

# CHAPTER ONE

## INTRODUCTION

### 1.1 General Background

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. English language is often called link language because it is used to communicate with the people who are of different linguistic background. So the sound knowledge of 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 recent development worldwide events and innovations are found in English. This reveals that English is widely used means of communication. English language brought the people of the world closer.

It is universally accepted that the English language is the most dominant language of the world since it is a Lingua-Franca. It is used and taught widely in the world. In the context of Nepal, the importance of teaching English language has been realized from the beginning, and it has been taught as compulsory subject from primary to university levels. In addition, many supporting materials have been devised and used to strengthen the teaching of the English language by the teachers. However, the teaching of English language cannot be described satisfactorily because there are many reasons responsible being it. One of them is the problem of selecting the appropriate method for teaching the language.

Of the various methods developed in language teaching, the two fundamental methods of language teaching are inductive method and deductive method. In deductive method, learners are taught rules and given specific information about a language. Then, they apply these rules when they use the language. Language teaching methods, which emphasize the study of

grammatical rules of a language, e.g. Grammar Translation (TG) method, cognitive code approach make use of the principle of deductive learning, whereas in inductive method, learners are not taught grammatical or other types of rules directly but are left to induce rules from their experience of using the language. Language teaching methods which emphasize use of language rather than presentation of information about the language, e.g. Direct method, communicative approach, counselling learning, Audio-lingual method make use of principle of inductive learning. (Richards, J. *et al.* 1985)

### **1.1.1 Importance of English Language**

The teaching learning of English language has a great significance for various reasons in Nepal. English has been prescribed in the curricula of primary to university level. The students have to study it whether they like or not. It is important for the technical development of the country since most of the sophisticated technical research works are published in English, many books, magazines are circulated in the country in the English language, the advertisements, the name of commercial goods and medicine are also written in English, most of the books of different subjects at higher level are available in English nevertheless, books in languages of Nepal haven't appeared in sufficient number till now. Another importance of English in our context is that it offers a better chance for advancement in professional growth.

In terms of English for specific purpose, it has its own role and field. The air traffic controllers need English primarily to guide air-craft through the sky. Business executives need English for international trade. Waiters may also need it to serve their customers. These needs have been referred to as English for occupational purpose [EOP]. Students who are going to study at a university in USA, Britain need English so that they can communicate effectively, write report or essays and take part in seminars. This is often called English for Academic purpose [EAP]. Students of medicine and science need to be able to read articles and textbooks about those studies in English. This is

called English for Science and Technology [EST]. For these purpose English plays vital roles.

A large number of tourists are attracted to Nepal due to her attractive and beautiful scenery, especially the Himalayas. In this situation, the Nepalese people should take the problem of communication most of the tourists resisting Nepal are from western countries. Therefore, it is very essential to teach and learn the English language in Nepal.

English language is very essential for a developing country like Nepal for her development since she sends her people abroad for further studies. It is important to mental good channels of communication with other nations. English is a passport through which we can visit the world and one who knows English can enjoy the advantages of the world's citizen. He is received and understood everywhere. Through this window, one can watch the broad world.

To know the securing and property of one's own nation, we should establish diplomatic relations with many other nations. Without English language this is impossible. So, English has a great importance in the field of diplomacy too.

Many languages are spoken in the world. English is one of the most dominant language of the world. The importance of the English language cannot be described in words.

French (1963: 1) says "Anyone who can read English can keep in touch with the whole world without leaving his own home." He further says that "A young person starting a career with the knowledge of English holds a key which will open many doors including easier access to a good job. So English can also be viewed a way to get a better job or improve social standing or to solve economic problem."

The statements given above proves the position and importance of the English language in the world. The need of the English language in Nepal can be justified in the following paragraphs.

Nepal is a developing country where people want to go to abroad to hold jobs and do further study and hence feel the need of English.

For over a century now English has been playing an important role in our Educational system as well as our national lives. It has developed the growth of nationalism. Through this language the readers from different directions could communicate and record their common plans and actions. Therefore, English language has the great significance in developing country like Nepal. It is one of the most important language in the world. So, if there lives a man with the thirst of knowledge, he should not be deprived of English language.

### **1.1.2 Importance of Grammar**

Grammar plays the pivotal role in the language. Either it is in the form of spoken or written has some specific structure and that is not a hotchpotch of randomly distributed elements. Instead, the linguistics ingredients that language is made up of are arranged in accordance with the set of rules. This set of rules are called the ‘grammar’ of the language” (Arts, 1997: 3).

Richards *et al.* (1985), Grammar is a description of the structure of language and the way in which linguistic of language and the way in which linguistic units such as words and phrases one combined to produce sentence in a 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 its structures. As Lado (1961: 144) says “a grammatical pattern is more than any single utterances since it is the word from which countless utterances can be produced.”

The significance of the grammar in the use of language either written or spoken through which many utterances can be produced. Chomsky (1957: 25) writes, “any grammar of a language will project the finite and somewhat accidental corpus of observed utterances to a set (presumably infinite) of grammatical utterances. In this respect, a mirrors the behaviours of the speakers, who, on the basis of a finite and accidental experience with language can produce or understand an indefinite number of new utterances.” So, grammar can be the basis for the production of any grammatical 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 cone of each language from which language is made most appropriate. So, Grammar is taught for:

- ) Developing accuracy.
- ) Systematic analysis of language forms/formal analysis
- ) Rules in order to generate all and only grammatical sentences
- ) Showing the relationship of vocabulary with grammar and the in verse
- ) Developing communicative efficiency.

### **1.1.3 Methods of Teaching Language/Grammar**

In present era two important methods of language teaching have been in practice which is popularly known as deductive and inductive method.

This shows that for many scholars and teachers, inductive teaching seemed much more responsible. In this method, clear explanation and practice is made until the rule is "internalised." Thus, cognitive code teaching as well as grammar translations are examples of the "rule-first" deductive method. But, in inductive teaching sufficient examples are given at first. Then, the students are

encouraged to guess the rules. This means the students are given a corpus and have to discover the regularities.

“+ 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, while the direct and audio-lingual methods largely, but not entirely rely on an implicit approach (- explicit) (Stern 1983:489).

To quote Richards et al. (1985:73) “Language Teaching methods which emphasize the study of grammatical rules of a language (for example, the grammar translation method, cognitive code learning) make use of the principle of deductive learning. .... "language teaching methods which emphasize the use of language rather than presentation of information about the language (for example, direct method, communicative approach, counselling learning) make use of principle of inductive learning."

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

### **1.1.3.1 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 (1992:27), first the teacher writes an example on the board or draws attention to example in the textbook. The underlying rules is explained, nearly always in the mother tongue and using the meta language of grammar. Finally the students practice applying the rules orally or

in writing. Special attention is paid to areas of conflict between the grammar of the mother tongue and that of the target language.

### □ *Stages of Deductive Method*

- ) Statement/presentation of rules/patterns/generalization principles.
- ) Sample sentences/examples for the verification of the rules, patterns etc.
- ) Explanation to reinforce the rules with corresponding examples.
- ) Ample opportunity for students to practise the new pattern.
- ) Memorization of rules.

The shows that for many scholars and teachers, deductive teaching seemed much more responsible. In this method clear explanation and practice is made until the rule is 'internalised'. Thus, cognitive code teaching as well as grammar translation are examples of the "rule-first" deductive method.

### □ *Features of Deductive Method*

- i) The teaching moves from abstract rules to concrete examples.
- ii) The teaching proceeds from general to specific.
- iii) The teaching steps of this method are:
  - 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 he 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) construct 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 learners are attracted more by the rules and wording of the rules than that of the communicative value of the word or the message.

### **1.1.3.2 Inductive Method**

The inductive method requires the students to identify the rule for themselves. In other words, 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.

In the method in question, the teacher first gives the students examples of the grammatical structure to be learned. After the examples have been practised, 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 grammar point, the teachers following this approach first demonstrate the meaning to the class. For example, they will hold up a book, 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. (Cross, 1992:28)

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. Other objects the students can name will then be brought into the practice with luck they will follow the models and produce grammatically correct utterances. The grammar point is shown on the board only after extensive practice. 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 is copied and the class maybe required to writes sample sentences from the model.



□ ***Stages of Inductive Method***

- ) Presentation of examples
- ) Observation and comprehension of the examples to written or oral practice.
- ) Discrimination and analysis of the examples noting differences and similarities.
- ) Classification of the examples if required.
- ) Abstraction and generalization.
- ) Derivation of rules/principles.
- ) Application or verification.

□ ***Features of Inductive Method***

1. The teaching moves from concrete examples to abstract rules.
2. The teaching proceeds specific to general.
3. It advocates that statements or rules become meaningful to the 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.

**1.1.3.3 Difference between Deductive and Inductive Method**

The fundamental differences between deductive and inductive methods can be summarised below.

Deductive Method	Inductive Method
1. The goal of deductive method is linguistic competence. It emphasizes on the knowledge about the language.	1. The goal of inductive method is linguistic competence but it emphasizes on the knowledge of language or on the use of language.
2. The theory of this method is as follows: A model is presented than the explanation of the intuitive notion of the structure of the language is made. Much intellectual practice are preferred.	2. The theory of this method is as follows: Only variable fact have scientific validity. The facts of languages are verifiable by the sense. Here much meaningful practises are preferred.
3. The procedure is: – statement of rules └ – explanation of rules └ – application of rules	3. The procedure is : Observation └   Classification └   Generalization of rules
4. This method is based on prescriptive approach.	4. This methods is based on descriptive approach
5. It is based on theoretical science	5. It is based on science of observation
6. In this method learners seem to be active in applying the rules.	6. In this method learners are active for making the rules.
7. In this method application is applied	7. In this method understanding is applied
8. In this method teaching moves from abstract rules to concrete examples	8. In this method teaching moves from concrete examples to abstract rules.
9. In this method teaching proceed from general to specific.	9. In this method teaching proceeds from specific to general.

(Cited: Sharma, 2000, Thesis No. 48: 5)

### 1.1.4 Conditional Sentences: Introduction

Conditionals are simply the sum of their parts. Conditional sentence consists of two clauses a subordinate clause and a main clause, and are therefore more complex syntactically than many other structures. Moreover,

the semantics of all the various types of conditional clauses are subtle and hard to understand even for native speakers. Good comprehensive descriptions are not readily available. Furthermore ESL/EFL, students need a good grasp of the English tense aspect system as well as the modal auxiliaries and negation before they can cope with the full range of conditional sentences in English.

