comparison of Both Groups

The questions were divided into four types, i.e. multiple-choice items, matching items, supplying the correct tense items, and changing the sentence item.

3.2.1 Multiple Choice Items

In this item the students had to choose the best answers from the given four alternatives. This item consisted of twelve questions which carried out twelve marks.

Table 2: Multiple Choice Items

Group	Avg. score in pre-test	Avg. score in post-test	D	D%
A	5	7.93	2.93	58.66
B	6.06	7.73	1.673	27.60

The table above shows that the average score obtained by group 'A' was 5 marks in the pre-test and 7.93 in the post- test in their performances. Their marks increased by 2.93. The increased percentage was 58.66. The average score obtained by group 'B' was 6.06 marks in the pre-test and 7.73 marks in the post- test in their performance. The difference between them was 1.67 and difference as percentage was 27.60.

This analysis helped to conclude that in this item the performance displayed by group 'A' was better than group 'B'. This shows that in totality inductive method seemed more effective than deductive method.

3.2.2 Matching Items

In this item, students were asked to match the items used in column A with those of column B. These items consisted of twelve questions which carried twelve marks.

Table No. 3: Matching items:

Group	Avg. score in pre-test	Avg. score in post-test	D	D%
A	3.86	10.2	6.33	163.83
B	4.53	9.33	4.8	105.89

The average score of group 'A' was 3.86 in the pre-test and 10.2 in the post- test in their performance. Their marks increased by 6.33 and increased percentage was 163.83

On the other hand, the average score of group 'B' was 4.53 marks in the pre-test and 9.33 in the post-test. Their marks increased by 4.8 and increased percentages was 105.89. The difference between the percentages of the two groups proved that group 'A' was better than group 'B' in their performance. Therefore, it was concluded that inductive method was better than deductive method to teach these items.

3.2.3 Supplying the Correct Tense Items

In this item students had to supply the correct tense of the verbs given in the bracket. These items consisted of twelve questions having twelve marks.

Table No. 4: Supplying the Correct Tense

Group	Avg. score in pre-test	Avg. score in post-test	D	D%
A	6.93	10.26	3.33	48.07
B	6.8	10	3.2	47.05

The average score of group 'A' was 6.93 in the pre-test and 10.26 in the post-test in their performance. Their mark increased by 3.33 and the increased percentage was 48.07. On the other hand, the average score of group 'B' was 6.8 in the pre-test and 10 in the post test in their performance. Their marks increased by 3.2. The increased percentage was 47.05

It showed that group 'A' was comparatively better than group 'B' in their performance in the post -test. Therefore, inductive method seemed slightly effective than deductive method to teach this item in tense.

3.2.4 Changing the Sentences Items

In this item, students had to change the sentences according to the tenses given in the bracket.

This item consisted of fourteen questions having fourteen marks.

Table No. 5: Changing the Sentences Items

Group	Avg. score in pre-test	Avg. score in post-test	D	D%
A	6.53	10.93	4.39	67.34
B	8	10.53	2.53	31.66

The average score of group 'A' was 6.53 marks in the pre-test and 10.93 in post- test. Their marks increased by 4.39. The increased percentage was 67.34, whereas, the average score of group ' B' was 8 marks in the pre-test and 10.53 in the post-test. Their marks increased by 2.53. The increased percentage was 31.66.

The difference between the percentages of the two groups indicated that group 'A' was comparatively better than group 'B' in their performance in the post-test. Therefore, it was concluded that, inductive method was more effective than deductive method to teach in this item.

3.3 Gender-Wise Comparison of both Groups

According to gender, the whole population of the study was divided into two variables i.e. boys and girls, their performance in the pre-test and post test were

determined separately and compared to find out the relative effectiveness of the two methods to teach tense in English.

3.3.1 Boys

The population of boys involved in both (pre and post) tests was twenty. Out of them, ten students were in group 'A' and ten in group 'B'. The questions containing all test items were of fifty full marks.

Table No. 6: The Performance of Boys in General

Group	Avg. score in pre-test	Avg. score in post-test	D	D%
A	19.7	39.3	19.6	99.49
B	21.8	37.1	15.3	70.18

The average score of group 'A' was 19.7 in the pre-test and 39.3 marks in the post -test in their performance. Their marks increased by 19.6. The increased percentage was 99.49. Group 'B' has the average score of 21.8 in the pre-test and 37.1 in the post-test. This group increased its average marks by 15.3 or 70.18.

The difference between the percentages of two groups indicated that group 'A' was far better than group 'B' in their performance in the post -test. Therefore, it was concluded that inductive method was more effective than deductive method for group 'A' boys to teach tense in English.

3.3.2 Girls

The population of girls involved in both (pre-test and post-test) was ten, out of them five students were in group 'A' and five in group 'B' The questions containing four test items were of fifty full marks.

Table No. 7: The Performance of Girls in General

Group	Avg. score in pre-test	Avg. score in post-test	D	D%
A	26.8	40.6	13.85	51.49
B	30.8	38.6	7.82	5.32

The above table showed that group 'A' has the average score of 26.8 in pre-test and 40.6 in the post-test. Group 'A' has increased its average mark by 13.85 or 51.49 percent. Group 'B' has the average score of 30.8 in the pre-test and 38.6 mark in the post-test. This group has increased its average marks by 7.82 or 25.32 percent.

The difference between the percentages of the two groups proved that group 'A' did much better in their performance in the post-test. Therefore, it was cleared that inductive method was more significant than deductive method in teaching tense in English.

3.4 Group-wise Comparison of the Performance of Boys in Different Test- Items as a Whole.

3.4.1 Multiple Choice Items

In this item the students had to choose the best answers from the given four alternatives. This item consisted of twelve questions which carried out twelve marks.

Table No. 8: Multiple Choice Items

Group	Avg. score in pre-test	Avg. score in post-test	D	D%
A	5.2	7.8	2.60	260
B	5.5	7.6	2.1	210

The above table showed that group 'A' has the average score of 5.2 in the pre-test and 7.8 in the post-test. This group has increased by 2.6 or 260 percent. Group 'B' has the average score of 5.5 in the pre-test and 7.6 in the post-test. This group has increased its average mark by 2.1 or 210 percent.

The difference between the percentage of two groups showed that group 'A' did much better than group 'B' in the post-test in their performance. Therefore, inductive method was more effective than deductive one in teaching.

3.4.2 Matching Items

In this item, students were asked to match the items used in column A with those of column B. These items consisted of twelve questions which carried twelve marks.

Table No. 9: Matching Items

Group	Avg. score in pre-test	Avg. score in post-test	D	D%
A	3	10.4	7.4	246.66
B	4.1	9.2	5.1	124.39

The average score of group 'A' boys in matching item was 3 marks in the pre-test and 10.4 in the post-test in their performance. The increased score was 7.4 and the increased percentage was 246.66, whereas, the average score of group 'B' was 4.1 in the pre-test and 9.2 in post -test in their performance. The mark increased by 5.1 and the increased percentage was 124.39. The difference between the percentages of two groups showed that group 'A' did far better in the post-test in their performance. Therefore, it was cleared that inductive method was more significant than deductive method to teach this item of tense in English.

3.4.3 Supplying the Correct Tense Items

In this item, students had to supply the correct tense of the verbs given in the bracket. These items consisted of twelve questions having twelve marks.

Table No. 10: Supplying the Correct Tense Items

Group	Avg. score in pre-test	Avg. score in post-test	D	D%
A	6.2	10.2	4	64.516
B	6.2	10.6	4.4	70.969

The average score of group 'A' boys in supplying the correct tense item was 6.2 in the pre-test and 10.2 in the post-test. The mark increased by 4 and the increased percentage was 64.51. On the other hand, the average scores of group 'B' boys was 6.2 in the pre-test and 10.6 in the post test in their performance. The mark increased by 4.4 and the increased percentage was 70.96.

The difference between the percentage of two groups indicated that group 'B' was comparatively better than group 'A' in their performance in the post-test. Therefore, it was concluded that deductive method was better than inductive method.

3.4.4 Changing the Sentences Items

In this item, students had to change the sentences according to the tenses given in the bracket. This item consisted of fourteen questions having fourteen marks.

Table No. 11: Changing the Sentences Items.

