

CHAPTER ONE

INTRODUCTION

1.1 General Background

Language is a system of communication widely used as the chief means of expressing ideas, thoughts, feelings and emotions of human beings. It is viewed that a language is a set of signals by which we communicate. Different languages have different signals for particular purpose. In other words, we can say that language is a special gift for human beings because no any other creatures have language except human beings. Due to the power of language human being is a unique one among other creatures. Language is a vast ocean where we can not measure its depth. It has immeasurable area where human beings coin unique and new words. It is necessary for human beings to live in the society. No human civilization is possible without the existence of language. It is a core part of human development. Language is a personal and social phenomenon, which reflects the cultural status, social status, economic status, family background and civilization of human beings. It plays a vital role in developing, maintaining the personality of a person. In other words, we can say that the personality of a person can be observed through the language which he uses.

Language, a voluntary vocal system of human communication, consists of the structured arrangement of sounds into larger units which is usually not spoken in exactly the same way from one part of the country to the other. Language varies in its form along the span of time as well as geographical and political boundaries. There are innumerable languages spoken in the world. Even within a language, varieties are common. The

same language spoken by a speaker does not parallel equally to other language spoken by another speaker. Even the same speaker reveals variety in his/her speech from one context to another, such variety is taken as the natural phenomenon

There are varieties of languages which are used in the world. Among them, English is the most widely used language in the world because it has gained the status of international language. The English language is often called link language because it is used to communicate with the people who are from the different linguistic background. So, the sound knowledge of the English language is basic need in these days. Most of the books related to different fields of life such as technology, science, education, commerce, arts, etc. are written in English. All the recent developments worldwide events and innovations are found in the English language. This reveals that English is widely used means of communication in the world. English language brought the people of the world closer. To make the concept of language more clear here we can mention some definitions of language are as follows:

According to Sapir (1921, p. 8), Language is purely human and non-instinctive method of communicating ideas, emotion and desires by means of voluntarily produced symbols” (as cited in Lyons, 2005, p 3).

Trudgill (1983, p.13) says, “Language is not simply a means of communicating information about personal feeling and any other subject, It is very important means of establishing and maintaining relationship with other people.”

Richards et al. (1985, p. 153) say,

"Language is the system of human communication by means of structured arrangement of sounds to form larger units, e.g. morphemes, words, sentences, etc.

Hall (1968, p. 158) says that language is "The institution where by humans communicate and interact with each other by means of habitually used oral-auditory arbitrary symbols" (as cited in Lyons, 2005, p. 4).

1.1.1 Aspects of Language

While teaching language, we have to teach various aspects of language. Here, aspects mean components of language which make language complete and meaningful, these aspects are very important in any language. To be a fluent speaker one should be competent in all aspects of the language . Here aspects refer to pronunciation, spelling, vocabulary, communicative functions and grammar.

These aspects are described below briefly:

1.1.1.1 Pronunciation and Spelling

Pronunciation refers to the production of sound. Pronunciation is the backbone of language which makes uniformity and comprehensible in language. Oxford Advance Learner's Dictionary (2005) defines, 'pronunciation as, the way in which language is spoken.' We can say that pronunciation is rule of speaking language. It also includes the pronunciation of suprasegmental features like stress, intonation, pitch and length. An ELT teacher should have sound knowledge of pronunciation and spelling. Spelling refers to the written shape of language. It also refers to the spelling of word. According to the OALD (Ibid.), "Spelling is a the action or process of forming words correctly from individual letters."

So, we can say that spelling is also very important aspect of language. Without correct spelling; there is no existence of correct language.

1.1.1.2 Vocabulary

Vocabulary includes word, lexis or word power. They are vital organs and flesh to manipulate the structure and convey the message. The knowledge of the vocabulary decorates the speaker's language.

According to Richards et al. (1986, p. 400), "vocabulary is set of lexemes, including single words, compound words and idioms."

It is very difficult to acquire the complete knowledge of vocabulary. One word may have different meanings according to the context and many words may have single meaning. So, the knowledge of vocabulary is a must to be the competent speaker.

1.1.1.3 Communicative Functions

Language functions can be broadly classified as grammatical and communicative function: Grammatical functions deal with the relationship that a constituent in a sentence has with another constituent. On the other hand, the communicative function, the main functions of language, refers to the communicative goal for which a language is used in community. It is necessary for the speaker to have the sound knowledge of communicative functions. It is necessary for day to day communication.

1.1.1.4 Grammar

Grammar refers to the structure or pattern of language, rules of language and can be called as the frame or skeleton of language. Traditionally, it was divided into morphology and syntax. Morphology deals with internal

structure of the form of words, while syntax is the study of sentence structure. The importance of grammar is hardly questioned by language teacher. Most language courses and text books are organized along grammatical criteria. Grammar should be taught to ensure that students are communicatively efficient with the grammar they have at their level.

1.1.2 Importance of Grammar

Grammar plays a vital role in the language. Either it is in form of spoken or written. It has some specific structures and that is not a hotchpotch of randomly distributed elements. Instead, the linguistic ingredients that language is made up of are arranged in accordance with the set of rules. These sets of rules are called the ‘grammar’ of the language.

Richards et al. (1985, p. 115), "Grammar is a description of the structure of language and the way in which linguistic items of language and the way in which linguistic units such as words and phrases are combined to produce sentences in a language."

Grammar helps in the production of infinite number of new sentences. To get mastery over any language one needs to know its underlying grammar and its structures. Grammatical structures are more than a single utterance since it is the word from which infinite number of sentences can be derived.