According to Crystal (1988: 80) "A term used in grammatical description to refer to clauses whose semantic roles is the expression of hypothesis or the conditions. In English they are introduced by *if*, *unless* and a few other conjunctions."

According to Celce-Murciq and Larsen-Freeman (1983: 340) there are only three conditional structures in English grammar. They are:

- 1) Future conditional: If I have the money, I will take a vacation.
- 2) Present conditional: If I had the money, I would take a vacation.
- 3) Past conditional: If I had had the money, I would have taken a vacation.

Several grammars refers to the first sentence as a "real" or 'possible conditional as opposed the second and third sentences, which refers to the 'unreal'/hypothetical' present and past respectively. There is another problem to the students who have learned to associate past tense with past time, often find it hard to believe that sentences like the second one above refers to present and not to past respectively. So the past tense refers to the present time. And the past perfect tense refers to the past time. They become confuse because they hear and read many types of conditional sentences which are not included in the tree structures usually taught. In fact, one of the problems with such description is that they do not treat the most frequent conditional sentence type of English. For example: If you boil water, it vaporizes.

According to Celce-Murcia and Larsen-Freeman (1983: 340), there are four types of conditional sentences. They are as follows:

Type No. 0

If + Simple present = Simple present (in the universally truth sentences)

Example: If the sun rises in the east, it sets in the west.

Type No. 1

If + Simple present = Simple future

Example: If you run fast, you will win the race.

Type No. 2

If + Simple past = would/could/should/ might + infinitive

Example: If you smiled, I would give you some sweets.

Type No. 3

If + Past perfect = would/ could/ should/ might + have + Past participle

Example: If you had arranged the party, I would have attended.

#### **1.1.4.1 Forms Conditionals: A Syntactic Analysis of Conditional Sentences**

A conditional sentence is a complex sentence that consists of a main clause and a subordinate clauses; the latter typically begins with the adverbial subordinator 'if'. Quick R. and Greenbaum S. (1973: 323) say that "conditional sentences express that the dependence of one set of circumstances (i.e. the result of clause) on another (i.e. the 'if' clause)". Furthermore in most cases, two clause orderings are possible.

If I go, George will go

George will go. If I go.

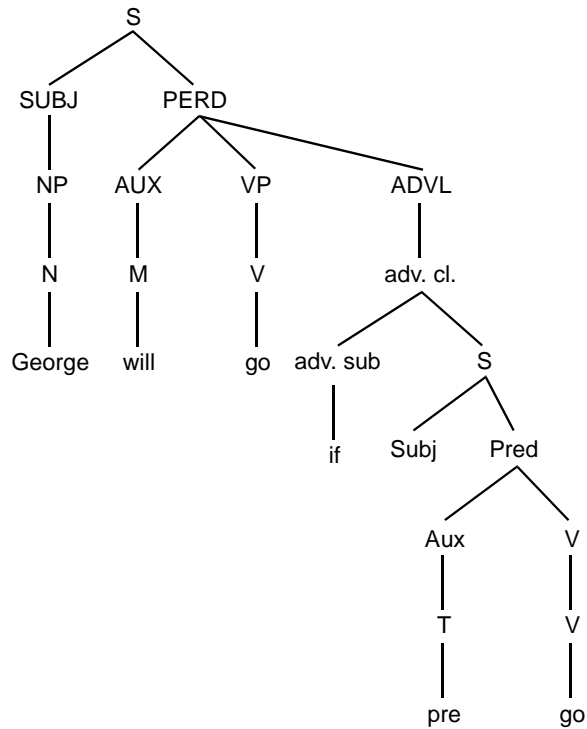
If Dracula returns, we will scream

We will scream if Dracula returns.

In either order, the '*if*' clause sets up the condition, and the main clause gives the result or outcome. We will therefore treat the 'if clause' as an adverbial clause of condition. By so doing, we can generate conditional

sentences in final position using the system of phrase structure rules and mapping rules as given below:

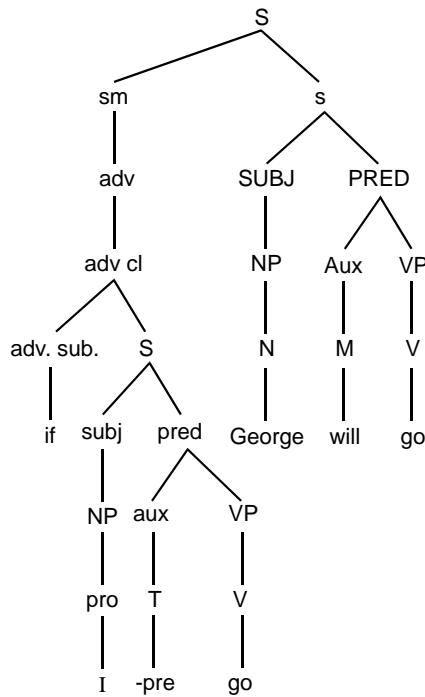
i) *George will go if I go*



ii) *If I go, George will go*

In order to account for the ‘if clause’ in initial position, we generate the adverbial clause under the sentence modifier as:

If I go, George will go.



Source: Celce Murcia/ Larsen-Freeman (1999).

Ford and Thompson (1986) did corpus analysis of conditionals in English. They found that conditional in sentence with initial ‘if clause’ which account for 80 percent of conditional sentences, perform four functions in both oral and written discourse whereas only 23 percent of the if clauses written corpus were in final position; Even fewer (i.e. 18 percent) of the conditional in the oral corpus were non-initial than in the written corpus. In their view the function of conditional sentences in order of frequency area as follow.

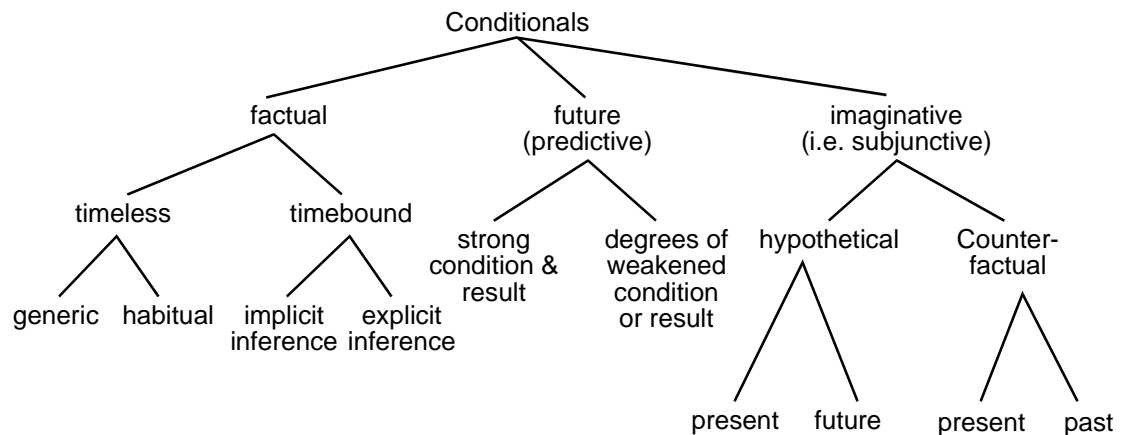
- a. To propose options for future sceneries
- b. To introduce contract
- c. To provide example for generalization and
- d. To make inferences based on previously mentioned assumptions.

#### 1.1.4.2 The Meaning: Conditional Sentences

##### *A Semantic Overview:*

English conditional sentences express three different kinds of semantic relationships, factual conditional relationships, future (or predictive) conditional relationships, and imaginative conditional relationships. According to Celce Murcia and Larsen-Freeman (1999), the semantic relationships of conditional sentences are given below:

A semantic hierarchy of  
Conditional sentence type



### 1.1.4.2.1 Factual Conditional Sentences

Factual conditional sentences have four subtypes which are given by exemplifying below.

#### ) *Generic Factual Conditionals*

Generic factual conditionals express relationships that are true and unchanging, for examples:

If oil is mixed with water, it floats.

If you boil water, it vaporizes

Because of their unchanging truth value, these conditionals normally take a simple present in both clauses. They are especially frequent in scientific writing, since the sciences are often concerned with such absolute relationships.

#### ) *Habitual Factual Conditionals*

Habitual factual conditionals resemble generic factual in that they also express a relationship that is not bounded in time; however, the relationship is based on habit instead of physical law. Habitual factuals express either past or present relationships that are typically or habitually true: for example

Present: If I was the dishes, sally dries them.

Past: If Nancy said, "Jump!" Bob Jumped

This type of conditionals sentence is frequent in conversation. Both clauses usually have the same tense: Simple present in both clauses if the habitual relationship refers to extended present time; simple past in both clauses if the sentence refers to a past habit.

(Note: that for both generic and habitual conditionals it is possible to substitute 'when' or 'wherever' for if and still express more or less the same idea:

When (ever) you boil water, it vaporizes.

When (ever) I wash the dishes, sally dries them.

### ) ***Implicit Inference Conditionals***

Factual conditionals that express an implicit inference are different from generic or habitual factuais in that they express inferences about specific time bound relationship. As such, they make use of a much wider range of tense and aspect markers, and they also occur with certain modal auxiliaries, Schachter (1971: 70) provides some examples of what we refer to as implicit inference conditionals:

If smog can be licked in LA, it can be licked anywhere.

If there was a happy man in the world that night, it was John Tunney.

If it's freezing outside, my roses are dying.

If it's Tuesday, it's Sam's birthday.

### ) ***Explicit Inference Factual Conditionals***

The final type of factual conditional, the explicit inference conditional, is the only case where, there is no strict parallelism of tense, aspect, or modal in both clauses. This is because the conditional (i.e. *the if clause*) is used as the basis for making an explicit inference, the result clause thus contains an inferential typically *must* or *should*:

If someone's at the door, it must be Peter.

If anyone has the answer, it should be Rod.



#### 1.1.4.2.2 Future (or predictive) Conditional Sentences

##### ) *Strong Condition and Result*

Many other authors have discussed "*future conditional*": for example:

If you finish your vegetables, I am going to (gonna) buy you an ice-cream cone.

If Steve comes to class, he will get the answer to the quiz.

Such sentences express future plans or contingencies. The normal pattern for this type of conditional is simple present tense in the *if-clause* and some explicit indication of future time (e.g., *will or be going to*) in the result clause:

##### ) *Degrees of weakened condition or result*

The above examples reflect the only type of future conditional most ESL /EFL texts mention. However, sometimes the future outcome expressed in the result clause is not sufficiently certain to warrant use of *will or be going to*, in which case a weaker modal of prediction such as *may* or *should* can be used:

If you finish your vegetables, I may buy you an ice-cream cone.