Group	Avg. score in pre-test	Avg. score in post-test	D	D%
A	5.4	11.2	5.8	107.40
B	5.8	10.4	4.6	79.31

The average score of group 'A' boys was 5.4 marks in the pre-test and 11.2 marks in the post-test in their performance. The marks increased by 5.8 and the increased percentage was 107.40. On the other hand, the average scores of group 'B' boys was 5.8 marks in the pre-test and 10.4 marks in the post-test of their performance. The mark increased by 4.6 and the increased percentage was 79.31. The difference between the percentages of two groups indicated that group 'A' was far better than group 'B' in their performance in the post -test. Therefore, it was concluded that inductive method was more significant than deductive method to teach tense in this item.

3.5 The Group-wise Comparison of the Performance of Girls in Different Test- items as a Whole

3.5.1 Multiple Choice Items

In this item, the students had to choose the best answers from the given four alternatives. This item consisted of twelve questions which carried out twelve marks.

Table No. 12: Multiple Choice Items

Group	Avg. score in pre-test	Avg. score in post-test	D	D%
A	4.6	8.2	3.6	78.26
B	6.8	8	1.2	17.64

The above table shows that group 'A' has 4.6 score in the pre-test and 8.2 in the post test. This group increased its average score by 3.6 or 78.26 percent. Group 'B' has the average score of 6.8 in the pre-test and 8 in the post-test. This group was increased its average marks by 1.2 or 17.64 percent.

The table shows that the percentage of the performance of group 'A' was far better than group 'B'. Therefore, inductive method was more effective than deductive one to teach multiple choice items in English tense.

3.5.2 The Matching Items

In this item, students were asked to match the items used in column A with those of column B. These items consisted of twelve questions which carried twelve marks.

Table No. 13: the Matching Items

Group	Avg. score in pre-test	Avg. score in post-test	D	D%
A	5.6	9.8	4.2	75
B	5.4	9.6	4.2	77.77

The average score of group 'A' girls in matching item was 5.6 in pre-test and 9.8 in the post-test. Their marks increased by 4.2. The increased percentage was 75. The average score of group 'B' girls in matching item was 5.4 marks in the pre-test and 9.6 in the post-test and the marks increased by 4.2 and the increased percentage was 77.77.

The table showed that the percentage of the performance of group 'B' was better than group 'A'. Therefore, deductive method was slightly effective than inductive method to teach matching item in English.

3.5.3 Supplying the Correct Tense Items

In this item, students had to supply the correct tense of the verbs given in the bracket. These items consisted of twelve questions having twelve marks.

Table No. 14: Supplying the Correct Tense Items

Group	Avg. score in pre-test	Avg. score in post test	D	D%
A	8	10.4	2	23.80
B	2	9.6	1.6	20

The average score of group 'A' girls was 8.4 in the pre-test and 10.4 marks in the post-test. Their score increased by 2 and the increased percentage was

23.80. The average score of group 'B' girls was 2 in the pre-test and and 9.6 in the post-test. Their mark increased by 1.6 and the increased percentage was 20.

The performance in the post-test showed that group 'A' did better than group 'B'. So, inductive method was slightly effective than deductive method to teach supplying the correct tense in English.

5.3.4 Changing the Sentences Items

In these items, students had changed the sentences according to the given tense in the bracket.

Table No. 15 Changing the Sentences Items

Group	Avg. score in pre-test	Avg. score in post-test	D	D%
A	8.6	11	2.4	27.90
B	10.4	10.2	-0.2	-1.92

The average score of group 'A' was 8.6 marks in the pre-test and 11 in the post-test. Their mark increased by 2.4 and the increased percentage was 27.90. On the other hand, the average score of group 'B' was 10.4 in the pre-test and 10.2 in the post-test. Their score increased by 0.2 and the increased percentage was 1.92.

The above table shows that the performance of group 'A' was better than group 'B'. So, the performance indicated that the effectiveness seemed better in inductive method than deductive one.

CHAPTER - FOUR

FINDINGS AND RECOMMENDATIONS

4.1 Findings

The findings of the study have been derived from the analysis and interpretation of data. The findings are presented here on the basis of the group rather than responses of the individual students.

In order to achieve the effectiveness of these two methods (inductive and deductive) with respect to teaching tenses in English in the context of Nepal, a practical comparative study was done on the sample population and collected data were analyzed using simple statistical tools like average and percentage. At last, the percentages of the students were compared in group to find out the effectiveness of inductive or deductive method. The major findings obtained after analyzed and interpreted data are summarized as follows:

- a) In general comparison, the students of group 'A' increased their marks by 80.03 and the students of group 'B' increased their marks by 51.87 percent in their performance in the post -test .The difference between the increased percentage of each group proved that inductive method was more significant than deductive one to teach tense in English in general.
- b) In item wise analysis, in comparison of both groups, the analysis showed that except test -item 2 (matching item) in the performance of girls (Table No.13) all the test items showed that inductive method was found more better than deductive method.
- c) In item-wise analysis of comparison, group 'A' has increased its' average marks by 58.66 percent, 163.78 percent, 48.07 percent and

67.34 percent in the test 1, 2, 3 and 4. Group 'B' increased by 27.48 percent, 105.87, 47.05 and 31.66 percent in test items, 1, 2, 3 and 4 respectively. Group 'B' increased by 27.48, 105.87, 47.05 and 31.66 percent in test items 1, 2, 3 and 4 (See Table No 2, 4, 5).

- d) In the result of gender-wise analysis, it showed that group 'A' boys increased their marks by 99.49 percent and group 'B' increased their marks by 70.18 percent. The difference between the increased percentages proved that inductive method was more effective than deductive method to teach English tense (See Table No. 6). Group 'A' girls increased their marks by 51.49 percent and group 'B' increased their marks by 25.32 percent. The difference between the increased percentages proved that inductive method was far better than deductive method to teach tenses in English (See Table No. 7).
- e) In group-wise analysis of the performance of boys in different test items, the result of the data showed that in all test items inductive method was found comparatively more effective than deductive method except the test items 2 (the performance of girls in matching item table no 13. and the performance of boys in supply the correct tense ta). Group 'A' has increased its average marks by 50 percent, 246.66 percent, 70.96 percent and 107.40 percent in test items 1, 2, 3, and 4. Group 'B' has increased its marks by 38.18 percent, 124.39 percent, 64.51 percent, 79.31 percent in test items 1,2,3 and 4 respectively (See Table No 8,9,10).
- f) In group-wise analysis of the performance of girls in different test-items, the analysis showed that group 'A' did much better in all test-items accept the performance of girls in matching items then group 'B' in their performance in the post- test. Group 'A' increased its' average marks by 78.26, 75, 23.80 and 18.60 percent. Group 'B' has increased

its average marks by 17.64, 77.77, 20, and 1.92 percent in test items 1, 2, 3 and 4 respectively.

So, the result showed that inductive method was more effective than deductive method to teach tense in English.

4.2 Recommendations

On the basis of the findings of the research, the researcher has made the following recommendations for pedagogical implications.

- a) More emphasis should be given to inductive method than deductive method in teaching tense in English.
- b) The boys' performance was found better than the girls in all of the test items in inductive method of teaching. Therefore, inductive teaching is quite essential in teaching tense in English.
- c) In order to make the students more active in classroom, inductive method should be applied in teaching tense because ample practice rather than recitation of rules make them more active in classroom. In the study, the students of group A, which was taught inductively was found more active in classroom while teaching tense in comparison to the students of group B, which was taught deductively. Therefore, inductive method should be used to make the students more active in classroom than the deductive one.
- d) In relation to the inductive method, the textbook writers should provide sufficient examples which express the correct tenses of the verbs. However, the rules should be precise, explicit, and unambiguous and should cover the topic.
- e) The syllabus designers and methodologists should encourage in the use of inductive method for teaching grammar, because inductive method makes the students' active and learning becomes easier and everlasting. However,

it does not mean that deductive method should be given no place at all in the syllabus and textbooks.

- f) In the context of Nepal, inductive method seems better than deductive method (as shown in the result) because the students feel very difficult to learn the English language in Nepali environment. So it seems that the sufficient explicit examples should need at first, and the student would be participated in active position.
- g) Inductive method requires much time. So, the teacher should devote much time according to the language item while using inductive method. In the study, the researcher herself experienced that group A, which was taught inductively, required much time in teaching the same item in comparison with group B, which was taught deductively. So, it is suggested that much time should be devoted while using inductive method.
- h) This study was conducted in one private school of Kathmandu valley. It was limited to thirty students for sample. So, it can not be claimed that the findings of this study will be applicable to whole grammar. Therefore, it is suggested that further research should be carried out with different number of students to make the findings reliable and valid.