The significance of grammar in the use of language is inevitable either in written or in spoken form so, we can say that grammar can be the basis for the production of any grammatically 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. Hence, grammar is the core of each

language from which language is made appropriate. So, grammar is taught for:

-) developing accuracy and appropriacy
-) developing communicative efficiency
-) developing rule formation habit
-) showing the relationship of vocabulary with grammar and the vice versa.

1.1.3 Tense and Aspect

It is said that the notion of tense came with the origin of grammar whereas the aspect was studied within the tense after the grammarians became more specific on the notion of grammar. Many scholars have attempted to clarify and have mentioned the terms tense and aspect from different angles.

Quirk and Greenbaum (1973, p.40) have defined and differentiated tense and aspect and say, "By tense, one can understand the correspondence between the form of the verb and concept of time. Aspect is concerned with the manner in which the verbal action is experienced or regarded, e.g. as completed or in progress" (as cited in Lyons, 1981)

By this definition we can say that tense is the relationship between form of verb and time in which the action took place, and aspect is concerned with the action of verb and in which manner the word is done. In other words, we can say there is no well established distinction between tense and time but only terminological difference.

To quote in Huddlestons words (1996, p.73),"The terminological distinction between tense and time has no well established analogy of the

verbs and for the type of meaning, characteristically expressed by that category” (as cited in Varshney 1982 p.123).

This quotation makes it clear that time and tense have a separate meaning and the term aspect is used to mean both grammatical and semantic functions.

Some grammarians have divided tense into past and non-past and aspect into perfective and non-perfective contrasts. The tense contrasts are specially related to time boundaries and aspects with the manner within time. Whatever is described about tense and their inter-relationship, there are three tense types: present, past and future with four branches viz: simple, continuous, perfect and perfect continuous. And perfective and progressive are two commonly used aspects of grammar.

1.1.4 Methods of Teaching Grammar

Generally, grammar is defined as the combination of the words and word groups in an acceptable structure. It can be defined as how words are combined or changed to form acceptable units of meaning within language. Learning of grammar refers to learning of grammatical facts which results into learning about the language and being able to explain the grammatical rules.

Basically, it is found that there are two methods of teaching grammar: deductive and inductive. But which one of those is applicable to the particular group of students is the key factor. Different researchers have proved the effectiveness of inductive and deductive methods differently. One method may be effective to teach particular grammatical unit but next method may not be so effective to teach the same grammatical unit.

So, both methods have their own significance to teach particular grammatical unit in their own.

1.1.4.1 Deductive Method

Deductive method is a method of teaching grammar in which learners are first taught rules and given specific information about 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 of students to example in the text book. The underlying rule is explained, nearly always in the mother tongue and using the metalanguage of grammar. Finally, the students practise applying the rules orally or in writing. Special attention is paid to areas of the mother tongue and that of the target language. Some definitions of deductive method are given below:

“ a deductive approach starts with the presentation of a rule and is followed by example in which the rule is applied”— Thornbury (1999, p.56) (as cited in Sharma and Phyak 2063, p. 156)

As given by Broun (1994, p.125) “Deductive reasoning is a movement from generalization to specific instances: specific subsumed facts are inferred or deduced from general principle.” (as cited in Sharma and Phyak 2063, p.159)

By observing the above definitions we can simply say that the deductive method is rule driven method. The deductive method is simple and it requires grammar focused syllabus.

a. Steps of Deductive Method

-) Presentation of rules
-) Description and explanation of rules

-) Provide some examples
-) Explanation of underlying rules mostly by using mother tongue
-) Asking students to practise the rule orally or in writing
-) Contrasting the areas of difference between mother tongue and target language.

b. Features of Deductive Method

-) teaching moves from abstract rule to concrete examples.
-) teaching proceeds from general to specific.
-) it gets straight to the point, and can therefore, be time saving.

1.1.4.2 Inductive Method

Inductive methods came as a reaction to deductive method in its approach and procedure. This method is known as modern and scientific. The inductive method requires the students to identify the rule for themselves.

In other words, learners are not taught grammatical or other types or rules directly but are left to discover or induce rules from their experience of using the language.

While teaching a grammatical item, the teachers following this approach first demonstrate 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 contrast the two forms. To make inductive method more clear we can mention Some definitions of inductive method.

“. . . an inductive approach starts with some example from which a rule is inferred”– Thurnury (1999, p.64) (as Cited in Sharma and Phyak 2063)

Richards et al. (1985) define “In inductive learning learners are not taught grammatical or other types of rules directly but are left to discover or induce rules from their experience of using the language.”

a. Steps of Inductive Method

-) Presentation of examples
-) Analysis of examples
-) Rule formation
-) Generalization of rules that grow out of the previous activity.
-) Written and oral practice.

b. Features of Inductive Method

-) The teaching moves from concrete examples to abstract rule.
-) The teaching proceeds from specific to general.
-) It advocates that statement or rules become meaningful to the learners when they are made by observation working with the language.
-) It is a student-centered method.
-) It is more communicative.
-) It develops students’ self-reliance and autonomy.

1.1.5 Grammatical Units

Sentences, clauses, phrases, words and morphemes are the grammatical units. If we call the sentence the ‘highest’ unit and the morpheme the ‘lowest’, we can arrange all five units on a scale of rank (sentence, clause, phrase, word, morphemes) These units are described below:

1.1.5.1 Morpheme

Morpheme is the minimal grammatical unit, the smallest unit of grammatical analysis of word. According to Richards et al. (1985, p.236)

Morpheme is the smallest meaningful unit in a language. A morpheme can not be divided without altering or destroying its meaning. For example the English word 'kind' is a morpheme. If 'd' is removed from 'kind' then it destroys the meaning or it becomes meaningless." Some words are mono-morphemic and some are multi-morphemic. Morphemes can be root, prefix, suffix and infix.