If Steve comes to class, he should get the answer to the quiz.

Thus, the prediction scale that applies to the result clauses of future conditional sentences:

*will, be going to* = certain result ( strong result)

*should* = probable

*may* = possible ( stronger than might)

*might* = possible (weaker than may)

(Progressively weakened result from *will* to *might*.)

### 1.1.4.2.3 Imaginative Conditional Sentences

The imaginative conditional sentences are perhaps the most problematic of the three main types in our description. There are two subtypes of **imaginative conditionals- hypothetical** and **counter factuals**.

Hypothetical conditionals express what the speaker perceives to be unlikely yet possible events or states in *if* clause:

If Joe had the time, he would go to Mexico. (Present hypothetical)

The *if* clause is not strongly negated here. There is no outside chance that Joe has (or will have) the time.

Hypothetical conditionals can refer to the future as well as the present ( they are open to change in the present or future):

Present: If Joe had the time, he would go to the Mexico.

Future: If Joe were to have the time, he would go to Mexico.

**Counterfactual conditionals**, on the other hand, express impossible events or states in the *if* clause:

If my grandfather were alive today, he would experience a very different world. (present counter factual)

The *if* clause is strongly negated (i.e. my grandfather is not alive today nor will he be alive in the future)

Counterfactual conditionals refer to impossibilities with reference to the present or the past ( we don't know what (im) possibilities the future holds):

*Present*: If my grandfather were alive today, we would experience a very different world.

*Past*: If my grandfather had still been alive in 1996, he would have been 100 years old.

The problem with imaginative conditionals arises in the tense used. The past tense refers to the present time, and the past perfect tense refers to the past time.

### **1.1.4.3 Rules of Conditional Sentences in English**

Languages are operated by the underlying rules and these rules differ from one language to another. English has specific rules for word formation, word order, sentence pattern, stress, intonation and others. The present study is concerned with the sentence patterns. Conditional sentences are complex sentence that consists of main clause and sub-ordinate clause. There should be appropriate use of tense in both clauses. According to Thomson and Martinet (1987), the following rules are listed below.

#### ***a) Open or Probable Condition***

It can be expressed in many ways as below

- i. The verb in if clause is in the present tense; the verb in the main clause expresses future with shall/will
  1. If you smoke, you will get cancer.
  2. If it rains, I will stay at home.
- ii. If + Present + may/might (Possibility)
  3. If the fog get thicker, the plane may/might be diverted
  4. If you are free at the movement, we may have a job for you.
- iii. If + present + may (permission) or can (permission or ability)
  5. If it stops snowing, we can go out. (Permission or ability)
  6. If your documents are in order, you may/ can leave at once (permission)
- iv. If + present + must/should any expression of command, request or advice in imperative sentences.
  7. If you want to loss your wait, you must or should exercise regularly.
  8. If you want pass the exam, work hard (command)

9. If you see Tom tomorrow, could you ask him to ring me?  
(request)
10. If you want to lose weight, you had better to eat less bread.  
(advice)

This type states real or open condition which may or can be fulfilled and probability suggested is high. The reference is to the present or future. This types of sentence implies that the action in if clause is quite probable.

**b) *Imaginary or Improbable Conditions***

It can be expressed in many ways below:

- i. The verb in if clause is in the past tense, the verb in the main clause is in the conditional tense.
  11. If I had a map, I would lend it to you. (But I haven't a map, the meaning here is present.)
  12. If someone tried to back mail me, I would tell the police. (But I don't expect that anyone will try to blackmail me, the meaning here is future)

There is no difference in time between the example of 11 and 12 of conditional sentences. Type 2 like type-1 refers to the present or future, and the past tense in 'if clause' is not a true past but a subjunctive which indicates unreality (as in the example 11 above) or improbability (as in the example 12 above)

- ii. When the supposition is contrary to known facts:
  13. If I lived near my office, I would be in time for work. (But I don't live near my office)
  14. If I were you, I'd plant some trees round the house. (But I am not you)

In these types of conditional sentences the reference is to present or future in the first types. The past form of verbs are used to suggest the

imaginary or improbable nature of the condition. It is suggested that the action in the if clause is not very likely or expected to take place.

Example 14 is also used to suggest that the condition stated is contrary to known facts as illustrated below:

15 If I were a king, I would rule over this Kingdom.

16. If he had wings, he would fly in the sky.

[Note: the use of 'were' in (15)] is an example of the subjunctive mood]

iii. If + were instead of if + was

17. If I were you, I would wait a bit.

18. Were I Tom, I would refuse?

Usually either can be used were, being more likely in formal English but 'were' is little more usual than was in advice form (no. 15). And were not 'was' is used when the auxiliary is placed first (no.16)

iv. Might or could may be used instead of would.

19. If you tried again, you might succeed (possible result)

20. If you tried again, you would succeed (certain result)

**c) *Unreal or Impossible condition***

It can be expressed in many ways as below:

i. The verb in *if* clause is in the past perfect tense; the verb in the *main* clause has the pattern (would/ could/ should + have + past participle):

21. If you had told him, he would have helped you.

22. If they had left early, they could have caught the bus.

This type of conditional sentences clearly refers to past time. The suggestion is that the condition stated in if clause was not fulfilled, and there for the action or result stated in the main clauses didn't take place. Thus, in 22 it is suggested that they didn't catch the bus because they have not left early.

- ii. Could/might be used instead of 'would' to show ability, possibility and ability or permission.

23a If we had found him earlier, we might have saved his life.  
(ability)

23b If we had found him earlier, we might have saved his life.  
(possibility)

24a If our documents had been in order, we could have left at once. (ability/ permission)

22b Had our document been in order, we could have left at once (ability or permission)

*(Note: 'Had' is placed at the beginning instead of 'if' as for the example above 24b)*

Thus, the verb in if clause is in the past perfect tense the verb in the main clause is in perfect conditional. The time is in the past and the condition can't be fulfilled because the action in if clause didn't take place.

The summary of the different rules on conditional sentence is exhibited.

#### **1.1.4.4 Use of Unless**

The use of 'unless' is shown by the pattern given below:

- i. Unless + affirmative verb = if + negative

25a: Unless you start at once, you will be late.

25b: If you don't start at once, you will be late.

26a: Unless you had a permit, you could not get a job.

26b: If you didn't have a permit, you couldn't get a job.

The two examples below shows the difference

- (a) Don't call me if you need help and
- (b) Don't call me unless you need help.

In example (a) he won't help her even if she need help. In example (b) he will help her if she needs help but doesn't want non urgent calls.

### **1.1.5 Rationale of the Study**

In the present context both deductive and inductive methods have been used in language classrooms. However, it is still undetermined which method is more effective in the context of Nepal to teach conditionals in English. Some schools of teachers in Nepal are still using grammar-translation method in teaching grammar and almost all the area of language. Whereas, other teachers suggest Audio-lingual Direct method in teaching grammar and other aspect of language. So, this study aims at determining which method (inductive or deductive) is more effective in teaching conditionals in English.

### **1.1.6 Review of Related Literature**

A very few theoretical works have been done to make distinction between deductive and inductive methods. Some books by Allen and Valette (1972). Richards and Rodgers (1986). Larsen–Freeman (1986), Stern (1983), Rai (1998) have dealt with these methods to some extent. However they are confined only to give their definitions and differences theoretically.

Some practical studies have been carried out in Nepal to find out the effectiveness of these two methods to teach certain area of grammar.

Tuladhar (1978) carried out a study to find out the relative effectiveness of the translation method versus OSS approach in teaching English in the fourth grade. It was found that the translation method was less effective for that level.

Karki (1999) has carried out 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 is found to perform better in most of the cases. Therefore, inductive method was relatively

more effective than deductive method for teaching subject-verb agreement in general.

Here, Karki has suggested to apply inductive method in teaching subject verb agreement-in English.

Sitaula (1999) has carried out a study to find out the relative effectiveness of two methods in teaching passivization in English.

Sitaula Writes, “The inductive method is more effective than deductive method in teaching passivization. So, inductive method should be applied by the teachers to teach passivization in the context of Nepal.

Sharma (2000), has carried a study to measure the relative effectiveness between inductive and deductive method in teaching reported speech.

Comparatively, the group taught through deductive method is found perform slightly better in most of the cases. So, Sharma has suggested that in teaching reported speech deductive was found slightly more effective than inductive method.

Ghimire (2000) studied practically to measure the relative effectiveness of two methods in teaching tag questions. The group taught inductively is found perform better in most of the cases than deductively taught group.

Here, Ghimire writes, “The inductive method is more effective than deductive one in teaching tag-questions in English.

### **1.1.7 Objectives of the Study**

The objective of the study are as follows:

- i. to find out which method (deductive or inductive) is more effective for teaching conditionals in English.
- ii. to suggest some pedagogical applications of the findings of the study.



### **1.1.8 Significance of the Study**

The work will be significant for

- i. finding out the effectiveness of inductive and deductive methods.
- ii. providing feedback to the related teacher's curriculum designers, textbook writers, test designers and other personnel's of the related field.
- iii. providing guidelines for the future researcher in the stated area.

### **1.1.9 Definition of Specific Terms**

#### ***a. Conditional Sentence***

Here, conditional sentence is a complex sentence that consists of a main clause and a subordinate clause. The subordinate clause typically begins with the adverbial "if". If clause sets of the condition and main clause gives the result or outcome.

#### ***b. Open Condition***

Here, open condition states real condition which may or can be fulfilled and probability suggested is high the reference of the tense to the present or future. e.g. If it rains, I shall stay at home.

#### ***c. Imaginary Condition***

Here, Imaginary condition states the improbable condition in which the action in if clause is not very likely or expected to take place. The past forms of verb one used to suggest the imaginary nature of condition e.g. If my grandfather were alive, he would describe about the journey of Muktinath.

#### ***d. Impossible Condition***

Here, impossible condition refers to the 'unreral' condition in which if clause was not fulfilled and therefore, the action or result in the main clause

also didn't take place. The reference of the tense is to the past. e.g. If Ram had worked hard, he wouldn't have failed the exam.

**e. Proficiency**

Here, proficiency refers to the ability of the students of grade eight to supply the correct conditional sentences and make use of them appropriately.

**f. Test-Item:**

Test-items, have refers to the set of questions prepared to get the performance of the students and find out the relative effectiveness of method i.e. (inductive or deductive) in using conditional clauses.

**g. Subjunction**

The form of the verb often used to express uncertainty, wishes, desire. The subjunctive usually refers to non-factual or hypothetical situation.