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APPENDIX - II

Lesson Plans

School: Creative Academy Secondary Boarding School, Kirtipur

Subject: Grammar (Tense)

Date: 2065-05-15

Class: Seven

Period: Third

Time: 45 Min.

Lesson Plan No. 1

Topic: Simple Present Tense

Specific objectives: At the end of the class, the students will be able to:

- (1) Write the sentences using simple present tense.
- (ii) Write the structure of simple present tense.

Teaching Materials

- i. Materials of daily use
- ii. Sentence cards
- iii. Structure cards

Teaching Learning Activities:

Group 'A'

At first, the teacher writes some sentences using simple present tense on the board and asks the students to read. Then, she asks them to make other similar sentences. Then, teacher displays the sentence card having a list of sentences- such as:

I play football.

We go to school.

You dance very well, etc.

The teacher asks them to read and write. Then, the teacher asks them to make other similar sentences. The teacher asks the students to guess the structure or rule of the sentences. Students will discover the rule. The teacher asks the students to write the rule. Then, the teacher asks them to make other sentences and write the rules. She helps them, if necessary.

Group 'B'

At first, the teacher writes the following rule on the board.

e.g.,

Sub + v/v + s/es +object.

The teacher explains the rule by displaying the structure used in group 'A', students listen to her. Then, the teacher writes the sentences as in group 'A' and she expands the rule using the sentences. Then, the teacher asks the students to re-write the rule and to generalize the given sentences. She asks them to generalize the rule given sentences. She asks them to memorize the rule and make some sentences using the rule. The teacher displays the sentences card used in group 'A' and asks them to write the rules of the sentences. The teacher helps them, if necessary.

Evaluation

The teacher asks the students to make some sentences using simple present tense and the structure of each sentence.

Homework

- i. Write any seven sentences using simple present tense.
- ii. Write the structure of simple present tense.

Lesson Plan No, 2

Topic: Simple Present Tense

Specific Objective: At the end of the lesson, the students will be able to do the following exercise:

Fill in the blanks with appropriate words.

- a) The river under the bridge.
i) Flow ii) flowed iii) flows
- b) She tea at five o'clock everyday.
i) Drinks ii) drank iii) drinking
- c) I at five o'clock everyday
i) get up ii) got up iii) getting up

Teaching Activities: At first, the teacher revises the previous lesson. Then, she asks them to do a lot of exercises related to the topic. She gives the problems in the black board and asks them to write the answer. The teacher divides the whole class into different groups and asks them to do practice of the above questions. She asks the students to do other extra activities of simple present tense. The teacher asks the students to write the structure of the simple present and make the sentences according to the structure. She makes the same activities in group A and B.

Homework: Fill in the blanks of the above questions.

Lesson Plan 3

Topic: Present Continuous Tense

Specific Objectives: At the end of the lesson, the students will be able to:

- i) write any seven sentences using present continuation tense.
- ii) write the structure of present continuous tense

Teaching Materials

- i. Materials of daily use
- ii. Sentences cards
- iii. Structure cards

Teaching Activities

Group 'A'

At first, the teacher writes some sentences using present continuous tense on the board and asks the students to read. Then, she asks them to make other similar sentences. The teacher displays the sentence cards having list of sentences such as:

- I am playing football
- We are going to school
- You are dancing very well
- They are sleeping at 8 O'clock etc.

The teacher asks the students to read and write. The teacher asks the students to make other similar sentences. Students are engaged to make sentences. Then, the teacher asks the students to guess the structure of the sentences .She displays the rule card (sub+ is/ am /are +v⁴+ object).They discover the rule of the given sentences. She helps them, if necessary.

Group 'B'

At first, the teacher writes the following rule on the board;

Sub+ is/am/are/ v^{ing} + object

The teacher explains the rule by displaying the structure card used in group 'A'. Students listen to her. The teacher writes the sentences as in group 'A'. The teacher explains the rule by using the sentences. The teacher asks the students to repeat the rule of the present continuous tense and generalizes the given sentences. She asks them to memorize the rule. The teacher displays the sentence cards used in group 'A' and asks them to write rule of the each sentence. She helps them, if necessary. The teacher writes the rule on the board and asks them to make sentences using the rule.

Evaluation

The teacher asks the students to make some sentences using present continuous tense and the rule of each sentence.

Homework

- Write any seven sentences using present continuous tense.
- Write the structure of present continuous tense.

Lesson Plan No. 4

Topic: Present Continuous Tense

Specific Objective: At the end of the lesson, the students will be able to do the following exercise.

Match the following items in Column A to B.

A	B
Is eating rice.	I
Are going to market.	We
Are dancing very well.	They
Am singing a song.	She

Teaching Activities

At first, the teacher revises the previous lesson then she asks them, to do a lot of exercises related to the topic and asks the students to do the answer. The teacher divides the class into different groups and asks them to do practice of the above questions. She asks them to do other extra activities of present continuous and asks them to make the sentences according to the structure. She makes the same activities in group. 'A' and 'B.'

Homework: Match column A to 'B' in the above questions

Lesson Plan No. 5

Topic: Present Perfect Tense

Specific Objectives: At the end of the lesson, students will be able to

- i) write some sentences using present perfect tense.
- ii) write the structure of present perfect

Teaching Materials

- i. Materials of daily use
- ii. Sentences cards
- iii. Structure cards

Teaching Activities –

Group ‘A’

At first, the teacher writes some sentences using present perfect tense on the board and asks the students to read. She asks the students to make other similar sentence. The teacher displays the sentence card having list of sentences such as:

- I have been a teacher since 1967
- We have already seen that movie.
- They have gone to market etc.

The teacher asks the students to read loudly. She asks them to make other similar sentences Students are asked to make other sentences. The teacher asks the students to guess the structure of sentences used in card. The teacher displays the structure cards e.g. Sub +has/have+ v3+ object. Students read and write. Then, they discover the rule of the given sentences. The teacher helps them, if necessary.

Group 'B'

At first, the teacher writes the following rule on the board:

Sub+ has/have+ v3 object.

The teacher explains the rule by displaying the structure card used in group 'A'. Students listen to her. She writes the sentences as in group 'A'. The teacher asks the students to rewrite the rule of the present perfect tense she asks them to memorize the rule first and generalize the given sentences. The teacher displays the sentence cards used in group 'A' and asks the students to write the rule of the given sentences. At last, the teacher writes the rule on the board and asks them to make some sentences according to the rule.

Evaluation

The teacher asks the students to make any seven sentences using present perfect tense. She asks them to write the structure of present perfect.

Homework

- i. Write any seven sentences using present perfect tense.
- ii. Write the structure of present perfect.

Lesson Plan No. 6

Topic: Present Perfect Tense

Specific objectives: At the end of the lesson the students will be able to do the following exercise:

- 1) Make the sentences in present perfect tense
 - a) He (go) out.
 - b) They (play) football.
 - c) We (sing) a song.

Teaching Learning Activities:

At first, the teacher revises the previous lesson. Then, she asks them to do a lot of exercises related to the topic. She gives a lot of problems in the board and asks them to write the answer. The teacher divides the whole class into different groups and asks them to do practice of the above questions. She asks the students to do other extra activities of present perfect tense. She asks them to write the structure of present perfect and asks them to make sentences according to the rule. The teacher makes the same activities in group A and B.

Homework: Supply the correct tenses of the verbs given above.

Lesson Plan No. 7

Topic: Present Perfect Continuous Tense

Specific Objectives: At the end of the lesson the students will be able to -

- i) write any seven sentences using present perfect continuous tense
- ii) write the structure of present perfect continuous tense

Teaching Materials

- i. Materials of daily use
- ii. Sentences cards
- iii. Structure cards

Teaching Activities

Group 'A'

At first, the teacher writes some sentences using present perfect continuous tense on the board and asks them to read. Then, she asks them to make other similar sentences. The teacher displays the sentences cards having a list of sentences such as -

- I have been reading that book.
- They have been getting better and better
- She has been working hard.
- It has been getting strong.