1.1.5.2 Word

Word is the smallest linguistic unit which can occur at its own in speech or writing. In other words, we can say that word is the group of morphemes. A word may consists a single morpheme or it can contain more than two morphemes. Words can be grouped together into word classes: major and minor. Major word class consists: noun, verb, adjective, adverb, etc and minor word class consists: preposition, connection, interjection, etc.

In writing, word boundaries are usually recognized by space between the words. In speech, word boundaries may be recognized by slight pauses.

1.1.5.3 Phrase

Phrase is a term used in grammatical analysis to refer to a single element of structure typically containing more than one word and lacking the subject-predicate structure typical of clauses. As a unit of grammatical description, a phrase is a constituent, which can be identified on the basis

of the word class membership of at least one of its constituent words. In all types of phrases, there is at least a most important constituent (i.e. head word) in each on the basis of which the corresponding phrases can be identified.

1.1.5.4 Clause

Clause refers to a unit of grammatical organization smaller than the sentence, but higher than phrases, words or morphemes. A clause can also be defined as a group of words which contains a finite verb but which can not occur in isolation that is clause constitutes only a part of sentence, for example:

“He believed that the earth was round.”

A complete sentence can be constructed through the combination of two or more clauses. Clauses can be classified into two parts: main clause and subordinate or super ordinate and dependent clauses. But some grammarians distinguish finite and non-finite types of clause, depending on the form of the verb used.

1.1.5.5 Sentence

Sentence is regarded as the largest unit of grammatical description. Sentence is a complete and meaningful grammatical unit. It expresses complete thoughts, ideas, feelings of a person. It can be made up of with different clauses. According to the structural grammar, within a sentence there must be subject, verb and object. Sentence can be classified in various ways in its structural complexity, formal classification and functional classification.

In terms of its structural classification sentences are classified into the following types:

Types	Examples
a) The simple sentence	Water boils at 100 ⁰ centigrade
b) The complex sentence	I believe that she is a Nepali.
c) The compound sentence.	She likes being teased, but she never shows it.

In terms of functional classification sentences can be divided into the following types:

Types	Examples
a) Statement	I like fish.
b) Question	Do you like fish?
c) Directive	Fry the fish
d) Exclamation	Oh !What a big fish.

In terms of formal classification sentences are classified in the following types:

a) Declarative Sentence

It refers to the sentence type typically used in the expression of statement. More specifically, declarative sentences always have a subject which precedes the verbs. For example: Kathmandu is the capital city of Nepal.

Declarative sentence can be divided into affirmative and negative. Affirmative sentence gives positive meaning and negative sentence is just opposite of affirmative sentence for e.g.

Kathmandu is the capital city of Nepal. (Affirmative)

Kathmandu is not the capital city of Nepal. (Negative)

b) Interrogative Sentence

It refers to sentence type typically used in the expression of questions. Generally, interrogative sentences contain a subject and starts with an

auxiliary verb/ wh -word. In other words, this type of sentence can be divided into five types: They are given below:

i) Yes/No question

e.g. Does your mother love you very much?

ii) Wh-question

e.g. Who wrote this letter?

iii) Alternative interrogatives

e.g. Do you prefer tea or coffee?

iv) Rhetorical Interrogatives

In such sentence, the speaker suggests, orders or requests to the hearer what they have to do.

) How many times do I have to tell you not to make noise?

) Can you be quiet?

v) Tag Interrogatives

It is a shortened yes/no questions appended at the end of a declarative sentences, e.g.

) He is a linguist, isn't he?

) I don't love you, do I? etc.

c) **Imperative Sentence**

It refers to sentence type typically used in the expression of command, request, order, etc. In this sentence generally subject is missing but the subject is always second person. It starts with verb for example:

) Sit down

) Come here, please.

) Don't do like this.

d) **Exclamatory Sentence**

Like a Wh-interrogative an exclamatory sentence begins with a Wh-word (especially what and how), but unlike it, the subject precedes the verb.

Such type of sentences are used in expressing surprise, alarm, indignation, threaten, etc.

At the end of such sentence, we put exclamation mark. e.g.

What a beautiful flower!

What a fool you are! etc.

1.2 Review of the Related Literature

Some practical studies have been carried out in the department of English Education to find out the effectiveness of these two methods to teach certain areas of grammar. But a very few theoretical works have been carried out to make a distinction between deductive and inductive methods.

Karki, (1999) carried out a study to find out the relative effectiveness of inductive and deductive methods in teaching subject-verb agreement in English. Comparatively, the group taught through inductive method was found to perform better in most of the cases. Similarly, Sitaula (1999) carried out a study to find out the relative effectiveness of two methods in teaching passivization in English. He concluded that deductive method was more effective than deductive.

Sharma (2000) carried out a study to find out the relative effectiveness between inductive and deductive methods in teaching reported speech. Comparatively, the group taught through deductive method was found better than the next group. Likewise, Ghimire (2000) has carried out the study comparative study between inductive and deductive method to teach tag question and concluded that inductive method is more effective than deductive method.

Similarly, Gotame (2007) made a study on teaching conditionals in English inductively and deductively and found that deductive method is more effective than inductive one to teach conditionals in English.

This study is different from those in the sense that it is related to the effectiveness of inductive and deductive method in the formation of negative and interrogative sentences of grade eight students of public schools of Kanchanpur district.