**h. Direct Condition: Open or hypothetical Condition**

Direct condition may be either an open or hypothetical condition. Open conditions are neutral: they leave unresolved the question of the fulfilment or non-fulfilment of the condition, and hence also the truth of the proposition, expressed by the matrix clause. For example: If Collin is in London, he is undoubtedly staying at the Hillton.

**i. Hypothetical Condition**

It conveys the speaker's belief that the condition will not be fulfilled (for future condition) is not fulfilled (for present conditions) or was not fulfilled (for past conditions) and hence the probable or certain falsity of the proposition expressed by the matrix clause, e.g. If he changed his opinions, he'd be more likeable person.

- ) They would be here with us if they had the time.
- ) If you had listened to me, you wouldn't have made so many mistakes.

This decision between open and hypothetical condition is important grammatically because the verbs in hypothetical conditions are back shifted.

	Condition clause	Matrix Clauses
Present and future reference	past If I were younger	Past modal I would study classical Greek
past reference	Past Perfective If I had seen you	Past perfective modal I would have invited you home

## **CHAPTER TWO**

### **METHODOLOGY**

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

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

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 thirty-eight students of Kathmandu district studying in Manohar Secondary School.

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

Different related researches, related books, Journals, reports and articles, related to ELT- and grammar teaching books (especially conditional in English) were consulted for designing the tests and prepared for effective classroom teaching materials.

#### **2.2 Population of the Study**

The population for this study were the students studying in grade eight of the government school i.e. Manohar Secondary School of Kathmandu District.

#### **2.3 Sampling Procedure**

The total population was divided into two groups based on Pre-test Group 'A', Group 'B' on the basis of odd and even number.

## **2.4 Tools for Data Collection**

The major tools for data elicitation were the test items. The test items were developed before actual classroom teaching. They were developed from the specific area of grammar; i.e. conditionals. The five different types of Test-items,. Which altogether carried out hundred marks. The same set of test-items was used for both pre and Post-test. The following types of questions were used for the collection of data.

- i. Multiple choice items.
- ii. Completion item.
- iii. Matching item.
- iv. Questions-answer item
- v. Fill in the blanks item.

All items were used for written test. Each item was of 20 marks and contained 20 questions each. The model set of test items has been given in (Appendix 1)

## **2.5 Process of Data collection**

The data were elicited on the basis of the following procedure. The researcher prepared a set of Test-items based on various types of conditional VIZ. type-1, type-2, type-3 and other uses of conditionals. The researcher administered a written Pre-test to determine the actual performance of the students before actual classroom teaching. The students were evaluated in hundred full marks.

The rank of the students were determined on the basis of their individual scores. (see Appendix 2a). Then, the population were divided into two Groups based on the marks Pre-test; 'Group A' and 'Group B' on the basis of odd and even number. Group 'A' was taught inductively and Group 'B' was taught deductively. All the variables except teaching method were controlled. The medium of instruction was entirely English for both groups.

After real teaching, the teacher administered the post-test with the same set of test items used in Pre-test. Then, the Post-test was used to determine the students' proficiency and to find out the effectiveness.

Each group was taught for two weeks, five days a week, two period a day and each period was last for forty-five minutes.

## **2.6 Limitations of the Study**

This research had the following limitations.

- ) The data were collected only from the written test.
- ) The level of learners was limited to grade VIII.
- ) The number of school was only one.
- ) The set of test contained only five different types of tests.
- ) The population of this study was confined to thirty-eight students.
- ) The questions were limited to conditional sentence only.

## CHAPTER THREE

### ANALYSIS AND INTERPRETATION

After collecting the responses by different group of informants, the responses were marked systematically and the scores obtained by them were tabulated. The analysis of information were done by using the statistical tools of average and percentage. The analysis leads to the interpretation of their performance and effectiveness of methods.

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. Comparison of total performance in general.
2. Item wise analysis in comparison of both group.
3. Sex wise comparison of both group.
4. Group wise comparison of the performance of boys in different test-items as a whole.
5. Group wise comparison of the performance of girls in different Test-items as a whole.

The analysis has been done in the following ways:

The individual score of both (pre and post) tests 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. 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 that increased percentage. Thus, the relative effectiveness of two methods was determined.

### 3.1 Comparison of the Total Performance in General

The questions were divided into five items, i.e. multiple choice item, completion item, matching item, question-answer item, fill in the blanks item. Each item consisted of twenty questions of twenty marks. The questions was of one hundred.

**Table No. 1**  
**Comparison in General**

Group	Avg. score in Pre- test	Avg. score in Post-test	D	D%
A	35.31	56.94	21.36	61.25
B	34.42	58.52	24.10	70.03

The total average reveals the fact that the average score obtained by Group 'A' was 35.31 marks in the Pre-test and 56.94 marks in the post test. The increased percentage was 21.36 or 61.25.

On the other hand, the average marks obtained by Group 'B' was 34.42 in the Pre-test and 58.52 in the Post-test. The marks increased by 24.10. The increased percentage Was 70.03.

The difference between the percentage of two groups clearly shows that the Group 'B' marks 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 conditionals in English.

It analyses that students are concentrated only the rules rather than language function and communication. Conditional sentences are mostly rule based structure, students keep these structures in their mind and use in their language in the same way.

### 3.2 Item-wise Analysis in Comparison of both Groups

The questions were divided into five items; multiple-choice item, completion item, matching item, question-answer item, Fill in blanks item.



### 3.2.1 Multiple Choice Item

In this item, the students were required to choose the best answer from the given four alternatives and tick it. This test item consisted of twenty questions which carried out twenty marks.

**Table No. 2**

**Item-wise Table: Multiple Choice Item**

Group	Avg. score in pre-test	Avg. score in post-test	D	D%
A	10.52	13.68	3.16	30.0
B	11.0	14.94	3.94	35.88

This table above shows that the average score obtained by Group 'A' was 10.52 in the Pre-test and 13.68 in the post test in their performance. Their marks increased by 3.16. The increased percentage was 30. Whereas the average score obtained by Group 'B' was 11.00 marks in the Pre-test and 14.94 marks in the post test in their performance. The difference between them was 3.94 and difference percentage was 35.88.

This analysis helps to conclude that in this item the performance displayed by Group 'B' is greater than Group 'A'. This shows that in totality deductive method seems more effective than inductive method.

### 3.2.2 Completion Item

In this item, students were required to supply the missing appropriate conditional clauses in their own word. This item consisted of twenty questions which carried out twenty marks.

**Table No. 3**

**Item-wise table: Completion Item**

Group: A

Group: B

Method: Inductive

Method: Deductive

Group	Avg. score in pre-test	Avg. score in post-test	D	D%
A	2.89	6.44	3.55	122.72
B	2.10	8.26	6.16	292.5

The Average score of Group 'A' was 2.89 in the Pre-test and 6.44 in the Post-test in their performance. Their marks increased by 3.55 and increased percentage was 122.72.

On the other hand, the average score of group 'B' was 2.10 marks in the Pre-test and 8.26 in the Post-test in their performance. Their marks increased by 6.16 and increased percentage was 292.5.

The difference between the percentage of the two groups prove that Group 'B' is comparatively better than Group 'A' in their performance in the Post-test. Therefore, it can be concluded that deductive method is more effective than inductive method to teach this item in conditional.

### **3.2.3 Matching Item**

In this item, students were required to make sentence by matching the clauses given in the column 'A' and 'B' respectively. This item consisted of twenty questions which carried out 20 marks.

**Table No. 4**

**Item-wise table: Matching Item**

Group: A

Group: B

Method: Inductive

Method: Deductive

Group	Avg. score in pre-test	Avg. score in post-test	D	D%
A	9.52	15.78	6.26	65.75
B	10.00	15.52	5.52	57.36

The average score of Group A was 9.52 in the Pre-test and 15.78 in the Post-test in their performance. Their marks increased by 6.26. The increased percentage was 65.75. On the other hand, the average score of Group 'B' was 10.00 marks in the Pre-test and 15.52 marks in the Post-test in their performance. Their marks increased by 5.52. The increased percentage was 57.36.

It shows that Group 'A' is comparatively better than Group 'B' in their performance in the Post-test. Therefore, Inductive method is more effective than deductive method to teach matching item in conditionals in English

### 3.2.4 Question-answer Item

In this item, students were required to give the answer according to given situation. This item consisted of twenty questions which carried out twenty marks.

**Table No. 5**  
**Item-wise table: Question-Answer Item**

Group: A		Group: B		
Method: Inductive		Method: Deductive		
Group	Avg. score in pre-test	Avg. score in post-test	D	D%
A	2.73	7.92	5.19	189.42
B	2.36	6.94	4.58	193.33

The average score of Group 'A' was 2.73 marks in the Pre-test and 7.92 marks in the post test. Their marks increased by 5.19. The increased percentage was 189.42. Whereas, the average score of Group 'B' was 2.36 marks in the Pre-test and 6.94 marks in the Post-test. Their marks increased by 4.58. The increased percentage was 193.33.

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 to teach question-answer item in conditionals.

### 3.2.5 Fill in the Blank Item

The students are required to fill up the blanks selecting correct words or choosing right tense from the bracket. This item consisted of twenty questions which carried out twenty marks.

**Table No. 6**

**Item-wise table: Fill in the blank**

Group: A

Group: B

Method: Inductive

Method: Deductive

Group	Avg. score in pre-test	Avg. score in post-test	D	D%
A	9.73	11.84	2.11	21.62
B	8.47	13.42	4.94	58.38

The average score obtained by Group 'A' was 9.73 marks in the Pre-test and 11.84 marks in the Post-test. Their marks increased by 2.11. The increased percentage was 21.62.

On the other hand, the average score of Group 'B' was 8.47 marks in the Pre-test and 13.42 marks in the Post-test in their performance. Their marks increased by 4.94. The increased percentage was 58.38.

The difference between the percentage of two groups showed that Group 'B' is grater than Group 'A'. Therefore, deductive method is more effective than inductive one to teach this item.

### 3.3 Sex-wise Comparison of Both Group

According to sex, 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 was determined separately and compared to find out the relative effectiveness of the two methods to teach conditionals in English.

### 3.3.1 Boys

The population of boys involved in both (pre and post) tests was fourteen. Out of them seven students were in Group 'A' and seven in Group 'B.' The questions, containing all five test items were of one hundred full marks.

**Table No. 7**

**Sex wise table: Boys**

Group: A

Group: B

Method: Inductive

Method: Deductive

Group	Avg. score in pre-test	Avg. score in post-test	D	D%
A	30.00	58.85	28.85	99.04
B	33.57	53.14	19.57	58.29

The average score of Group 'A' was 30.00 marks in the Pre-test and 58.85 marks in the Post-test in their performance. Their marks increased by 28.85. The increased percentage was 99.04. Whereas, the average score of Group 'B' was 33.57 marks in the Pre-test and 53.14 marks in the post test in their performance. Their marks increased by 19.57. The increased percentage was 58.29.

