

**TEACHING INTERROGATIVE AND NEGATIVE
TRANSFORMATIONS INDUCTIVELY AND
DEDUCTIVELY**

**A Thesis Submitted to the Department of English Education
in partial Fulfilment for the Master's Degree in Education**

**Submitted by
Gambir Bahadur Chand**

**Faculty of Education
Tribhuvan University, Kirtipur
Kathmandu, Nepal**

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(Specialization in English Education)**

By

**Gambir Bahadur Chand
Faculty of Education
Tribhuvan University,
Kirtipur Kathmandu Nepal
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**T. U. Reg. No. 6-1-329.2000
Second year Examination
Roll No: 280250/064**

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2009

RECOMMENDATION FOR ACCEPTANCE

This is to certify that Gambir Bahadur Chand has prepared this thesis entitled **Teaching Interrogative and Negative Inductively and Deductively: A Practical Study** under my guidance and supervision.

I recommend the thesis for acceptance

Date:

.....

Dr. Anjana Bhattarai

Reader

Department of English Education

Faculty of Education

T.U, Kirtipur

RECOMMENDATION FOR EVALUATION

This thesis has been recommend for evaluation from the following
Research Guidance Committee:

Signature

Dr. Chandreshwar Mishra

.....

Reader and Head

Chairperson

Department of English Education Chairperson

T. U., Kirtipur

Dr. Jai Raj Awasthi

.....

Professor

Member

Department of English Education

T.U Kirtipur

Dr. Anjana Bhattarai (Guide)

Reader

.....

Department of English Education

Member

T. U. Kirtipur

Date:

EVALUATION AND APPROVAL

This thesis has been evaluated and approved by the following thesis Evaluation and Approval Committee.

Signature

Dr. Chandreshwar Mishra

.....

Reader and Head

Chairperson

Department of English Education

T.U. Kirtipur

Dr. Prof. Jai Raj Awasthi

.....

Professor

Member

Department of English and Other Foreign Languages

Education Subject Committee, T. U., Kirtipur

Dr. Anjana Bhattarai (Guide)

.....

Reader

Member

Department of English Education

T. U. Kirtipur

Date:

DECLARATION

I have declared to the best of my knowledge that this thesis is original; no part of it was earlier submitted for the candidature of research degree to any university.

Gambir Bahadur Chand

Date:.....

DEDICATION

*Dedicated to my mother who spent her entire
life to make me what I am today.*

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Date :

Gambir Bahadur Chand

ABSTRACT

The purpose of this study is to determine the effectiveness of inductive and deductive method in teaching Negative and Interrogative Transformation. The researcher involved himself in the experimental teaching for the purpose of carrying out the research. The researcher has selected 40 students studying at Ninglashaini Higher Secondary School, Mahendranagar with judgmental non-random sampling for his convenience. He has used the same test items for pre-test and post-test. A pre-test was administered and on the basis of that result the group was divided into two groups and a post-test was administered immediately after classroom teaching. The test items were used for written test. The number of questions were fifty and each consists of two marks. The total full marks were of one hundred. On the basis of pretest the whole class was divided into two groups Group A was taught inductively and Group B was taught deductively. Both groups were taught same grammatical item interrogation and negation, using the same teaching materials. Each group was taught 20 lesson plans and each period consists of 40 minutes. Then post test was administered and the result of the pre-test and post test were tabulated and analyzed group wise from different perspective i.e. total performance, item wise comparison, gender wise comparison. The result obtained from the analysis of the data showed that deductive method is more effective than inductive method. Therefore it is recommended that deductive method should be applied by the teachers to teach negative and interrogative transformation in English.

The thesis is divided into four chapters: introduction, methodology, analysis and interpretation and findings and recommendations. The first chapter introduces the study in terms of general background, aspect of language, importance of grammar, tense and aspects, methods of teaching

grammar, grammatical units and review of related literature, objectives of the study and significance of the study. The second chapter deals with the methodology used to carry out this research. It contains primary and secondary sources of data, collection, and process of data collection and limitations of the study. The third chapter deals with the analysis and interpretation of the data. This chapter included the analysis of the data comparison of the performance of the students on the basis of different test items. To find out the relative effectiveness of inductive and deductive method. The final chapter presents the findings and recommendations. Findings are derived from the data interpretation and recommendations are made on the basis of the findings in chapter three.

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ABBREVIATIONS

Adj	-	Adjective
Adv	-	Adverb
Aux	-	Auxiliary
Av	-	Average
CA	-	Communicative Approach
D	-	Difference
D%	-	Difference Percentage
e.g.	-	example
ELT	-	English Language Teaching
etc	-	and the rest (for Latin etcetera)
i.e.	-	that is
N	-	Noun
OALD	-	Oxford Advanced Learner's Dictionary
P ₁	-	Pre test
P ₂	-	Post test
R	-	Rank
S.N	-	Serial Number
Subj	-	Subject
V	-	Verb
viz.	-	Namely