1.3 Objectives of the Study

The objectives of this research were as follows:

- a) To find out the effectiveness of inductive or deductive method in teaching interrogative and negative transformation.
- b) To point out some pedagogical implications of this study.

1.4 Significance of the Study

Since teaching method plays a significance role in teaching foreign language, a teacher should have sound knowledge of teaching methods to be successful in his/her profession.

In Nepal, even though several studies have been done on different aspects of grammar, a few studies have been carried out to find out the effectiveness of these two methods (inductive and deductive) in certain areas of grammar. So, this study attempts to find out the effectiveness of these two methods with respect to teaching negative and interrogative in English. This study will be significant for the English language teachers, students, textbook writers and curriculum designers.

This study is mainly concerned with the effectiveness of inductive and deductive methods of teaching grammar especially in the formation of interrogative and negative sentences. Therefore, it will provide a lot of feedback to concerned personalities.

CHAPTER TWO

METHODOLOGY

In this study, the researcher was interested to find out the relative effectiveness of the two methods comparing the performance of the students studying in grade eight from a school of Kanchanpur district. For this purpose the researcher adopted the following methodology.

2.1 Sources of Data

Both primary and secondary sources of data were collected for this study.

2.1.1 Primary Sources of Data

The primary sources of data were forty students of Kanchanpur district studying in Ninglashaini Higher Secondary School.

2.1.2 Secondary Sources of Data

Different related researches, textbooks, articles, reports, journals, ELT books, grammar teaching books were consulted for designing the test and preparing effective classroom teaching materials. Celce Murcia and Larsen-Freeman (1999), Murphy (1999), Lyons (1981), etc.

2.2 Population of the Study

The population of this study was the students of grade eight.

2.3 Sampling Procedure

In this study, one school in Kanchanpur district was selected through judgmental non-random sampling procedure. The sample population was 40 students studying in that school; out of them equal number of

informants, 20 boys and 20 girls, were selected for both groups through judgmental non-random sampling procedure.

2.4 Tools of Data Collection

The major tools for data collection were the test items. The test items were developed before actual classroom teaching. They were developed from the specific area of grammar: interrogative and negative. The three different types of test items, which altogether carry hundred marks were prepared. The same set of test items were used for pre-test and post-test.

2.5 Process of Data Collection

1. A written pre-test was administered to determine the proficiency level of students on negative and interrogative.
2. The students were ranked from the first position to the last according to the result of the pre-test. They were divided into two groups on the basis of odd-even ranking of the individual series.

The ranking procedure and group division were as follows:

Pre-test rank	Group A	Group B
1-10	Odd	Even
11-20	Even	Odd
21-30	Odd	Even
31-40	Even	Odd

3. The students were divided into two groups A & B, both groups were taught the same item (negative and interrogative) using the same teaching materials which were prepared before the actual classroom teaching. However, group B was taught deductively and group A was taught inductively. The medium of instruction was English for both groups. They were taught for about four weeks.

4. At the end of teaching, a written post-test with the similar set of questions as in pre-test was administered. Then, the results of pre-test and post-test were studied and compared for determining the effectiveness of the two methods of teaching.

2.6 Limitations of the Study

This research had the following limitations:

- a. This research was limited to find out the effectiveness of deductive and inductive methods of teaching grammar.
- b. The research was limited to only negative and interrogative transformations.
- c. The study was limited only to one school of Kanchanpur district.
- d. The students of grade eight were the population of the study.
- e. This research was limited to yes/no interrogative questions only.

CHAPTER THREE

ANALYSIS AND INTERPRETATION

After collecting the data from the groups of informants, the responses were marked systematically and the scores obtained by them were tabulated. The responses were analyzed using the statistical tools of average and percentage.

This chapter deals with presentation, analysis and interpretation of data. The analysis and interpretation of data was carried out under the following different topics:

- 1) Total performance
- 2) Gender wise comparison of both groups
- 3) Item wise analysis of both groups.

The analysis has been done in the following ways:

The individual score of the pre-test and post-test of each heading was 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 of each group was determined converting the average increased score into percentage. Thus, the relative effectiveness of two methods was determined.

3.1 Total Performance

The questions were divided into three items, i.e. transform the sentence items, multiple choice items and true and false items. Among them transformation item of both interrogative and negative and multiple choice item interrogative and negative contains ten questions of twenty marks of each item. And true and false items contain five questions each

of which contains two marks. The total test contains each of which contains two full marks.

Table No. 1
Total Performance

Group	Av. score in P₁	Av. score in P₂	D	D%
A	37.25	52.7	15.45	41.47
B	39.4	56.4	17	43.14

The total average score reveals the fact that the average score obtained by Group A was 37.25 marks in the pre-test and 52.7 marks in the post-test. The increased marks were 15.45 or 41.47 percent

On the other hand, the average marks obtained by Group B was 39.4 marks in the pre-test and 56.4 was in the post-test. The increased marks were 17 or 43.14 percent

The difference between the percentage of two groups clearly shows that the average score of Group B is greater than Group A in their performance in the post-test. Therefore, it is concluded that deductive method found more effective than inductive method in teaching interrogative and negative.

It concluded that students are concentrated only the rules rather than language function, or examples or communication. Students are habituated to listen rule first and follow the rule given.

3.2 Gender-wise Comparison of Both Group

Gender wise comparison means the whole population of the study was divided into two variables. i.e. girls and boys and their performance in the pre-test and post-test was determined separately and compared to find

out the relative effectiveness of the two methods to teach interrogative and negative transformation.

3.2.1 Gender-wise : Girls

The population of girls 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 three test items, were of one hundred full marks.