The difference between the percentage of two groups indicates that Group 'A' is comparatively better than Group 'B' in their performance in the Post-test. Therefore, it is concluded that inductive method is more effective than deductive method for group 'A' boys to teach conditionals in English.

### 3.3.2 Girls

The population of girls involved in both (pre and post) tests was twenty four. Out of them twelve students were in Group 'A' and twelve in Group 'B'. The questions, containing five test items, were of one hundred full marks.

**Table No. 8**  
**Sex wise table: Girls**

Group: A

Group: B

Method: Inductive

Method: Deductive

Group	Avg. score in pre-test	Avg. score in post-test	D	D%
A	38.16	54.5	16.34	42.79
B	35.0	61.16	26.16	74.46

The average score of group 'A' was 38.16 marks in the Pre-test and 54.5 marks in the post test. Their marks increased by 16.34. The increased percentage was 42.79. Whereas, the average score of Group 'B' was 35.0 marks in the Pre-test and 61.16 marks in the Post-test . Their marks increased by 26.16 . The increased percentage was 74.46.

The difference between the percentage of the two groups proves that Group 'B' did much better in their performance in the post test in comparison with Group 'A'. Therefore it is cleared that deductive method is more effective than inductive method in teaching conditionals in English.

### **3.4 Group-wise Comparison of the Performance of Boys in Different Test-items as a Whole**

All the Test-items (item 1, 2, 3, 4 and 5) are included to find out the performance of the boys. Each item consisted of twenty questions of twenty marks.

#### **3.4.1 The Performance of Boys in Multiple Choice Item**

**Table No. 9**

**The Performance of Boys: Multiple Choice Item**

Group: A

Group: B

Method: Inductive

Method: Deductive

Group	Avg. score in pre-test	Avg. score in post-test	D	D%
A	10.29	14.58	4.29	41.66
B	11.57	14.28	2.71	23.45

The average score of Group ‘A’ boys was 10.29 marks in the Pre-test and 14.58 marks in the post test. The marks increased by 4.29. The increased percentage was 41.66. Whereas, the average score of Group ‘B’ boys was 11.57 marks in the Pre-test and 14.28 marks in the Post-test. The marks increased by 2.71. The increased percentage was 23.45.

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 is more effective than deductive one in teaching multiple choice item in conditionals.

### 3.4.2 The Performance of Boys in Completion Item

**Table No. 10**

**The Performance of Boys: Completion Item**

Group: A

Group: B

Method: Inductive

Method: Deductive

Group	Avg. score in pre-test	Avg. score in post-test	D	D%
A	3.42	6.14	2.72	79.16
B	2.85	9.28	6.42	225

The average score of Group ‘A’ boys in multiple choice item was 3.42 marks in the Pre-test and 6.14 marks in the Post-test in their performance. The increased marks was 2.72. The increased percentage was 79.16. Whereas, the average score of group ‘B’ was 2.85 marks in the Pre-test and 9.28 marks in the post test. The marks increased by 6.42. The increased percentage was 225.

The difference between the percentage of two groups showed that Group ‘B’ did much better in the Post-test in their performance. Therefore, it is cleared that deductive method is more effective than inductive method to teach completion item in conditionals in English.

### 3.4.3 The Performance of Boys in Matching Item

**Table No. 11**

#### **The Performance of Boys: Matching Item**

Group: A

Group: B

Method: Inductive

Method: Deductive

Group	Avg. score in pre-test	Avg. score in post-test	D	D%
A	5.0	16.0	11.01	220
B	7.71	14.48	7.14	92.59

The average score of Group A boys in matching items was 5.2 marks in the Pre-test and 16.0 marks in the Post-test. The marks increased by 11.0. The increased percentage was 220. On the other hand, the average score of Group 'B' boys in matching items was 7.71 marks in the Pre-test and 14.48 marks in the Post-test. The marks increased by 7.14. The increased percentage was 92.59.

The difference between the percentage of two group indicates that Group 'A' is comparatively better than Group 'B' in their performance in the Post-test. Therefore, it is concluded that inductive method is better than deductive method to teach matching item.

### 3.4.4 The Performance of Boys in Subjective (Question-answer) Item

**Table No. 12**

#### **The Performance of Boys: Question-answer Item**

Group: A

Group: B

Method: Inductive

Method: Deductive

Group	Avg. score in pre-test	Avg. score in post-test	D	D%
A	2.57	10.85	8.28	322.22
B	3.00	5.42	2.42	80.95



The average score of Group ‘A’ boys in subjective item was 2.57 marks in the Pre-test and 10.85 marks in the Post-test. The marks increased by 8.28. The increased percentage was 322.22. Whereas, the average score of Group ‘B’ in this item was 3.0 in the Pre-test and 5.42 in the Post-test. The marks increased by 2.42. The increased percentage was 80.95.

The difference between the performance of two Groups indicates that Group ‘A’ did better than Group ‘B’ in their performance in the post-test. Therefore, it is concluded that inductive method is more effective than deductive method.

### 3.4.5 The Performance of Boys in Fill in the Blanks Item

**Table No. 13**

**The Performance of Boys: Fill in the Blanks Item**

Group: A

Group: B

Method: Inductive

Method: Deductive

Group	Avg. score in pre-test	Avg. score in post-test	D	D%
A	9.7	14.14	4.42	45.58
B	8.28	12.28	4.00	48.27

The average score of Group ‘A’ boys in fill in the blanks item was 9.7 marks in the Pre-test and 14.14 in the Post-test. The marks increased by 4.42. The increased percentage was 45.58. Whereas, the average score of group ‘B’ boys in this item was 8.28 marks in the Pre-test, and 12.28 marks in the Post-test. The marks increased by 4.0. The increased percentage was 48.27.

This shows that Group B is better than Group ‘A’. This analysis proves that the latter group that taught deductively benefits more than former group.

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

#### 3.5.1 The Performance of Girls in Multiple Choice Items

**Table No. 14**

**The Performance of Girls: Multiple Choice Items**

Group: A

Group: B

Method: Inductive

Method: Deductive

Group	Avg. score in pre-test	Avg. score in post-test	D	D%
A	11.66	13.08	2.41	22.65
B	10.66	15.33	4.67	43.75

The average score of Group 'A' girls in multiple choice items was 11.66 marks in the Pre-test and 13.08 marks in the post test. Their marks increased by 2.41. The increased percentage was 22.65. Whereas, the average score of Group 'B' girls in multiple choice item was 10.66 marks in the Pre-test and 15.33 marks in the Post-test. The marks increased by 4.67. The increased percentage was 43.75.

The table showed that the percentage of the performance of Group 'B' is better than group 'A'. Therefore deductive method is more effective than inductive one to teach multiple choice item in conditional.

#### 3.5.2 The Performance of Girls in Completion Item

**Table No. 15**

**The Performance of Girls: Completion Item**

Group: A

Group: B

Method: Inductive

Method: Deductive

Group	Avg. score in pre-test	Avg. score in post-test	D	D%
A	2.58	6.62	4.04	156.45
B	1.6	7.66	6.0	360

The average score of Group 'A' girls in completion item was 2.58 marks in the Pre-test and 6.62 marks in the Post-test. The marks increased by 4.04. The increased percentage was 156.45. The average score of Group 'B' was 1.6

marks in the Pre-test and 7.66 marks in the Post-test. Their marks increased by 6.0. The increased percentage was 360.

The performance showed that Group 'B' did much better than Group 'A'. Therefore, deductive method is more effective than inductive method to teach completion item in conditionals.

### 3.5.3 The Performance of Girls in Matching Item

**Table No. 16**

**The Performance of Girls: Matching Item**

Group: A

Group: B

Method: Inductive

Method: Deductive

Group	Avg. score in pre-test	Avg. score in post-test	D	D%
A	12.16	16.5	4.33	35.6
B	11.33	16.25	4.9	43.38

The average score of Group 'A' girls in matching item was 12.16 marks in the Pre-test and 16.5 marks in the post test. Their marks increased by 4.33. The increased percentage was 35.6. Whereas, the average score of group B girls was 11.33 marks in the Pre-test and 16.25 marks in the Post-test. Their marks increased by 4.9. The increased percentage was 43.38.

The performance in the Post-test showed that Group 'B' did better than Group 'A'. So that deductive method is more effective than inductive method to teach matching item in conditionals.

### 3.5.4 The Performance of Girls in Subjective Item

**Table No. 17**

**The Performance of Girls: Question-answer**

Group: A

Group: B

Method: Inductive

Method: Deductive

Group	Avg. score in pre-test	Avg. score in post-test	D	D%
A	3.00	7.04	4.04	134.72
B	2.08	6.41	4.33	208.00

The average score of Group A was 3.00 marks in the Pre-test and 7.04 marks in the Post-test. Their increased marks was 4.04. The increased percentage was 134.72. Whereas, the average score of Group 'B' was 2.08 marks in the Pre-test and 6.41 marks in the post test. The marks increased by 4.33. The increased percentage was 208.00.

The above table showed that the performance of Group 'B' is better than Group 'A'. It proved that deductive method is more effective than inductive method to teach this item in conditionals.

### 3.5.5 The Performance of Girls in Fill in the Blanks Item

**Table No. 18**

**The Performance of Girls: Fill in the Blanks Item**

Group: A

Group: B

Method: Inductive

Method: Deductive

Group	Avg. score in pre-test	Avg. score in post-test	D	D%
A	9.83	13.16	3.33	33.89
B	8.58	14.08	5.5	64.07

The average score of group 'A' was 9.83 marks in the Pre-test and 13.16 marks in the Post-test. Their marks increased by 3.33. The increased percentage was 33.89. On the other hand, the average score of Group 'B' 8.58 marks in the Pre-test and 14.08 marks in the Post-test. Their marks increased by 5.5. The increased percentage was 64.07.

The performance indicates that Group 'B' did better than Group 'A'. So that the effectiveness seems more better in deductive method than inductive one.

## CHAPTER FOUR

### FINDINGS AND RECOMMENDATIONS

#### 4.1 Findings of the Study

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

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

- a. The students of group 'A' increased their marks by 61.25% and the students of Group 'B' increased their marks by 70.03% in their performance in the Post-test. The difference between the increased percentage of each group proved that deductive method is more effective than inductive one to teach conditionals in English in general.
- b. In item wise analysis in comparison of both groups, the analysis showed that except Test-item 3 (matching item), in test 1, 2, 4, 5 deductive method was found better than inductive method.