The teacher asks the students to read and write. The teacher asks them to make other similar sentences. Students make sentences. Then, the teacher asks the students to find the rule or structure of each sentence. The teacher displays the structure card such as - Sub+ have/has +been +v^{ing}+object. Students read and write the rule. Then, they involve discovering the rule of the given sentences. She helps them, if necessary.

Group 'B'

At first, the teacher writes the following rule on the board.

Sub+ have/has+ been+ v^{ing} object.

The teacher explains the rule by displaying the structure card used in group 'A'. Students listen to her. The teacher writes the sentences as in group 'A'. The teacher expands the rule by using the sentences. The teacher asks the students to rewrite the rule of the present perfect continuous and generalize the given sentences. She asks them to memorize the rule. The teacher displays the sentence cards used in group 'A' and asks them to write the rule of the sentences. The teacher writes the rule on the board again and asks the students to make some sentences of using the rule. She helps them, if necessary.

Evaluation

The teacher asks the students to make some sentences using present perfect continuous tense and the rule of each sentence.

Homework

- i. Write any seven sentences using present perfect continuous tense
- ii. Write the structure of present perfect continuous tense.

Lesson Plan No. 8

Topic: Present Perfect Continuous Tense

Specific Objectives: At the end of the lesson, the students will be able to do the following exercise:

Fill in the blanks by using the verbs given in the brackets

- a. He has----- for five hours
(Sleeping, been sleeping, be sleeping)
- b. They ----- playing football.
(has been, had, have been)
- c. She has ----- dancing very well.
(be, was, been)

Teaching Activities: At first, the teacher revises previous lesson. Then she asks them to do a lot of exercises related to the topic. She gives the problems of fill in the blanks related to the topic and asks them to write the answer. The teacher divides the whole class to different groups and asks them to practice the above questions. She asks the students to other extra activities of present continuous tense and make the sentences according to it. She makes the same activities in group 'A' and 'B'.

Homework: Fill in the blanks of the above questions.

Lesson Plan No.9

Topic: Simple Past Tense

Specific Objectives: At end of the class, the students will be able to-

- i) write some sentences using simple past tense
- ii) write the structure of simple past.

Teaching Materials

- i. Materials of daily use
- ii. Sentences cards
- iii. Structure cards

Teaching Activities

Group 'A'

At first, the teacher writes some sentences using simple past tense on the board and asks the students to read. Then, she asks them to make other similar sentences. The teacher displays the sentence cards having a list of sentences such as -

- I met him yesterday
- He lived in Kirtipur for 8 years etc.

The teacher asks the students to read and write. The teacher asks them to make other similar sentences. Students are engaged to make sentences. The teacher asks the students to guess the structure of the sentences. The teacher displays the structure card, such as- Sub+v2+object. Students read and write. Then, they involve discovering the rule of the given sentences. She helps them, if necessary.

Group 'B'

At first, the teacher writes the following rule on the board

Sub+v² object

The teacher explains the rule by displaying the structure card used in group 'A'. Students listen to her. The teacher writes the sentences as in group 'A'. The teacher expands the rule by using the sentences. The teacher asks the students to rewrite the rule and generalize the given sentences. She asks them to memorize the rule. The teacher displays the sentences card used in group 'A' and asks them to write the rule of the each sentence. She helps them, if necessary. The teacher writes the rule on the board and asks them to make some sentences using the rule.

Evaluation

The teacher asks the students to make some sentences using simple past tense and the rule of each sentence.

Homework

- i. Write any seven sentences using simple past tense
- ii. Write the structure of simple past tense.

Lesson plan No. 10

Topic: Simple Past Tense

Specific objectives: At the end of the lesson, the students will be able to do the following exercise:

Tick the best answer of the following questions.

- a) The steamer ----- yesterday
i) Sailed ii) salt ii) Sail
- b) I ----- his letter a week ago.
D) Receives ii) receive c) received
- C) She ----- school last year.
i) Left ii) live iii) leave

Teaching Activities

At first, the teacher revises the previous lesson. Then, she asks them to do a lot of exercises related to the topic. She gives the problems in the board and asks them to write the answer. The teacher divides the whole class into different groups and asks them to do practice of the above questions. She asks the students to do other extra- activities related to the topic. She asks them to write the structure of past tense and make the sentences according to the structure. She makes the same activities in group A and B.

Homework: Tick the best answer of the given exercise.

Lesson Plan 11

Topic: Past Continuous Tense

Specific Objectives: At the end of the lesson the students will be able to -

- i) write some sentences using past continuous tense
- ii) write the structure of past continuous tense

Teaching Materials

- i. Materials of daily use
- ii. Sentences cards
- iii. Structure cards

Teaching Activities

Group 'A'

At first, the teacher writes some sentences using past continuous tense on the board and asks the students to read. She asks them to make other similar sentence. The teacher displays sentence cards having a list of sentences. Such as

- I was playing football
- He was playing football
- You were dancing very well.

The teacher asks the students to read and write. The teacher asks them to make other similar sentence .Students are engaged to make sentences. Then, the teacher asks the students to guess the structure of the sentences. The teacher displays the rule. Such as, Sub+ was/were/ + v^{ing} + object. Students read and write. Then, they involve discovering the rule of the given sentence. She helps them, if necessary.

Group 'B'

At first, the teacher writes the following rule on the board such as, - Sub+ was/were + v^{ing} + object.

The teacher explains the rule by displaying the structure card used in group 'A'. Students listen to her. The teacher writes the sentences as in group 'A'. She expands the rule using the sentence. The teacher asks the students to rewrite the rule of the past continuous tense and generalize the given sentence. She asks them to memorize the rule. The teacher displays the sentences card used in group 'A' and asks them to write the rule of each sentence. She writes the rule on the board and asks to make some sentences using the rule

Evaluation

The teacher asks the students to make some sentences using past continuous tense and the rule of each sentence.

Homework

- i. Write any seven sentences using past continuous tense.
- ii. Write the structure of past continuous.

Lesson Plan No. 12

Topic: Past Continues Tense

Specific Objectives: At the end of the lesson, the students will be able to do the following activities.

Supply the correct tenses of the verbs given in the brackets.

- a) I (play) football yesterday.
- b) They (had) dancing very well.
- c) It (is) getting dark.

Teaching Activities:

At first, the teacher revises the previous lesson. Then, she asks them to do a lot of exercises related to the topic. She gives the problems in the board and asks them to write the answer. The teacher divides the whole class into different groups and asks them to do practice of the above questions. She asks the students to do other extra activities of past continuous. The teacher asks the students to write the structure of simple presents and make the sentences according to the structure. She makes the same activities in group A and B.

Homework: Supply the correct tenses of the verb in the brackets.

Lesson Plan No. 13

Topic: Past Perfect Tense

Specific Objective: On the completion of the lesson, the students will be able to -

- i) write some sentences using past perfect
- ii) write the structure of past perfect

Teaching Materials

- i. Materials of daily use
- ii. Sentences cards
- iii. Structure cards

Teaching Activities

Group 'A'

At first, the teacher writes some sentences using past perfect tense on the board and asks the students to read. Then, she asks them to make other similar sentences. The teacher displays the sentence card having a list of some sentences.

- She had worked at the post office before 1963.
- I had done my homework etc.

The teacher asks the students to read and write. The teacher asks them to make other similar sentences. Students are engaged to make sentences. The teacher asks to guess the structure of the sentences.

The teacher displays the rule and students read and write. Then, they are involved to discover the rule of the given sentences she helps them, if necessary.

Group 'B'

At first, the teacher writes the following rule on the board (sub + had+ v3+ objects). The teacher explains the rule by displaying the structure card used in group 'A'. Students listen to her. The teacher writes the sentences as in group 'A'. She expands the rule by using the sentences. The teacher asks the students to re-write the rule of the past perfect tense and generalize the given sentences. She asked them to memorize the rule. The teacher displays the sentence card used in group 'A' and asks them to write the rule of each sentence. She helps them, if necessary. The teacher writes the rule on the board and asks them to make some sentences using the rule.

Evaluation

The teacher asks the students to write some sentences using past perfect tense and the structure of each sentences.

Homework

- i. Write any seven sentences using present past tense.
- ii. Write the structure of past perfect.