Table No. 2

Gender-wise Comparison : Girls

Group	Av. score in P₁	Av. score in P₂	D	D%
A	38.5	55.1	16.6	43.11
B	44	62	18	40.90

The average score of Group A was 38.5 marks in the pre-test and 55.1 in post-test. Their marks increased by 16.6. The increased percentage was 43.11 whereas the average score of Group B was 44 marks in pre- test and 62 in post-test. The increased marks were 18. The increased percentage was 40.90.

The difference between the performances of two groups indicates that Group A is comparatively better than Group B in their performance in post-test. So, it is proved that inductive method is more effective than deductive method in teaching interrogative and negative transformation.

3.2.2 Gender-wise: Boys

The population of boys involved in both (pre and post) test was twenty. Out of them ten boys were in Group A and ten boys were in Group B. The questions, containing all three test items were of one hundred full marks.

Table No. 3

Gender wise Comparison: Boys

Group	Av. score in P₁	Av. score in P₂	D	D%
A	36	50.3	14.3	39.72
B	34.8	50.8	16	45.97

The average scores of Group A was 36 in the pre-test and 50.3 in the post-test in their performance and their marks increased by 14.3. The increased percentage was 39.72. Whereas, the average score of Group B was 34.8 n the pre-test and 50.8 in the post-test. The increased marks were 16 and the increased percentage was 45.97.

The difference between the percentage of two groups indicates that Group B is comparatively better than Group A in their performance in the post-test. Therefore, it is concluded that deductive method is more effective than inductive method for Group B boys to teach interrogatives performance in post-test. So it is proved that inductive method is more effective than deductive in teaching in teaching interrogative and negative.

3.3 Item-wise Analysis of both Groups

The questions were divided into three items; transformation items, multiple-choice item and true and false items.

3.3.1 Transformation Item

In this item, students were required to transform the given sentences into negative or interrogatives. The test item consisted of twenty (10 negative and 10 interrogative) questions each of which contains two marks.

Table No. 4
Transformation Items

Group	Av. score in P	Av. score in P₂	D	D%
A	13.2	19.4	6.2	46.96
B	14	20.4	6.4	45.71

This table above shows the average marks obtained by Group A was 13.2 in pre-test and 19.4 in the post-test. Their marks increased by 6.2. The increased percentage was 46.96. Whereas the average score obtained by Group B was 14 marks in pre-test and 20.4 was in post-test. The difference was 6.4 and difference percentage was 45.72.

This analysis helps to conclude that in this item the performance displayed by Group A seems better than Group B. So, comparatively inductive method is more effective than deductive. For teaching transformation items.

3.3.2 Multiple-choice Items

In this item, the students were asked to choose the best answer from the four alternatives given. This test item consists of twenty (10 negative and 10 interrogative) questions and each of which contains two marks.

Table No. 5
Multiple Choice Items

Group	Av. score in P₁	Av. score in P₂	D	D%
A	14.5	19.85	5.35	36.89
B	15.6	22.65	7.05	45.19

This above table shows that the average score obtained by Group A was 14.5 in pre-test and 19.85 in post-test. The difference was 5.35 and difference percentage was 36.89 whereas the average scores of Group B

15.6 in pre-test and 22.65 in post-test. The increased marks 7.05 and the increased percentage was 45.19.

The difference between the two group proved that Group B is comparatively better than Group A so it proves that deductive method was more effective in multiple choice-items.

3.3.3 True and False Items

In this item, students were required to decide whether this sentence was right or wrong and then place 'T' for true and 'F' for false sentence at the given box.

Table No. 6
True and False Items

Group	Av. score in P₁	Av. score in P₂	D	D%
A	9.55	13.15	3.6	36.69
B	9.8	13.35	3.55	34.22

The average score of Group A was 9.55 in pretest and 13.15 in post-test. The increased marks were 3.6 and increased percentage was 36.69.

On the other hand, the average marks of groups 'B' was 9.8 in pre-test and 13.35 in post-test. The difference was 3.55 and difference percentage was 36.22.

This analysis proves that Group A has done a little bit better than Group B in their performance so we can say that inductive method is effective in teaching true and false item, than deductive method.

CHAPTER FOUR

FINDINGS AND RECOMMENDATIONS

4.1 Findings

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

In order to assess the effectiveness of these two methods (inductive and deductive) with interrogative and negative transformations in English, a practical comparative study was done on the sample population and collected data. The data were analyzed by using simple statistical tools like average and percentage. At last, the performance of the students was compared in groups to find out the effectiveness of the particular method. The major findings obtained after the analysis and interpretation of data are summarized as follows:

1. The students of Group A increased their marks by 41.47 and the students of Group B increased their marks by 43.14 their performance in the post-test. The difference between the increased percentage of each group proved that deductive method is more effective than inductive method to teach negative and interrogative in English in general.
2. The item-wise analysis showed that, except test item 2 (multiple choice), in 1 and 3 deductive method was found better than inductive method.

Group A has increased its average marks by 46.96 percent, 36.89 a and 36.69 respectively in test 1,2 and 3 while group B's marks are increased

by 45.72 percentage, 45.19 percentage and 34.22 percent respectively in test-items 1, 2 and 3 (see table no. 4, 5 and 6).

3. Sex wise analysis showed that Groups A(boys) increased their marks by 39.72 percent and Group B (boys) increased their marks by 45.97. The difference between the increased percentages proved that deductive method is more effective than inductive method to teach negative and interrogative. (see table no. 3).