Group A has increased its average marks by 30%, 122.72%, 65.75%, 189.42% and 21.62% respectively in test 1,2,3,4,5 while Group B marks increased by 35.88%, 292.5%, 57.56%, 193.33% and 58.38% respectively in test-items, 1, 2, 3, 4, 5 (see table no. 2, 3, 4, 5 and 6).

- c. Sex wise analysis showed that Group A boys increased their marks by 99.04% and Group B boys increased their marks by 58.29%. The difference between the increased percentage proved that inductive method is more effective than deductive one to teach conditional (see Table No. 7).

Whereas Group 'A' girls increased their marked by 42.79% and Group 'B' increased their marks by 74.46%. Group 'B' obtained greater marks than Group 'A' .. Therefore deductive method is effective than inductive method (see Table No. 8).

- d. In group-wise analysis of the performance of boys in different Test-items, the analysis showed that in Test-items 1, 3 and 4, inductive method found comparatively more effective than deductive one and in Test-items 2 and 5, deductive method found better than inductive method.

Group 'A' has increased its average marks by 41.66%, 79.16%, 220%, 322.22% and 45.58% respectively in Test-item 1, 2, 3, 4 and 5. While Group 'B' marks increased by 23.45%, 225%, 92.59%, 80.95%, 48.27% respectively in Test-item 1, 2, 3, 4 and 5 (see Table No. 9, 10, 11, 12, 13).

- e. In group wise analysis of the performance of girls in different Test-items, the analysis showed that Group 'B' did much better in all Test-items than Group 'A' in their performance in the Post-test. Group B increased its average marks by 43.75%, 360%, 43.38%, 208%, 64.07% in comparison of Group A marks increased by 22.65%, 156.45%, 35.6%, 134.72%, 33.89% respectively in Test-items 1, 2, 3, 4 and 5. It is cleared that deductive method is more effective than inductive method to teach conditionals in English

## 4.2 Recommendations

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

- a. It should be better to give more emphasize on deductive method than inductive one in teaching conditionals in English.
- b. As shown in the result above, deductive method found more effective in teaching conditionals in different test items, teachers are suggested to apply deductive method. However, inductive method is also suggested to be used while teaching conditionals.
- c. The girls' performance found better than the boys' in all of the test items in deductive method of teaching. Therefore, deductive teaching is quite essential to girls in teaching conditional sentences.
- d. The students studying at grade eight in government schools should have adequate exposure, interaction and elicitation for the correct use of conditional sentences and should be provided many situations, conditions with subordinate clause and main clause as open, imaginary and unreal using the appropriate form of verbs and structures.
- e. The textbook writers should provide sufficient rules with sufficient example. However, the rules should be precise, explicit, unambiguous and should cover everything which is necessary for the topic.
- f. The syllabus designers and methodologists should be encouraged in the use of deductive method of teaching. However, it does not mean that inductive method should be given no place at all in the syllabus and textbooks.
- h. 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 mins.) but number of students is comparatively greater where the teacher cannot pay individual attention. Moreover, teachers and students of schools are already familiar with deductive method.

- i. While applying deductive method, the teacher should teach rules consciously and meaningfully according to the interest of child. The teacher should give sufficient examples with the rules. Moreover, the teacher should motivate the children to involve them in practice so that learning becomes effective, permanent and meaningful.
  
- j. This study was conducted in one government school of Kathmandu district. It was limited to only thirty-eight students. So, it cannot be claimed that the finding of this study are applicable in all schools and all the students of Nepal in teaching conditional sentences. 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 1

### Teaching Conditionals in English Inductively and Deductively

#### A Practical Comparative Study

#### TEST-ITEMS

#### Test 1: Tick the best answer from the following alternatives

- i. If it rains, \_\_\_\_\_
  - a) I will not come.
  - b) I would not come.
  - c) I would not have come.
- ii. If you had studied hard, \_\_\_\_\_
  - a) you would have passed the exam.
  - b) you will pass the exam.
  - c) you would pass the exam.
- iii. If you were a mouse, \_\_\_\_\_
  - a) the cat would have eaten you.
  - b) the cat would eat you.
  - c) the cat will eat you.
- iv. If you had done as I told you, \_\_\_\_\_
  - a) you would have succeeded in the test.
  - b) you will succeed in the test.
  - c) you would succeed in the test.
- v. If I were you, \_\_\_\_\_
  - a) I would marry her.
  - b) I would have married her.
  - c) I will marry her.
- vi. If they invite us, \_\_\_\_\_
  - a) we will come.
  - b) we would come.
  - c) we would have come.

- vii. If I were a teacher, \_\_\_\_\_  
a) I should not do that.  
b) I would not do that  
c) I should not have done that.
- viii. What would happen \_\_\_\_\_  
a) if the bridge will break?  
b) if the bridge break?  
c) if the bridge broke?
- ix. If you called him, \_\_\_\_\_  
a) he will come.  
b) he would come.  
c) he would have come
- x. If he left his bicycle outside, \_\_\_\_\_  
a) someone will steal it.  
b) someone would steal it.  
c) someone would have stolen it.
- xi. If you had tried again, \_\_\_\_\_  
a) you will succeed.  
b) you would succeed.  
c) you would have succeeded.
- xii. If I knew her telephone number, \_\_\_\_\_  
a) I can ring her up.  
b) I would ring her up.  
c) I could ring her up.
- xiii. If I were you, \_\_\_\_\_  
a) I will help the disables.  
b) I would help the disables.  
c) I might help the disables.
- xiv. If he runs, \_\_\_\_\_  
a) he will get there in time.  
b) he would get there in time.  
c) he would have gotten there in time.

- xv. If you play football, \_\_\_\_\_  
a) you will win the match.  
b) you would win the match.  
c) you would have won the match.
- xvi. If he has written the letter, \_\_\_\_\_  
a) I will post it.  
b) I would post it.  
c) I would have posted it.
- xvii. If you have finished dinner, \_\_\_\_\_  
a) I will ask the waiter for the bill.  
b) I would ask the waiter for the bill.  
c) I would have asked the waiter for the bill.
- xviii. If you study hard, \_\_\_\_\_  
a) you will pass the exam.  
b) you would pass the exam.  
c) you would have passed the exam.
- xix. If you had come earlier, \_\_\_\_\_  
a) you will meet him.  
b) you would meet him.  
c) you would have met him.
- xx. If I were a student, \_\_\_\_\_  
a) I will labour more.  
b) I would labour more.  
c) I would have laboured more.

**Test 2: Supply the missing clause of your own.**

- i. If you meet a blind man, \_\_\_\_\_
- ii. If you get married, \_\_\_\_\_
- iii. If there is too much rain, \_\_\_\_\_
- iv. If I did not take meal, \_\_\_\_\_
- v. If I were a teacher, \_\_\_\_\_

- vi. If he looted your pocket, \_\_\_\_\_
- vii. If you had stolen money, \_\_\_\_\_
- viii. If \_\_\_\_\_ he would lend some money.
- ix. If \_\_\_\_\_ I will buy a new clothes.
- x. If Hari have driven more carefully, \_\_\_\_\_
- xi. If she might have eaten a meal, \_\_\_\_\_
- xii. If \_\_\_\_\_ we stay here.
- xiii. We would answer, if \_\_\_\_\_
- xiv. If he worked hard, \_\_\_\_\_
- xv. If \_\_\_\_\_ he will secure highest mark.
- xvi. If you call him, \_\_\_\_\_
- xvii. If \_\_\_\_\_ drive slowly.
- xviii. If \_\_\_\_\_ the match might be postponed.
- xix. If she sings \_\_\_\_\_
- xx. If \_\_\_\_\_ you might be leading a novel.

**Test 3: Match the following with suitable clauses.**

- |    |                                 |                                   |
|----|---------------------------------|-----------------------------------|
| a) | If you buy a car                | you must eat less bread.          |
| b) | If you are taking care for baby | if you tease him.                 |
| c) | If he had tried                 | the colleges would reopen.        |
| d) | If there is no rain             | I should win the game.            |
| e) | The monkey will hurt you        | I might be visiting uncle's house |
| f) | Had you called me               | it will not improve               |
| g) | If there was peace              | the crops grow less.              |
| h) | If you want to loss weight      | I would have seen you.            |
| i) | If you need advice              | call in the doctor.               |
| j) | If you should go                | drive carefully.                  |
| k) | If you call                     | you get fat.                      |
| l) | If I were on holiday            | you will find him healthy.        |
| m) | If you eat much                 | inform me.                        |
| n) | If drink dirty water            | he would have won the prize.      |

- o) If you should fall ill she would have married him.
- p) If I were you I will come.
- q) Unless you use your English you can meet him.
- r) If he had been younger I would get up earlier.
- s) If the doctor had come in time brings cholera
- t) If I slept on time the girls would have been saved.

**Test 4: Answer the following questions according to situation**

i. You are walking back home, suddenly if you see a snake on the road what will you do?

---

ii. You have never failed in exam unfortunately, if you fail, what will you feel?

---

iii. What would you do if your house caught fire?

---

iv. What will you do if two friends are fighting in the classroom?

---

v. What would you do if you were a head master of your school?

---

vi. You missed the bus to Pokhara if you had arrived on the time, would you have missed?

---

vii. You need five hundred rupees for picnic, your father didn't give you. What would you do if he did not get money on time.

---

viii. Suppose you were taking an exam suddenly if you found a friend from your class cheating in the exam. What would you do?

---

ix. Hari did not work hard and he failed the exam.