Lesson Plan No. 14

Topic: Past Perfect Tense

Specific Objectives: At the end of the lesson, the students will be able to do the following exercise:

Fill in the blanks used in the bracket

- a. I had ----- the homework.
(do, did, done)
- b. you had ----- a bus (drive, drove, driven)
- c. when I reached the station, the train had ----- (start, started, starts)

Teaching Activities: At first, the teacher revises the previous lesson. Then, she asks them to do a lot of exercises related to the topic. She gives the problems and asks them to write the answer. The teacher divides the whole class into different groups and asks them to do practice of the above question. She asks the students to do other extra activities related to the topic. She asks to write the structure of the tense and makes sentences according to the rule. She makes the same activities in group A and B.

Homework: Fill in the blanks of the above questions.

Lesson Plan No. 15

Topic: Past Perfect Continuous Tense

Specific Objective: At the end of the lesson the students will be able to-

- i) write some sentences using past perfect continuous tense
- ii) write the structure of past perfect continuous tense

Teaching Materials

- i. Materials of daily use
- ii. Sentences cards
- iii. Structure cards

Teaching Activities:

Group 'A'

At first, the teacher writes some sentences using past perfect continuous tense on the board and asks the students to read. She asks them to make other similar sentences. The teacher displays the sentence card having list of sentences such as-

- I had been waiting to see that play
- We had been cooking food etc.

The teacher asks the students to read and write. The teacher asks them to make other similar sentences. Students are engaged to make other sentences. Then, she asks to guess the structure of the sentences. The teacher displays the structure card (Sub. + had + been + v + ^{ing} + object) and asks them to read and write. Then, they involve to discover the rule of the given sentences. She helps them, if necessary.

Group 'B'

At first, the teacher writes the following rule on the board sub+ had+ been + v^{ing} + object

The teacher explains the rule by displaying the structure card used in Group 'A'. Students listen to her. The teacher writes the sentences as in group 'A'. The teacher expands the rule by using the sentences. The teacher asks the students to rewrite the rule of the past perfect of continuous tense and generalize the given sentences, she asks them to memorize the rule. The teacher displays the sentences card used in group 'A' and asks them to write the rule of each sentence. She helps them if necessary. The teacher and asks them to make sentences according to it.

Evaluation

The teacher asks the students to make some sentences using past perfect continuous tense and the rule of each sentences.

Homework

Write any seven sentences using post perfect continuous tense and structure of past perfect continuous tense.

Lesson Plan No. 16

Topic: Past Perfect Continuous

Specific Objectives: At the end of the lesson, the students will be able to do the following activities:

Supply the correct tense of the verbs in the bracket.

- a. We (speak) English
- b. He (write) novel for two months.
- c. I (write) a story
- d. They (still) my pen.

Teaching Activities:

At first, the teacher revises the previous lesson. Then, she asks them to do a lot of exercises related to the topic. She gives some problems in the board and asks them to write the answer. The teacher divides the whole class into different groups and asks them to do practice of the above questions. She asks the students to do other extra activities related to the topic.

She asks them to write the structure of past perfect continuous tense. The teacher makes the same activities in group A and B.

Homework: Supply the correct tenses of the verbs given in the brackets above.

Lesson Plan No. 17

Topic: Simple Future Tense

Specific Objective: On the completion of the lesson, the students will be able to:

- i) write some sentences using simple future tense
- ii) write the structure of simple future tense

Teaching Materials

- i. Materials of daily use
- ii. Sentences cards
- iii. Structure cards

Teaching Activities

Group 'A'

At first, a teacher writes some sentences using simple future on the board and asked them to read. She asks them to make other similar sentences. The teacher displays the sentences card having a list of sentence of simple future such as -

- I shall play football
- She will sing a song
- He will study in T.U. until he finishes his master's degree etc.

The teacher asks the students to read and write. She asks them to make other similar sentences. Students are engaged to make the sentences. The teacher asks the student to guess the structure of the sentences. The teacher displays the structure card such as, .sub+will/shall+v1+object and asks them to read and write. They involve to discover the rules of the given sentences. She helps them, if necessary.

Group 'B'

At first, the teacher writes the following rule on the board such as: sub+ will/shall + v¹ + object. The teacher explains the rule by displaying the structure card used in group 'A' and students listen to her. The teacher writes sentences as in group 'A'. The teacher expands the rule by using the sentences. The teacher asks the student to rewrite the rule of simple future tense and generalizes the given sentences. She asks them to memorize the rule. The teacher displays the sentences card used in group 'A' and asked them to write the rule of each sentence. The teacher writes rule on the board and asks them to make sentences using the rule.

Evaluation

The teacher asks the students to make some sentence using simple future sentences and rule of each sentence.

Homework

- i. Write any seven sentences using simple future sentence
- ii. Write the structure of simple future tense.

Lesson Plan No. 18

Topic: Simple Future Tense

Specific objectives: At the end of the class, the students will be able to do the following exercises.

Fill in the blanks by using the words given in the bracket.

- a. I go to Kathmandu tomorrow (shall, will, would)
- b. It rain soon.
(Shall, will, will have)
- c. They the rice next year.
- d. (would plant ,will plant, planted)

Teaching Activities:

At first, the teacher revises the previous lesson then, she asks them to do a lot of exercises related to the topic. She gives the problems of fill in the blanks in the board and them to write answer. She gives other extra examples and activities related to the topic. The teacher asks the students to write the structure of simple future tense. She asks them to make some sentence according to the rule. She makes the same activities in group A and B

Homework: Fill in the blanks by using the words given above.

Lesson Plan No. 19

Topic: Future Continuous Tense

Specific objective: At the end of the lesson the students will be able to

- i) write some sentences using future continuous tense
- ii) write the structure of future continuous tense

Teaching materials

- i) Materials of daily use
- ii) Sentence cards
- iii) Structure cards

Teaching Activities

Group 'A'

At first, the teacher writes some sentences using future continuous tense on the board and asks the students to read and write. She asks them to make other similar sentences. The teacher displays the sentence card having a list of sentences.

- I will be playing football next year.
- We will be going to school etc.

The teacher asks the students to read and write. The teacher asks them to make other similar sentences. Students are engaged to make the sentences in group. The teacher asks the students to guess the structure of the sentences. She displays the structure card such as sub+ shall/will+ be+ v^{ing} + object. Students read and write, then they involve to discover the rule of the given sentences she helps them if necessary

Group 'B'

At first, the teacher writes the following rule on the board. Sub+ will/shall+ be+ v^{ing}+ object. The teacher explains the rule by displaying the structure card used in group 'A' .Students listens to her. The teacher writes the sentences as in group 'A' and she expands the rule by using the sentence.

The teacher asks the students to re-write the rule of the future continuous and generalize the given sentences. She asks them to memorize the rule. The teacher displays the sentences card used in group 'A' and asks them to write the rule of each sentence. The teacher writes the rule on the board and asks the students to make some sentences using the rule.

Evaluation

The teacher asks the students to make some sentences using future continuous tense and the structure of each sentence.

Homework

- i. Write any seven sentences using future continuous tense.
- ii. Write the structure of future continuous tense

Lesson Plan No. 20

Topic: Future Continuous Tense

Specific Objective: On the completion of the lesson, the students will be able to do the following activities.

Fill in the blanks of the given words in the bracket.

- a. My wife Working rice. (will, will have, will be)
- b. I painting the door. (Shall, shall be would)
- c. You Writing a letter (will, will be, would)

Teaching Activities: At first, the teacher revises the previous lesson. Then, she asks them to do a lot of exercises related to the topic. The teacher writes a lot of problems on the board and asks the students to solve the problems. The teacher divides the whole class in to different groups and asks them to do practice of the above questions. She asks the students to do other extra activities. The teacher asks the students to write the structures and asks them to make some sentences according to the structures. She makes them in same activities in group A and B.

Homework: Fill in the blanks of the verbs given in the bracket above.

Lesson Plan No. 21

Topic: Future Perfect Tense

Specific objective

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

- i. write some sentences using future perfect tense
- ii. write the structure of future perfect tense

Teaching Materials

- i) Materials of daily use
- ii) Sentence cards
- iii) Structure cards

Teaching Activities

Group 'A'

At first, the teacher writes some sentences using future perfect tense on the board and asks the students read and write. She asks them to make other similar sentences. The teacher displays the sentence card having listed of sentences, such as:

- I will have finished all this word processing 5.p.m
- Blake will have married Anjila etc.