Whereas Group A girls increased their marks by 43.11 and Group B girls increased their marks by 40.90. Group A obtained greater marks than Group B. Therefore inductive method is effective than deductive for girls. (see table no. 2)

4.2 Recommendations

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

- a) It should be better to give more emphasis on deductive method than inductive one in teaching negative and interrogative transformations in English.
- b) As shown in the result above, deductive method is found more effective in teaching negative and interrogative transformation in different test items, teachers are suggested to apply deductive method. However, inductive method is also suggested to be used while teaching negative and interrogative transformation.
- c) The girls performance is found better than the boys' in most of the test items or in general also in deductive method of teaching negative and interrogative transformation.

- d) The textbook writers should provide sufficient rules and examples however, rules should be precise, explicit, unambiguous and should cover everything which is necessary for the topic.
- e) The syllabus designers and methodologists are to be encouraged in the use of deductive method of teaching. However, it dose not mean that inductive method should be given no place at all in the syllabus and textbooks.
- f) In the context of Nepal, deductive method seems to be better than inductive (as shown in the result) because the teaching time is limited (only 45 minutes) but number of students is comparatively greater where the teacher cannot pay individual attention. Moreover, teacher and student of schools are already familiar with deductive methods. They are habituated for applying rules and solving the problems.
- g) While applying deductive method, the teacher should teach rules consciously and meaningfully according to the interest of the children. The teacher should give sufficient examples with the rules. Moreover, the teacher should motivate the children to involve them in practice that learning becomes more effective permanent and meaningful.
- h) This study was conducted in one of the government school of Kanchanpur district. It was limited only 40 students. So, it can not be claimed that the findings of the study are applicable in all schools and students of Nepal. It may be different according to the educational background. Therefore, it is suggested that further research in different schools should be carried out with different number of students to make the findings reliable and valid.

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APPENDIX - I

TEST ITMES ADDRESSED TO THE STUDENTS

Name :

Sex :

School :

Class:

1.1 Transform these sentences into negative.

a. He teaches us maths.

.....

b. Ramu is writing a letter.

.....

c. Punam has brought something for me.

.....

d. They have been taking a bus to Kathmandu.

.....

e. I did it very well.

.....

f. Sanu was singing song.

.....

g. Purnima had eaten lots of eggs.

.....

h. It will rain.

.....

i. We will have finished this work next year.

.....

j. He like to ride on the bus.

.....

1.2 Choose the correct word from the given alternatives to complete the sentences.

1. Marry like to walk in the evening.

- a) is not b) did not c) does not d) do not

2. Michiel painting this house.

- a) is not b) were not c) am not d) are not

3. Priya finished her homework yet.

- a) have not b) did not c) has not d) had not

4. Harry tell me about it yesterday.

- a) do not b) did not c) has not d) dose not

5. Romia playing football yesterday.

- a) is not b) are not c) was not d) do not

6. Sanu visited to Kathmandu last year.

- a) have not b) did not c) will not d) had not

7. He see me yesterday.

- a) did not b) do not c) does not d) have not

8. I go to campus today.

- a) is not b) will not c) are not d) have not

9. John be dancing in his brother's marriage ceremony next moth.

- a) have not b) is not c) will not d) did not.

10. I finished my thesis next month.

- a) shall not have
- b) will not have
- c) shall have not
- d) will have not

1.3 Write 'T' for true and 'F' for false sentence.

- a) Susila does like mango. []
- b) Pramila did not go Patan yesterday. []
- c) Sabnam has not finished his homework yet. []
- d) Nisma will not go to school tomorrow. []
- e) Anjani is not palying paino today. []

2.1 Transform these sentences into interrogative

a) Ram loves his mother very much.

.....

b) Priti is coming to Kathmandu today.

.....

c) You have taken his book.

.....

d) Sumun has been cutting grass on his farm.

.....

e) He taught us English.

.....

f) Binta was planting rice.

.....
g) Susan had broken his leg.
.....

h) You will invite me for dinner at your home.
.....

i) Shyam will be writing a letter.
.....

j) The dog will have chased the cat.
.....

2.2 Choose the correct word from the given alternatives to complete the sentences.

1. Sujata like to sing song ?

- a) do b) did c) does d) have

2. the boy playing tennis ?

- a) have b) do c) is d) are

3. he taught you English?

- a) have b) had c) has d) did

4. you listen what he said?

- a) do b) did1 c) have d) had

5..... Sumana writing a novel last week?

- a) is b) was c) am d) does

6. he worked hard in his final exam?

- a) had b) was c) did d) does

7. you come to my room today ?

- a) are b) will c) shall d) have

8..... Bhumika be going abroad next month?

- a) will b) shall c) have d) was

9. you have finished your training coming week?

- a) Shall b) will c) do d) have

10. you tell anything to him yesterday?

- a) do b) did c) have d) had

2.3 Writer 'T' for true and 'F' for false sentence.

i) Does she love you? []

ii) Have he completed his thesis []

iii) Will you return this book tomorrow? []

iv) Have you ever been America? []

v) Have she brought a suit for your? []

APPENDIX II
SUMMARY OF THE LESSON PLANS

Lesson Plan No. One

Group A

School: Shree Ninglashaini H.S.S

Date: 2065-03-08

Time: 45 minutes

Class: 8th

No. of student: 20

Subject: English

Method: Inductive

Topic: Negative of Simple present

1) Specific Objectives

After the completion of the lesson student will be able to:

Find out the transformation of negative of simple present tense.

Find out the auxiliary verb from main verb.

2) Teaching Materials:

Daily used materials.

Charts with the list of simple present sentences

Flannel board.

3) Teaching Activities

At first teacher will present the chart of simple present tense. Then student will be asked to read these sentences aloud with the correct pronunciation at the normal speed. The chart contains following sentences.

