

TEACHING CONDITIONALS IN ENGLISH INDUCTIVELY AND DEDUCTIVELY: A PRACTICAL COMPARATIVE STUDY

**A Thesis Submitted to the Department of English Education
University Campus, Kirtipur
In Partial Fulfillment for the Master's Degree in Education
(Specialization in English Education)**

By
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M.Ed. Second Year

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Tribhuvan University, Kirtipur
Kathmandu
Nepal
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This is to certify that **Mrs. Ambika Gotame** has prepared this dissertation entitled **Teaching Conditionals in English Inductively and Deductively: A Practical Comparative Study** under my guidance and supervision.

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Date: _____

Ambika Gotame

ABSTRACT

This study aims at determining the effectiveness of inductive and deductive methods in teaching conditional sentences. The researcher herself was involved in the experimental teaching for the purpose of carrying out the research. The tests (pre-test and post-test) were the major tools for data elicitation. A pre-test was administered before actual classroom teaching and a post-test was administered immediately after classroom teaching. The same set of test-items was used in both type of tests. The test-items were used for written test. Each item was of twenty marks and contained 20 questions each.

On the basis of the result of the pre-test, the students were ranked according to their individual scores and then they were divided into two groups, i.e. Group 'A' and Group 'B'. Group 'A' was taught inductively whereas Group 'B' was taught deductively. Both groups were taught the same grammatical items, i.e. conditional sentences, using the same instructional materials which were prepared before classroom teaching. Each group was taught for two weeks two periods a day and each period was of 45 minutes.

After teaching two weeks, a post-test was administered. The result of the pre-test and post-test were tabulated and analyzed group-wise from different angles, i.e. comparison in general, item-wise comparison, sex-wise comparison and group-wise comparison of boys and girls in different test items separately to achieve the objective of the study. This study shows that deductive method is more effective and more meaningful than the inductive one in teaching conditional sentences in English. Therefore, it is recommended that deductive method should be applied by the teachers to teach conditional sentences in English in general.

This 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 i.e. Importance of English Language, Importance of Grammar, Method of Teaching Language/Grammar, its differences, Conditional Sentences: Forms, Meaning and Rules, Rational of the Study, Review of Related Literature, Objectives of the Study, Significance of the Study and Definition of the Specific Terms.

The second chapter deals with the methodology adopted to carry out this research. It contains primary and secondary sources of data, population of the study, sampling procedure, tools for data collection, process of data collection and limitation of the study.

The third chapter deals with the analysis and interpretation of the data. This chapter includes, the analysis of the data in comparison of the performance of the students on the basis of different test items to find out the relative effectiveness of inductive or 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.

DEDICATION

**To my parents who spent their entire life
to make me what I am today**

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ABBREVIATIONS

+	-	Indicates the presence of the feature
-	-	Indicates its absence
Adv. Cl	-	Adverbial Clause
Adv. sub	-	Adverbial Subject
ALM	-	Audio Lingual Method
Aux	-	Auxiliary
AVG	-	Average
CA	-	Communicative Approach
D	-	Difference
D%	-	Difference percentage
eg.	-	Example
EOP	-	English for Occupational Purpose
ESL/EFL	-	English as a Second Language/English as a Foreign Language
EST	-	English for science and Technology
etc	-	and the rest (for latin, etcetera)
GTM	-	Grammar Translation Method.
i.e.	-	That is
M	-	Modal
N	-	Noun
P ₁	-	Pre-test
P ₂	-	Post-test
PERD	-	Predicative
R	-	Rank
S.N	-	Serial Number
SM	-	Sentence Modifier
SUBJ	-	Subject
V	-	Verb
Viz	-	namely
VP	-	Verb Phrase