The teacher asks the students to read and write. The teacher asks them to make other similar sentences. Students are engaged to make the sentences. Then, the teacher asks the students to guess the structure of the sentences. The teacher displays the structure card and asks them to read and write. They involve to discover the rule of the given sentences. She helps them if necessary.

Group 'B'

At first, the teacher writes the following rule on the board e.g. sub+ will/shall+ have/has+ v3+ object. The teacher explains the rule by displaying the structure card used in group 'A'. Students listen to her. The teacher writes the sentences as in group 'A' The teacher expands the rule by using the sentences. Then, she asks them to re-write the rule of future perfect tense and generalize the given sentences. She asks them to memorize the rule. The teacher displays the sentences cards used in group 'A' and asks them to write the rule of each sentence. The teacher writes the rule on the board and asks them to make some sentences using the rule. She helps them, if necessary.

Evaluation:

The teacher asks the students to make some sentences using future perfect tense and the rule of each sentence.

Homework:

- i. Write any seven sentences using future perfect.
- ii. Write the structure of future perfect tense.

Lesson Plan no. 22

Topic: Future Perfect Tense

Specific Objectives: At the end of the lesson, the students will be able to do the following exercise:

Supply the correct tense of the verbs given in the brackets.

- a. By tomorrow, we will, have (finish) the work.
- b. By the next year, they will (do) the homework.
- c. By 2001 I will (find) a cure for cancer, etc.

Teaching Activities

At first, the teacher revises the previous lesson. Then, she asks them to do a lot of exercises related to the topic. She gives a lot of problems in the board and asks them to write the answer. The teacher divides the whole class into different groups and asks them to do practice of the above questions.

She asks the students to do other extra activities and asks them to write the structure of future perfect. She asks them to make sentences according to the structure. The teacher makes same activities in group A and B.

Homework: Supply the correct tenses given in the bracket above.

Lesson Plan No. 23

Topic: Future Perfect Continuous Tense

Specific objective:

At the end of lesson, the student will be able to:

- i) write any seven sentences using future perfect continuous tense
- ii) write the structure of future perfect continuous tense

Teaching Materials

- i) Materials of daily use
- ii) Sentence cards
- iii) Structure cards

Teaching Activities

Group 'A'

At first, the teacher writes some sentences using future perfect continuous tense on the board and asks the students to read. Then, she asks them to make other similar sentences. The teacher displays the sentences card having list of sentences such as:

- He will have books keeping a journey for 10 years next month.
- They will have been eating rice, etc.

The teacher asks the students to read and write. The teacher asks them to make other similar sentences. Students are engaged to make other sentences. The teacher asks the students to guess the structure of the sentences. The teacher displays the structure card and asks the students to read and write, such as -

sub+ shall/will +have+ been+ v^{ing} + object. They involve discovering the rule of the given sentences. She helps them, if necessary.

Group 'B'

At first, the teacher writes the following rule on the board (Sub+ shall/will + have + been + v^{ing} + object) .The teacher explains the rule by displaying the structure card used in Group 'A'. Students listen to her. She writes the sentences as in Group 'A' and she expands the rule by using the sentences. The teacher asks the students to rewrite the rule of the future perfect continuous tense and generalize the given sentences. She asks them to memorize the rule. The teacher displays the sentences card used in group 'A' and asks them to write the rule of each sentence. She helps them if necessary. The teacher writes the rule on the board and asks them to make some sentences according to the rule.

Evaluation

The teacher asks the students to make some sentences using future perfect continuous tense and the rule of each sentence.

Homework

- i. Write any seven sentences using future perfect continuous tense.
- ii. Write the structure of future perfect continuous tense.

Lesson Plan No. 24

Topic: Future Perfect Continuous

Specific Objectives: At the end of the lesson, the students will be able to do the following exercise.

Choose the correct tense of the verbs and fill in the blanks.

- a. By next March we shall havefor four years.
(be living , been living, living)
- b. I'llteaching for twenty years next July.
(have, has been, have been)
- c. He willteaching English for eight years.
(Has been, have been, have)

Teaching Activities: At first, the teacher revises the previous lesson. Then, she asks them to do a lot of exercises related to the topic. She writes the problems on the board and asks the students to write the answer. The teacher divides the whole class into different groups and asks the students to do the practice of the above questions. She asks the students to do the other extra activities and she asks them to write the structure and some sentences according to the structure. She makes the same activities in group A and B.

Homework: Fill in the blanks of the above questions.

APPENDIX - 3

Marks obtained by the students in both pre - test and post - tests.

a) List of the students involved in this study in the marks secured by them.

Creative Academy Secondary Boarding School, Kirtipur - Kathmandu

Student's rank according to the pre- test.

Rank	Name of the Students	Obtained Marks
1	Lasta Maharjan	40
2	Ruby Bista	33
3	Sanisha Maharjan	33
4	Dikshya Maharjan	32
5	Sidickshya Shrestha	31
6	Raju Maharjan	28
7	Sharuk Maharjan	27
8	Binod Bhatta	27
9	Amit Yadav	26
10	Roshanee Maharjan	26
11	Manisha Tamang	26
12	Jasmina Maharjan	25
13	Janaki Ghatane	25
14	Utsar Bhandari	25
15	Bhisha Bajracharya	24
16	Anju Maharjan	24
17	Rafil Maharjan	23
18	Anjish Maharjan	22
19	Amit Maharjan	21
20	Gaurab Subedi	18
21	Irish Maharjan	18
22	Amun Shrestha	18
23	Rahan Dongol	17
24	Anamol Maharjan	17
25	Dipak Thapa	16
26	Shardul Maharjan	16
27	Pawan Pandey	17
28	Parajawol Kumar Sigdel	16
29	Enjon Maharjan	16
30	Shreeshab Devkota	16

b) Ranking Procedure Group Division**Group A**

Rank	Name of the Students	Obtained Marks
1	Ruby Bista	33
3	Sharuk Maharjan	27
5	Jasmina Maharjan	25
7	Utshar Bhandari	25
9	Manisha Tamang	26
11	Roshanee Maharjan	26
13	Bhisha Bajracharya	24
15	Rafil Maharjan	23
17	Anjish Maharjan	22
19	Enjon Maharjan	16
21	Irish Maharjan	18
23	Rohan Dongol	17
25	Anamol Maharjan	17
27	Shardul Maharjan	16
29	Dipak Thapa	16

Group B

Rank	Name of the Students	Obtained Marks
2	Lasta Maharjan	40
4	Manisha Maharjan	33
6	Dikshya Maharjan	32
8	Sidickshya Shrestha	31
10	Raju Maharjan	28
12	Binod Bhatta	27
14	Amit Yadav	26
16	Janaki Ghatane	25
18	Anju Maharjan	24
20	Amit Maharjan	21
22	Gaurab Subedi	18
24	Amun Shrestha	18
26	Pawan Pandey	17
28	Parajawol kumar Sigdel	16
30	Shreeshab Devkota	16

C) Pre-Test and Post -Test result of Group 'A' (Inductive)

Rank	Name of the Students	Obtained Marks Pre -Test	Obtained Mark in the Post- Test
1	Ruby Bista	33	43
3	Sharuk Maharjan	27	42
5	Jasmina Maharjan	25	44
7	Utshar Bhandari	25	41
9	Manisha Tamang	26	40
11	Roshanee Maharjan	26	40
13	Bhisha Bajracharya	24	36
15	Rafil Maharjan	23	40
17	Anjish Maharjan	22	42
19	Enjon Maharjan	16	42
21	Irish Maharjan	18	39
23	Rohan Dongol	17	40
25	Anamol Maharjan	17	38
27	Shardul Maharjan	16	42
29	Dipak Thapa	16	36

d) Pre- Test and Post -Test result of Group 'B' (deductive)

Rank	Name of the Students	Obtained Marks	Obtained Mark in the Post test
2	Lasta Maharjan	40	41
4	Manisha Maharjan	33	39
6	Dikshya Maharjan	32	38
8	Sidickshya Shrestha	31	39
10	Raju Maharjan	28	41
12	Binod Bhatta	27	39
14	Amit Yadav	26	34
16	Janaki Ghatane	25	42
18	Anju Maharjan	24	33
20	Amit Maharjan	21	32
22	Gaurab Subedi	18	38
24	Amun Shrestha	18	36
26	Pawan Pandey	17	37
28	Parajawol kumar Sigdel	16	39
30	Shreshab Devkota	16	36