- I do not play game.
- Rita does not sing song.
- Rekha does not write a letter.
- I do not eat banana.

- Puja does not drive car.

After then, the teacher reads these sentences aloud with the correct pronunciation at the normal speed and let the students read aloud. Then asks them to generalize the rule of transforming negative of simple present. And to find out the auxiliary from the main verb. Teacher can help students in their difficulties by providing some clues indirectly. If they can't derive the rules then the teacher can tell the rules to the students.

After this, teacher can ask to transform the sentences of simple present by applying the rule they have induced. The induced rules are:

- Does can be taken as auxiliary verb if there is v^5 and do can be taken as a auxiliary verb if there is v^1 .
- Not should be added after auxiliary verb to make negative sentence.

4) Evaluation

The teacher writes some sentences as given and asks to transform these sentences into negative:

He cuts grass.

Nita helps me.

I draw picture.

She flies kite.

5) Homework

Transform these sentences into negative

I go to Market.

We wear jacket.

Deep tells story.

Group 'B'

Method deductive

3) Teaching Activities

The teacher writes following rules and structures on the blackboard.

If the main verb is v1 we have to take do and if the main verb is v5 does should be taken as auxiliary verb.

Not should be added after do and does to make negative of simple present.

The teacher explains the rules displaying the same chart used in Group A on flannel board. Then, the teacher gives other more examples on the blackboard and explains each.

Then, the teacher gives same types of sentences to make negatives of simple present. The students practice to rewrite appropriately by applying the above rule. The teacher helps them explicitly.

4) Evaluation

The teacher will write some sentence as given and asks to transform these sentences into negative.

He eats rice.

Ram goes to market.

Rekha writes a letter.

You dance at party.

5) Homework

Pawan flies kite.

Puja cuts tree.

I play cricket.

Lesson Plan No. Two

Group A

Topic: Interrogative of Simple Present

1) Specific Objectives

After the completion of the lesson student will be able to:

Find out the transformation of interrogative of simple present.

2) Teaching Materials

- Daily used materials.
- Chart with the list of simple present sentences.
- Flannelboard.

3) Teaching Activities

At first, the teacher will present the chart of simple present sentences with interrogative. Then, student will be asked to read these sentences aloud with the correct pronunciation at the normal speed. The chart contain following sentences:

- Do I eat rice?
- Do they play football?
- Does he eat mango?
- Do I clean picture?

After then, teacher will also read these sentences aloud with the correct pronunciation at the normal speed. Then, asks them to generalize the rule of transforming of interrogative of simple present and to find out auxiliaries from the main verb. The teacher can help student in their difficulties providing some clues indirectly.

After this, teacher can asks to transform some sentences of simple present tense by applying the rule they have induced. The induced rule is:

- does can be taken as auxiliary verb if there is v5 and do can be taken as auxiliary verb if there is v1.
- Auxiliary verb should be kept in the initial position of sentence to make interrogative.
- Question mark should be put at the end of the sentence.

3. Evaluation

The teacher writes some sentences as given \and ask to transform these sentences into interrogative.

- Raju cuts tree.
- She draws map of Nepal.
- I fly kite.

5) Homework

Transform these sentences into interrogative:

- She goes to market.
- We make plan.
- I wear suit.

Group 'B'

3) Teaching Activities

The teacher will write following rule on the blackboard.

- If the main verb is v1 we have to take do and if the main verb is v5 does should be taken as auxiliary.
- Auxiliary verb should be kept in the beginning of the sentence.
- Question mark should be put at the end of the sentence.

The teacher explains the rules displaying some chart used in Group A on flannel board. Then teacher gives other more examples on the blackboard and explain each.

Then, the teacher explain the rules displaying the some chart used in Group A on flannel board. The, the teacher gives other more examples on the blackboard and explain each.

4) Evaluation

The teacher writes some sentences as given and asks to transform these sentences into interrogative:

- Ramita eats noodles.
- Sita goes to market.
- I play skipping.

5) Homework

Transform these sentences into interrogative:

- Ganesh cooks bread.
- She cuts grass.
- They read newspaper.

APPENDIX III

Table No. 1

Deductive Method Group 'B'

Name of Students	Pre-test (P₁)	Post-test (P₂)
Laxmi Chand	80	88
Arpana Bhatt	65	83
Sanjaya Dhami	63	69
Santosh Nath	55	62
Bimala Chand	53	56
Neelam Chand	50	64
Madhur Bhandari	48	63
Nirmala Pant	46	54
Laxmi Ojha	45	65
Sachin Chand	40	57
Mehesh Chand	36	41
Susila Bhatt	34	54
Naresh Chand	32	58
Kunti Chand	29	53
Rakesh Joshi	24	37
Shikha Chand	22	56
Rajendra Bist	20	46
Tekendra Chand	18	39
Depak Raj Bist	12	36
Tekendra Bhatt	16	57
	788	1128

Table No. 2**Group 'A'**

Name of Students	Pre-test (P₁)	Post-test (P₂)
Sunita Tamata	67	69
Puja Dhami	64	70
Supan Pant	58	66
Pankaj Joshi	54	57
Ishor Joshi	52	59
Smitri Chand	50	54
Manju Chand	47	63
Sonu Bist	46	55
Puskar Karki	40	60
Birendra Nath	37	48
Manoj Budha	34	60
Rekha Chand	33	45
Priya Pela	32	43
Upama Bohara	25	39
Dipika Bist	21	68
Kamal Bist	19	32
Bharat Singh Thapa	17	34
Babita Thapa	14	42
Ramesh pandey	11	42
Total	745	1054