---

- x. Sunita has terrible headache but she doesn't want to go to hospital. What would you do if you were Sunita?
- 
- xi. If you had earned a lot of money, what would you have done?
- 
- xii. What would you have done if it hadn't rained yesterday?
- 
- xiii. Suppose you were walking along the street, suddenly, if you saw a film star, what would you do?
- 
- xiv. While you were in the bus, a boy was picking someone's pocket. If you were a policeman what would you do?
- 
- xv. People are afraid of environment pollution. If they plant a lot of trees, what will they get?
- 
- xvi. We did not know they were your friend. We did not let them to stay.
- 
- xvii. What would you do if you scored the highest mark in the class?
- 
- xviii. If you want to loss your weight, what you must do?
- 
- xix. Ms. Thapa is ill today so she couldn't go to school. What would Ms. Thapa done if she hadn't been ill?
- 
- xx. Yesterday, I was absent at school so I didn't know that today is the parent's day. What would I have known about if I had not been absent?
-



**Test 5: Fill in the blanks selecting correct words from the bracket or supply the correct tense of the verb given in the bracket.**

- a) I won't go to the school, if it \_\_\_\_\_ raining.  
(don't stop, doesn't stop, not stop, will not stop)
- b) If you \_\_\_\_\_ good, no one would scold you. (be, were, been, would)
- c) If I wish, I \_\_\_\_\_ a doctor. (would, were, am, will be)
- d) Whether he helped me or not, I \_\_\_\_\_ him. (will help, would help, would have helped)
- e) When he helps her, she \_\_\_\_\_ happy. (is, were, will be)
- f) If you were wise, you \_\_\_\_\_ good. (will be, will do, would do, did)
- g) If you \_\_\_\_\_ so much, you would get fat. (eat)
- h) He would have told if you \_\_\_\_\_ him. (ask)
- i) If you smoke a lot, you \_\_\_\_\_ die of cancer. (may, might, must)
- j) \_\_\_\_\_ you use your English, it will not improve. (if, unless, have)
- k) If I \_\_\_\_\_ you, I should go home immediately. (be, was, were)
- l) I will go to the door, \_\_\_\_\_ I hear the bell. (if, unless, had)
- m) He will not learn much \_\_\_\_\_ he works harder. (if, unless, if not)
- n) If it \_\_\_\_\_ they will get wet. (rain)
- o) My uncle \_\_\_\_\_ able to help us if he were here. (would be, should be, will be)
- p) \_\_\_\_\_ you had not permit you could not get a job. (if, unless, have)
- q) If I \_\_\_\_\_ you, I would complete all the works. (be)
- r) Would you help her if she \_\_\_\_\_ you. (ask)
- s) Ram \_\_\_\_\_ sick if she had eaten all those sweets. (be)
- t) What would you \_\_\_\_\_ if you were a first student of your class. (do)

## APPENDIX 2

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

- a) List of the students involved in this study in the marks secured by them. Manohar Secondary School, Gongabun 8, Kathmandu. Students' rank according to the pre-test.

Rank	Name of the students	Obtained marks
1.	Jeena Gurung	62
2.	Sagar Poudel	61
3.	Dinesh Bogati	59
4.	Bijaya Sedai	58
5.	Bijaya Khadgi	56
6.	Seema Pakhrin	52
7.	Aasha Yogi	51
8.	Seema Khadka	49
9.	Pooja Ghimire	46
10.	Amreeta Neupane	45
11.	Manju Neupane	44
12.	Puja Poudel	44
13.	Laxmi Sunuwar	43
14.	Durga Sedai	43
15.	Shobha Ale	42
16.	Leela Thapaliya	40
17.	Anju Sharma	38
18.	Susma Tamang	37
19.	Nisha Lama	34
20.	Yam Ranabhat	34
21.	Reena Maharjan	33
22.	Ravi Gurung	32

23.	Roshni Nalbo	31
24.	Manisha Poudel	31
25.	Sagun Chaudhary	28
26.	Anisha Pathak	28
27.	Bimala Lama	24
28.	Sarita Lama	24
29.	Shyam Babu Koirala	23
30.	Abilas Baniya	21
31.	Nabin Gurung	20
32.	Rajesh Shrestha	19
33.	Suman Gurung	15
34.	Sunita Bhandari	15
35.	Raj Mangal Chaudhary	12
36.	Mire Sedai	11
37.	Goma Gurung	10
38.	Aasman Rai	10

b) Ranking procedure Group Division

*Ranking Procedure*

Pre-test rank	Group A	Group B
1-38	odd	even

## Group division

### Group A

Rank	Name of the students	Obtained marks
1	Jeena Gurung	62
3	Dinesh Bogati	59
5	Bijaya Khadgi	56
7	Aasha Yogi	51
9	Pooja Ghimire	46
11	Manju Neupane	44
13	Laxmi Sunuwar	43
15	Shobha Ale	42
17	Anju Sharma	38
19	Nisha Lama	34
21	Reena Maharjan	33
23	Roshni Nalbo	31
25	Sagun Chaudhary	28
27	Bimala Lama	24
29	Shyam Babu Koirala	23
31	Nabin Gurung	20
33	Suman Gurung	15
35	Raj Mangal Chaudhary	12
37	Goma Gurung	10

## Group B

2	Sagar Poudel	61
4	Bijaya Sedai	58
6	Seema Pakhrin	52
8	Seema Khadka	49
10	Amreeta Neupane	45
12	Puja Poudel	44
14	Durga Sedai	43
16	Leela Thapaliya	40
18	Susma Tamang	37
20	Yam Ranabhat	34
22	Ravi Gurung	32
24	Manisha Poudel	31
26	Anisha Pathak	28
28	Sarita Lama	24
30	Abilas Baniya	21
32	Rajesh Shrestha	19
34	Sunita Bhandari	15
36	Mire Sedai	11
38	Aasman Rai	10

e) **Pre-test and post-test result of Group A (inductive)**

Rank	Name of the students	Obtained marks in the pre-test	Obtained marks in the post-test
1	Jeena Gurung	62	68
3	Dinesh Bogati	59	93
5	Bijaya Khadgi	56	58
7	Aasha Yogi	51	49
9	Pooja Ghimire	46	63
11	Manju Neupane	44	86
13	Laxmi Sunuwar	43	48
15	Shobha Ale	42	59
17	Anju Sharma	38	72
19	Nisha Lama	34	34
21	Reena Maharjan	33	60
23	Roshni Nalbo	31	39
25	Sagun Chaudhary	28	61
27	Bimala Lama	24	42
29	Shyam Babu Koirala	23	38
31	Nabin Gurung	20	43
33	Suman Gurung	15	64
35	Raj Mangal Chaudhary	12	61
37	Goma Gurung	10	44

d) **Pre-test and post test result of Group B (deductive)**

Rank	Name of the students	Obtained marks in the pre-test	Obtained marks in the post-test
2	Sagar Poudel	61	68
4	Bijaya Sedai	58	73
6	Seema Pakhrin	52	85
8	Seema Khadka	59	79
10	Amreeta Neupane	45	45
12	Puja Poudel	44	89
14	Durga Sedai	43	54
16	Leela Thapaliya	40	85
18	Susma Tamang	37	58
20	Yam Ranabhat	34	58
22	Ravi Gurung	32	41
24	Manisha Poudel	31	48
26	Anisha Pathak	28	51
28	Sarita Lama	24	41
30	Abilas Baniya	21	53
32	Rajesh Shrestha	19	56
34	Sunita Bhandari	15	44
36	Mire Sedai	11	55
38	Aasman Rai	10	29

## APPENDIX 3

**Table No. 1**  
**Comparison in General**

Group: A

Group B

Method: Inductive

Method: Deductive

GROUP									
A					B				
S.N.	P1	P2	D	D%	S.N.	P1	P2	D	D%
1	62	68	6	9.67	1	61	68	7	11.47
2	59	93	34	57.62	2	58	73	15	25.86
3	56	58	2	3.57	3	52	85	33	63.46
4	51	49	-2	-3.92	4	49	79	30	61.22
5	46	63	17	36.95	5	45	45	0	0
6	44	86	42	95.45	6	44	89	45	102.27
7	43	48	5	11.62	7	43	54	11	25.58
8	42	59	17	40.47	8	40	85	45	112.5
9	38	72	34	89.47	9	37	58	21	56.78
10	34	34	0	0	10	34	58	24	70.58
11	33	60	27	81.81	11	32	41	9	28.12
12	31	39	8	25.80	12	31	48	17	54.83
13	28	61	33	117.85	13	28	51	23	82.14
14	24	42	18	75.0	14	24	41	17	70.83
15	23	38	15	65.21	15	21	53	32	152.38
16	20	43	23	115.0	16	19	56	37	194.73
17	15	64	49	326.66	17	15	44	29	193.33
18	12	61	49	408.33	18	11	55	44	400
19	10	44	34	340	19	10	29	19	190
Total	671	1082	411		Total	654	1112	458	
Average score	35.31	56.94	21.63	61.25	Average score	34.42	58.52	24.10	70.03



**Table 2**  
**Itemwise Table: Multiple Choice Item**

GROUP									
A					B				
S.N.	P1	P2	D	D%	S.N.	P1	P2	D	D%
1	11	14	3	27.27	1	17	17	0	0
2	9	18	9	100	2	12	17	5	41.66
3	17	17	0	0	3	12	17	5	41.66
4	13	8	-5	-38.46	4	11	19	8	72.72
5	18	14	-4	-30.76	5	8	10	2	25.0
6	11	18	7	63.63	6	12	20	8	66.66
7	9	13	4	44.44	7	15	12	-3	-20
8	11	12	1	9.09	8	13	20	7	53.84
9	12	16	4	33.33	9	18	19	1	5.55
10	11	11	0	0	10	10	16	6	60.0
11	7	14	7	100	11	14	14	0	0
12	11	11	0	0	12	10	14	4	40
13	15	15	0	0	13	6	15	9	150.0
14	9	13	4	44.44	14	11	11	0	0
15	9	8	-1	-11.11	15	9	9	0	0
16	11	9	-2	-18.18	16	11	14	3	27.27
17	6	16	10	166.66	17	6	14	8	133.3
18	5	19	14	280.0	18	6	13	5	116.66
19	5	14	9	180	19	8	13	5	62.5
Total	200	260	60		Total	209	284	75	
Average score	10.52	13.68	3.16	30.0	Average score	11.00	14.94	3.94	35.88

**Table 3**  
**Itemwise Table: Completion Item**

GROUP									
A					B				
S.N.	P1	P2	D	D%	S.N.	P1	P2	D	D%
1	9	11	2	22.22	1	9	8	-1	-11.11
2	12	16	4	33.33	2	9	14	5	55.55
3	9	4	-5	-55.55	3	8	14	6	75.00
4	4	4	0	0	4	1	10	9	900
5	0	7.5	7.5	750	5	4	5	1	25.00
6	0	15	15	1500	6	1	15	14	1400
7	5	7	2	40	7	3	5	2	66.66
8	0	7	7	700	8	3	12	9	300
9	2	10	8	400	9	0	4	4	400
10	3	3	0	0	10	0	11	11	1100
11	7	7	0	0	11	2	7	5	250
12	1	3	2	200	12	0	6	6	600
13	1	5	4	400	13	0	7	7	700
14	0	5	5	500	14	0	5	5	500
15	0	3	3	300	15	0	13	13	1300
16	0	6	6	600	16	0	7	7	700
17	2	6	4	200	17	0	4	4	400
18	0	3	3	300	18	0	5	5	500
19	0	0	0	0	19	0	5	5	500
Total	55	122.5	67.5		Total	40	157	117	
Average score	2.89	6.44	3.55	122.72	Average score	2.10	8.26	6.16	292.5