APPENDIX - 4

Table No. 1
Comparison in General

Group: A

Group: B

Method: Inductive

Method: Deductive

Group										
A					B					
S.N	P ₁	P ₂	D	D%	S.N	P ₁	P ₂	D	D%	
1	33	43	10	30.30	1	40	41	1	2.5	
2	27	42	15	55.55	2	33	39	6	18.18	
3	25	44	19	76	3	32	38	6	18.75	
4	25	41	16	64	4	31	39	8	25.80	
5	26	40	14	53.84	5	28	41	13	46.42	
6	26	40	14	53.84	6	27	39	13	48.14	
7	24	36	12	50	7	26	34	8	30.76	
8	23	40	17	73.91	8	25	42	17	68	
9	22	42	20	90.90	9	24	33	9	37.5	
10	16	42	26	162.5	10	21	32	11	52.38	
11	28	39	21	116.66	11	18	38	20	111.11	
12	17	40	20	117.64	12	18	36	18	100	
13	17	38	21	123.52	13	17	37	20	117.64	
14	16	42	20	125	14	16	39	23	143.75	
15	16	36	20	125	15	16	36	20	125	
Total	331	605	265		Total	372	564	193		
Average Score	22.06	40.333	17.66	80.03	Average Score	24.8	37.6	12.86	51.87	

Table - 2
Item- wise Table: Multiple Choice Item

Group										
A					B					
S.N	P ₁	P ₂	D	D%	S.N	P ₁	P ₂	D	D%	
1	5	7	2	40	1	10	8	-2	-20	
2	7	8	1	14.28	2	9	8	-1	-11.11	
3	4	6	2	50	3	5	8	3	60	
4	5	8	3	60	4	7	8	1	14.28	
5	5	8	3	60	5	6	8	2	33.33	
6	5	11	6	120	6	5	7	2	40	
7	4	9	5	125	7	6	7	1	16.66	
8	6	7	1	16.66	8	4	9	5	125	
9	5	9	4	80	9	6	7	1	16.66	
10	5	9	4	80	10	7	6	-1	-14.28	
11	4	6	2	50	11	9	8	1	14.28	
12	6	6	0	0	12	5	8	3	60	
13	6	7	1	16.66	13	6	8	2	33.33	
14	4	9	5	125	14	4	7	3	75	
15	4	9	5	125	15	4	9	5	125	
Total	75	119	44		Total	91	116	25		
Average Score	5	7.93	2.93	58.66	Average Score	6.06	7.73	1.66	27.48	

Table - 3
Item wise Table: Matching Item

Group									
A					B				
S.N	P ₁	P ₂	D	D%	S.N	P ₁	P ₂	D	D%
1	9	10	1	11.11	1	8	10	2	25
2	2	11	9	450	2	6	9	3	50
3	6	10	4	66.66	3	8	10	2	25
4	6	12	6	100	4	8	9	1	12.5
5	4	9	5	125	5	4	10	6	150
6	4	9	5	125	6	5	10	5	100
7	5	11	6	120	7	5	7	2	40
8	3	8	5	166.66	8	1	11	10	1000
9	5	12	7	140	9	4	8	4	100
10	3	9	6	200	10	3	9	6	200
11	2	10	8	400	11	2	9	7	350
12	2	10	8	400	12	2	10	8	400
13	3	10	7	233.33	13	3	10	7	233.33
14	2	11	9	450	14	4	11	7	175
15	2	11	9	450	15	5	7	2	40
Total	58	153	95		Total	68	140	72	
Average Score	3.86	10.2	6.33	163.78	Average Score	4.53	9.33	4.79	105.87

Table - 4
Item wise Table: Supply the Correct Tense of the

Group									
A					B				
S.N	P ₁	P ₂	D	D%	S.N	P ₁	P ₂	D	D%
1	9	11	2	22.22	1	10	10	0	0
2	7	10	3	42.85	2	9	11	2	22.22
3	9	9	0	0	3	8	10	2	25
4	6	10	4	66.66	4	9	10	1	11.11
5	8	11	3	37.5	5	7	11	4	57.14
6	7	10	3	42.85	6	7	9	2	28.57
7	7	12	5	71.42	7	8	8	0	0
8	10	11	1	10	8	6	11	5	83.33
9	7	11	4	57.14	9	4	10	6	150
10	6	11	5	83.33	10	4	10	6	150
11	-8	10	2	25	11	6	11	5	83.33
12	6	10	4	66.66	12	8	11	3	37.5
13	5	10	5	100	13	4	10	6	150
14	7	11	4	57.17	14	7	11	4	57.14
15	2	7	5	250	15	5	7	2	40
Total	104	154	50		Total	102	150	18	
Average Score	6.93	10.26	3.33	48.07	Average Score	6.8	10	3.2	47.05

Table - 5
Item wise Table: Changing the Sentences

Group									
A					B				
S.N	P ₁	P ₂	D	D%	S.N	P ₁	P ₂	D	D%
1	9	12	3	33.33	1	13	12	-1	-7.69
2	9	12	3	33.33	2	11	12	1	9.09
3	7	10	3	42.85	3	10	11	1	10
4	5	11	6	120	4	10	12	2	20
5	10	12	2	20	5	10	12	2	20
6	5	10	0	0	6	10	12	2	20
7	7	8	1	14.28	7	8	8	0	0
8	8	11	3	37.5	8	10	11	1	10
9	11	11	0	0	9	8	8	0	0
10	4	14	10	25	10	5	7	2	40
11	6	9	3	50	11	11	11	0	0
12	1	13	12	1200	12	5	8	3	60
13	3	11	8	266.66	13	3	11	8	266.66
14	3	11	8	266.66	14	1	13	12	1200
15	5	9	4	80	15	5	10	5	100
Total	98	164	66		Total	120	158	38	
Average Score	6.53	10.93	4.4	67.34	Average Score	8	10.53	2.53	31.66

Table -6
Gender-wise Comparison of Both Groups

Gender-wise Table: Boys

Group									
A					B				
S.N	P ₁	P ₂	D	D%	S.N	P ₁	P ₂	D	D%
1	27	42	15	55.55	1	31	39	8	25.80
2	25	41	16	64	2	28	41	13	46.42
3	23	40	17	73.91	3	27	39	12	44.44
4	22	42	20	0.90	4	26	34	8	30.76
5	16	42	26	162.5	5	21	32	11	52.38
6	18	39	21	116.66	6	18	38	20	111.11
7	17	37	20	117.64	7	18	36	18	100
8	17	38	21	123.52	8	17	37	20	117.64
9	16	36	20	125	9	16	39	23	143.75
10	16	36	20	125	10	16	36	20	125
Total	197	393	196			118	371	153	
Average Score	19.7	39.3	19.69	99.49		21.8	37.1	15.3	70.18

Table -7
Gender-wise Table: Girls

Group									
A					B				
S.N	P ₁	P ₂	D	D%	S.N	P ₁	P ₂	D	D%
1	33	43	10	30.30	1	40	41	1	2.5
2	25	44	19	76	2	33	39	6	18.18
3	26	40	14	53.84	3	32	38	6	18.75
4	26	40	14	53.84	4	25	42	17	68
5	24	36	12	50	5	24	33	9	37.5
Total	134	203	69			154	193	39	
Average Score	26.8	40.6	13.8	51.49		30.8	38.6	7.8	25.32

Table - 8**Group -wise Comparison of the Performance of Boys in Different Test-Items****The Performance of Boys: Multiple Choice Items**

Group										
A						B				
S.N	P₁	P₂	D	D%		S.N	P₁	P₂	D	D%
1	7	8	1	14.28		1	7	8	1	14.28
2	5	8	3	60		2	6	8	2	33.33
3	6	7	1	16.66		3	5	7	2	40
4	5	9	4	80		4	4	7	3	75
5	5	9	4	80		5	7	6	-1	- 14.28
6	4	6	2	50		6	7	8	1	14.28
7	6	6	0	0		7	5	8	3	60
8	6	7	1	16.66		8	6	8	2	33.33
9	4	9	5	125		9	4	7	3	75
10	4	9	5	125		10	4	9	5	125
Total	52	78	26			Total	55	76	21	
Average Score	5.2	7.8	2.6	50		Average Score	5.5	7.6	2.1	38.18