Table No. 3
Total Performance
Group 'A'
Method -Inductive

S.N	P₁	P₂	D	D%
1.	67	69	2	2.58
2.	64	70	14	21.87
3.	58	66	8	13.79
4.	54	57	3	5.55
5.	52	59	7	13.46
6.	50	54	4	8
7.	47	63	16	34.04
8.	46	55	9	19.56
9.	40	60	20	5.0
10.	37	48	11	29.72
11.	34	60	26	76.47
12.	33	45	12	36.36
13.	32	43	11	43.37
14.	25	39	14	56
15.	24	48	24	100
16.	21	68	47	223.80
17.	19	32	13	68.42
18.	17	34	17	100
19.	14	42	28	200
20.	11	42	31	281.8
Total	745	1054	317	1376.19
Average Score	37.25	52.7	15.85	68.80

Table No. 4
Group - B
Method - Deductive

S.N.	P₁	P₂	D	D%
1.	80	88	8	10
2.	65	83	8	12.30
3.	63	69	6	9.52
4.	55	62	7	12.72
5.	53	56	3	5.66
6.	50	64	14	28
7.	48	63	15	31.25
8.	46	54	8	17.39
9.	45	35	20	44.44
10.	40	57	17	42.5
11.	36	41	5	13.88
12.	34	54	20	58.82
13.	32	58	26	81.25
14.	29	53	24	82.75
15.	24	37	13	54.16
16.	22	56	34	154.54
17.	20	46	26	130
18.	18	39	21	116.66
19.	16	57	41	256.25
20.	12	36	24	200
Total	788	1128	340	1362.09
Average Score	39.4	56.4	17	68.10

Table No. 5
Item wise Comparison
Group 'A'
Method- Inductive

S.N.	Pre-test			Post-test		
	Trans	Multiple choice	T/F	Trans	Multiple choice	T/F
2	25	27	15	26	27	16
4	20	30	14	24	31	15
6	17	26	15	21	28	17
8	19	20	15	21	20	16
10	16	23	13	20	23	16
12	18	17	15	20	20	12
14	20	14	13	26	24	13
16	17	20	09	20	25	10
18	13	15	12	22	26	12
20	14	12	11	19	19	12
22	11	13	10	20	23	17
24	12	12	09	17	16	12
26	13	11	08	19	13	11
28	10	08	07	13	12	14
30	11	08	05	19	16	13
32	08	09	04	23	20	17
34	05	10	04	13	12	09
36	07	05	05	14	14	06
38	05	06	03	16	14	12
40	03	04	04	15	16	11
Total	264	290	191	388	397	263

Table No. 6
Group 'B'
Method - Deductive

S.N.	Pre-test			Post-test		
	Trans	Multiple choice	T/F	Trans	Multiple choice	T/F
1	30	30	18	33	35	20
3	23	26	16	28	30	15
5	20	27	16	25	27	17
7	19	22	14	22	25	15
9	19	20	14	20	22	14
11	17	21	12	22	25	27
13	18	20	10	23	25	15
15	16	19	11	20	21	13
17	15	18	12	23	27	15
19	17	15	08	26	23	08
21	12	15	09	15	16	10
23	12	14	08	20	22	12
25	10	12	10	23	20	15
27	11	10	08	19	21	13
29	08	11	05	12	16	09
31	10	05	07	20	22	14
33	06	09	05	13	18	15
35	07	09	05	13	18	15
37	05	07	04	19	28	10
39	05	03	04	12	15	09
Total	280	312	196	408	453	267

Table No. 7
Gender-wise Comparison of Both Groups

General-wise: Boys
Group - A

S.N.	P₁	P₂	D	D%
1.	67	69	2	2.98
2.	52	69	7	13.46
3.	50	54	4	8
4.	40	60	20	50
5.	37	48	11	29.72
6.	34	60	26	76.47
7.	33	45	12	36.36
8.	19	32	13	68.42
9.	17	34	17	100
10.	11	42	31	281.81
Total	360	503	143	667.22
Average score	36	50.3	14.3	66.722

Table No. 8

General-wise: Boys
Group - B

S.N.	P₁	P₂	D	D%
1.	63	69	6	9.52
2.	55	62	7	12.72
3.	48	63	15	31.25
4.	40	57	17	42.5
5.	36	41	5	13.88
6.	32	58	26	81.25
7.	24	37	13	54.16
8.	20	46	26	130
9.	18	39	21	116.66
10.	12	36	24	200
Total	348	540	160	691.94
Average score	34.8	50.8	16	69.194

Table No. 9

**Gender-wise: Girls
Group - A**

S.N.	P₁	P₂	D	D%
1.	64	70	6	9.37
2.	58	66	8	13.79
3.	54	57	3	5.55
4.	47	63	16	34.04
5.	46	55	9	19.56
6.	32	43	11	34.37
7.	25	39	14	56
8.	24	48	24	100
9.	21	68	47	223.80
10.	14	42	28	200
Total	385	551	166	696.48
Average score	38.5	55.1	16.6	69.648

Table No. 10

**Gender wise: Girls
Group - B**

S.N.	P₁	P₂	D	D%
1.	80	88	8	10
2.	65	73	8	12.30
3.	53	56	3	5.66
4.	50	64	14	28
5.	46	54	8	17.39
6.	45	65	20	44.44
7.	34	54	20	58.82
8.	29	53	24	92.75
9.	22	56	34	154.45
10.	16	57	41	256.25
Total	440	620	180	680.15
Average score	44	62	18	68.01