Table - 9
The Performance of the Boys: Matching Items Group

Group										
A					B					
S.N	P ₁	P ₂	D	D%	S.N	P ₁	P ₂	D	D%	
1	2	11	9	450	1	8	9	1	12.5	
2	6	12	6	100	2	4	10	6	150	
3	3	8	5	166.66	3	5	10	5	100	
4	5	12	7	140	4	5	7	2	40	
5	3	9	6	120	5	3	9	6	200	
6	2	10	8	400	6	2	9	7	350	
7	2	10	8	400	7	2	10	8	400	
8	3	10	7	233.33	8	3	10	7	233.33	
9	2	11	9	450	9	4	11	7	175	
10	2	11	9	450	10	5	7	2	40	
Total	30	104	74		Total	41	92	51		
Average Score	3	10.4	7.4	246.66	Average Score	4.1	9.2	5.1	124.39	

Table -10
Performance of the Boys: Supply the Correct Tense

Group										
A					B					
S.N	P ₁	P ₂	D	D%	S.N	P ₁	P ₂	D	D%	
1	6	10	4	66.66	1	9	11	2	22.22	
2	8	11	3	37.5	2	9	10	1	11.11	
3	7	10	3	42.85	3	6	11	5	83.31	
4	7	12	5	71.42	4	4	10	6	150	
5	6	11	5	83.33	5	4	10	6	150	
6	8	10	2	25	6	6	11	5	83.33	
7	6	10	4	66.66	7	8	11	3	37.5	
8	5	10	5	100	8	4	10	6	150	
9	7	11	4	57.14	9	7	11	4	57.14	
10	2	11	9	450	10	5	7	2	40	
Total	62	106	44		Total	62	102	40		
Average Score	6.2	10.6	4.4	70.96	Average Score	6.2	10.2	4	64.51	

Table - 11
Performance of the Boys: Changing the Sentences

Group									
A					B				
S.N	P ₁	P ₂	D	D%	S.N	P ₁	P ₂	D	D%
1	9	12	3	33.33	1	10	12	2	20
2	5	11	6	120	2	10	12	2	20
3	8	11	3	37.5	3	10	12	2	20
4	11	11	0	0	4	8	8	0	0
5	4	14	10	250	5	5	7	2	40
6	6	9	3	50	6	1	11	10	1000
7	1	13	12	1200	7	5	8	3	60
8	3	11	8	266.66	8	3	11	8	266.66
9	2	11	9	450	9	1	13	12	1200
10	5	9	4	80	10	5	10	5	100
Total	54	112	58		Total	58	104	46	
Average Score	5.4	11.2	5.8	107.40	Average Score	5.8	10.4	4.6	79.31

Group wise comparison of performance of girls in different test- items

Table -12
Performance of Girls: Multiple Choice Items

Group									
A					B				
S.N	P ₁	P ₂	D	D%	S.N	P ₁	P ₂	D	D%
1	5	7	2	40	1	10	8	-2	-20
2	4	6	2	50	2	9	8	-1	-11.11
3	5	8	3	60	3	5	8	3	60
4	5	11	6	120	4	4	9	5	125
5	4	9	5	125	5	6	7	1	16.66
Total	23	41	18		Total	34	40	6	
Average Score	4.6	8.2	3.6	78.26	Average Score	6.8	8	1.2	17.64

Table -13

Performance of Girls: Matching Items

Group									
A					B				
S.N	P ₁	P ₂	D	D%	S.N	P ₁	P ₂	D	D%
1	9	10	1	11.11	1	8	10	2	25
2	6	10	4	66.66	2	6	9	3	50
3	4	9	5	125	3	8	10	2	25
4	4	9	5	125	4	1	11	10	1000
5	5	11	6	120	5	4	8	4	100
Total	28	49	21		Total	27	48	21	
Average Score	5.6	9.8	4.2	75	Average Score	5.4	9.6	4.2	77.77

Table -14

Performance of Girls: Supply the Correct Tense

Group									
A					B				
S.N	P ₁	P ₂	D	D%	S.N	P ₁	P ₂	D	D%
1	9	11	2	22.22	1	10	10	0	0
2	7	10	3	42.85	2	8	10	2	25
3	9	9	0	0	3	7	11	4	7.14
4	10	11	1	10	4	7	9	2	28.57
5	7	11	4	57.14	5	8	8	0	0
Total	42	52	10		Total	40	48	8	
Average Score	8.4	10.4	2	23.80	Average Score	8	9.6	1.6	20

Table -15

Performance of girls: Changing the Sentences

Group									
A					B				
S.N	P ₁	P ₂	D	D%	S.N	P ₁	P ₂	D	D%
1	9	13	4	44.44	1	13	12	-1	-7.69
2	7	11	4	57.14	2	11	10	1	9.09
3	10	12	2	20	3	10	10	0	10
4	10	11	1	10	4	10	11	1	10
5	7	8	1	14.28	5	8	8	0	0
Total	43	55	8		Total	52	51	1	
Average Score	8.6	11	1.6	18.60	Average Score	10.4	10.2	0.2	-1.92

APPENDIX - I

Test Items

Time: 1.50 Hour

Full Mark: 50

Pass Mark: 16

Tick the best answer of the following question

12

1. After October, Judy the 7:30 train to Chicago everyday.
a. would take b. will take c. could take d. will be taking
2. She won't until she has finished another chapter.
a. be satisfied b. has satisfied c. satisfied d. had satisfied
3. It all night.
a. is raining b. rain c. have rain d. has been raining
4. I like to go to market tomorrow.
a. will b. shall c. could d. would
5. My brother in Kathmandu since 2003.
a. is living b. has been living c. lived d. has lived
6. I..... a novel now
a. read b. am reading c. had read d. will read
7. Alex was traveling in Europe, he into an old friend.
a. runs b. ran c. running d. has ran
8. He keeping a journal for 10 years next month.
a. will be b. will have c. will have been d. will

9. If Sally harder, she would have passed the exam.
 a. has studied b. Studies c. had studied d. studied
10. They their SLC next year.
 a. have written b. will be writing c. will write d. wrote
11. We from the commission last week.
 a. resigned b. resigning c. resign d. will resign
12. I finished all this word processing by 5 pm.
 a. will be b. will have c. will had d. had

B. Match the tenses in column A with the sentences in column B 12

A	B
a. Simple present	I am eating rice.
b. Simple past	I have done my homework.
c. Simple future	She was watching T.V. all evening.
d. Past continuous	I had lived with my parents for 4 years.
e. Present continuous	He had been writing a novel for two months.
f. Present perfect	You will have been drinking tea in the morning
g. Future continuous	I will come day after tomorrow.
h. Past perfect	I shall have been singing a song in the evening
i. Present perfect continuous	We received his letter a week ago.
j. Past perfect continuous	She will have studied in T.U. for two years.
k. Future perfect continuous	They have been working hard on a special project.
l. Future perfect	I play football

C. Supply the correct tenses of the verb given in the brackets. 12

1. I am sure he (help) me.
2. She (leave) school last year.
3. Somebody (play) the flute now.
4. I (send) only one letter to my parents up to now.

5. They (work) in a private school since 2003.
6. When I reached the school, the teacher (teach).
7. I (receive) your letter five months ago.
8. She was (walk) to school at 8:30 this morning.
9. We (grow) a lot of rice next year.
10. He is always (deliver) in a cultch situation.
11. Madan and Rita (play) football after Ashwin.
12. The population (increase) rapidly after five years.

D. Change the following sentences as maintained in the brackets. 14

1. Mr. Pradhan speaks English very well. (Simple past)
 2. Somebody is knocking at the door. (Past perfect)
 3. I have cut my finger. (Past continuous)
 4. They have been reading English for two hours. (past perfect)
 5. Hari will be teaching grammar. (Future perfect)
 6. The river flows under the bridge. (Future continuous)
 7. I shall have eaten in the morning. (Future perfect continuous)
 8. She had worked at the post office before 1962. (Past perfect continuous)
 9. Ram ate rice. (Present Perfect)
 10. They had playing football. (present perfect continuous)
 11. We went to school. (Simple Present)
 12. I ate three plates full of rice. (Present Continuous)
 13. The dog will bark in the evening. (Future Continuous)
- The value of this house had doubled in the last four years. (Simple future)