**Table 4**  
**Itemwise Table: Matching Item**

GROUP									
A					B				
S.N.	P1	P2	D	D%	S.N.	P1	P2	D	D%
1	16	12	-4	-25	1	14	18	4	28.57
2	15	20	5	33.3	2	15	17	2	13.33
3	8	18	10	125	3	14	20	6	42.85
4	14	18	4	28.57	4	18	19	1	5.55
5	14	17	3	21.42	5	9	15	6	66.66
6	15	16	1	6.66	6	18	20	2	11.11
7	13	14	1	7.69	7	11	16	5	45.45
8	17	20	3	17.64	8	15	20	5	33.3
9	17	20	3	17.64	9	14	20	6	42.85
10	6	7	1	16.66	10	12	17	5	41.66
11	7	17	10	142.85	11	3	16	13	433.3
12	13	18	5	38.45	12	12	13	1	8.33
13	3	18	15	500	13	15	11	-4	-26.66
14	13	13	0	0	14	5	11	6	120
15	6	18	12	200	15	4	18	14	350
16	1	5	4	400	16	5	14	9	324
17	2	16	14	700	17	2	10	8	400
18	0	17	17	1700	18	3	20	17	566.66
19	1	16	15	1500	19	1	4	3	300
Total	181	300	119		Total	190	295	109	
Average score	9.52	15.78	6.26	65.75	Average score	10.00	15.52	5.52	57.36

**Table 5**  
**Itemwise Table: Question-Answer Item**

GROUP									
A					B				
S.N.	P1	P2	D	D%	S.N.	P1	P2	D	D%
1	11	15	4	36.36	1	9	11	2	22.22
2	7	19	12	171.42	2	9	10	1	11.11
3	9	5	-4	-44.44	3	6	16	10	166.66
4	7	11	4	57.14	4	10	14	4	40.0
5	2	7.5	5.5	275.0	5	4	2	-2	-50
6	6	17	11	183.33	6	2	16	14	700
7	2	1	-1	-50	7	2	7	5	250
8	1	8	7	700	8	1	15	14	1400
9	0	9	9	900	9	0	3	3	300
10	4	4	0	0	10	2	2	0	0
11	3	9	6	200	11	0	6	6	600
12	0	3	3	30	12	0	6	6	600
13	0	9	9	900	13	0	5	5	500
14	0	0	0	0	14	0	4	4	400
15	0	4	4	400	15	0	5	5	500
16	0	11	11	1100	16	0	4	4	400
17	0	10	10	1000	17	0	4	4	400
18	0	8	8	800	18	0	2	2	200
19	0	0	0	0	19	0	0	0	0
Total	52	150.5	98.5		Total	45	132	87	
Average score	2.73	7.92	5.19	189.42	Average score	2.36	6.94	4.58	193.33

**Table 6**  
**Itemwise Table: Fill in the blanks**

GROUP									
A					B				
S.N.	P1	P2	D	D%	S.N.	P1	P2	D	D%
1	15	16	1	6.66	1	12	14	2	16.66
2	16	20	4	25.0	2	13	15	3	23.07
3	14	14	0	0	3	12	18	6	50.00
4	13	8	-5	-38.46	4	10	17	7	70
5	12	17	5	41.66	5	10	13	3	30
6	12	20	8	66.66	6	11	18	7	63.63
7	14	13	-1	-7.14	7	13	14	1	7.69
8	13	12	-1	-7.69	8	9	18	9	100
9	7	17	10	142.85	9	5	12	7	140
10	10	9	-1	-10	10	12	12	0	0
11	9	14	5	55.55	11	11	13	1	9.09
12	7	7	0	0	12	9	9	0	0
13	9	14	5	55.55	13	7	13	6	85.71
14	2	11	9	450.0	14	8	10	2	25
15	8	6	-2	-25	15	8	8	0	0
16	8	12	4	50	16	1	17	16	1600
17	5	16	11	220	17	7	12	5	71.42
18	7	15	8	144.28	18	2	15	13	650
19	4	14	10	250	19	1	7	6	600
Total	185	225	40		Total	161	255	94	
Average score	9.73	11.84	2.11	21.62	Average score	8.47	13.42	4.94	58.38

**Table 7**  
**Sex-wise comparison of both group**  
**Sexwise Table: Boys**

GROUP									
A					B				
S.N.	P1	P2	D	D%	S.N.	P1	P2	D	D%
1	59	93	34	57.62	1	61	68	7	11.4
2	56	58	2	3.57	2	58	73	15	25.86
3	25	61	36	144	3	34	58	24	70.58
4	23	38	15	115.38	4	32	41	9	28.12
5	20	43	23	115	5	21	53	32	152.38
6	15	64	49	326.66	6	19	50	37	194.73
7	12	61	49	408.33	7	10	29	19	190
Total		418	208		Total	235	372	137	
Average		58.85	28.85	99.04	Average	33.57	53.145	19.57	58.29

**Table 8**  
**Sexwise Table: Girls**

GROUP									
A					B				
S.N.	P1	P2	D	D%	S.N.	P1	P2	D	D%
1	62	68	6	9.67	1	52	85	33	63.46
2	51	49	-2	-3.12	2	49	79	30	61.22
3	46	63	-17	36.95	3	45	45	0	0
4	44	86	42	95.45	4	44	89	45	102.27
5	43	48	5	11.62	5	43	54	11	25.58
6	42	49	17	40.47	6	40	85	45	112.5
7	38	72	34	89.47	7	37	58	21	56.75
8	34	34	0	0	8	31	48	17	54.83
9	33	60	27	81.81	9	28	51	23	82.14
10	31	39	8	25.80	10	24	41	17	70.83
11	24	42	18	75	11	16	44	28	175.0
12	10	44	34	340	12	11	55	44	400
Total	458	654	196		Total	420	734	314	
Average score	38.16	54.5	16.34	42.79	Average score	35.0	61.16	26.16	74.46

**GROUP-WISE COMPARISON OF THE PERFORMANCE OF  
BOYS IN DIFFERENT TEST-ITEMS**

**Table 9**

**The performance of boys: Multiple choice items**

GROUP									
A					B				
S.N.	P1	P2	D	D%	S.N.	P1	P2	D	D%
1	9	18	9	100	1	17	17	0	0
2	17	17	0	0	2	12	17	5	41.66
3	15	15	0	0	3	10	16	6	60
4	9	8	-1	-11.11	4	14	14	0	0
5	11	9	-2	-18.18	5	9	9	0	0
6	6	16	0	166.66	6	11	14	3	27.27
7	5	19	14	280.0	7	8	13	5	62.5
Total	72	102	30		Total	81	100	19	
Average score	10.29	14.58	4.29	41.66	Average score	11.57	14.28	2.71	23.45

**Table 10**

**The performance of boys: Completion item**

GROUP									
A					B				
S.N.	P1	P2	D	D%	S.N.	P1	P2	D	D%
1	12	16	4	33.33	1	9	8	-1	-11.11
2	9	4	-5	-55.55	2	9	14	5	55.55
3	1	5	4	400	3	0	11	11	1100
4	0	3	3	300	4	2	7	5	250
5	0	6	6	600	5	0	13	13	1300
6	2	6	4	200	6	0	7	7	700
7	0	3	3	300	7	0	5	5	500
Average score	24	43	19		Average score	20	65	45	
Average	3.42	6.14	2.72	79.16	Average	2.85	9.28	6.42	225

**Table 11**  
**The performance of boys: Matching items**

GROUP									
A					B				
S.N.	P1	P2	D	D%	S.N.	P1	P2	D	D%
1	15	20	5	33.33	1	14	18	4	28.57
2	8	18	10	125	2	15	17	2	13.33
3	3	18	15	500	3	12	17	5	41.66
4	6	18	12	200	4	3	16	13	433.33
5	1	5	4	400	5	4	18	14	350
6	2	16	14	700	6	5	14	9	180
7	0	17	17	1700	7	1	4	3	300
Total	35	112	77		Total	54	104	50	
Average score	5.00	16.0	11.00	220	Average score	7.71	14.85	7.14	92.59

**Table 12**  
**The performance of boys: Question-answer item**

GROUP									
A					B				
S.N.	P1	P2	D	D%	S.N.	P1	P2	D	D%
1	11	15	4	36.36	1	9	11	2	22.22
2	7	19	12	171.42	2	9	10	1	11.11
3	0	9	9	900	3	2	2	0	0
4	0	4	4	400	4	0	6	6	600
5	0	11	11	1100	5	0	5	5	500
6	0	10	10	1000	6	1	4	3	300
7	0	8	8	800	7	0	0	0	0
Total	18	76	58		Total	21	38	17	
Average score	2.57	10.85	8.28	322.22	Average score	3.00	5.42	2.42	80.95



**Table 13**  
**The performance of boys: Fill in the blanks item**

GROUP									
A					B				
S.N.	P1	P2	D	D%	S.N.	P1	P2	D	D%
1	15	16	1	6.66	1	12	14	2	16.66
2	16	20	4	25.0	2	13	15	3	23.07
3	9	14	5	55.55	3	12	12	0	0
4	8	6	-2	-25	4	11	13	2	18.18
5	8	12	4	50	5	8	9	0	0
6	5	16	11	220	6	1	17	16	1600
7	7	15	8	144.28	7	1	7	6	600
Total	68	99	31		Total	58	86	28	
Average score	9.7	14.14	4.42	45.58	Average score	8.28	12.28	4	48.27

**GROUP-WISE COMPARISON OF PERFORMANCE OF GIRLS IN  
DIFFERENT TEST-ITEMS**

**Table 14**  
**The performance of girls: Multiple choice item**

GROUP									
A					B				
S.N.	P1	P2	D	D%	S.N.	P1	P2	D	D%
1	11	14	3	27.27	1	12	17	5	41.66
2	13	8	-5	-38.46	2	11	19	8	72.72
3	18	14	-4	-30.76	3	8	10	2	25.0
4	11	18	7	63.63	4	12	20	8	66.66
5	9	13	4	44.44	5	15	12	-3	-20
6	11	12	1	9.09	6	13	20	7	53.84
7	12	16	4	33.33	7	18	19	1	5.55
8	11	11	0	0	8	10	14	4	40
9	7	14	7	100	9	6	15	9	150.0
10	11	11	0	0	10	11	11	0	0
11	9	13	4	44.44	11	6	14	8	133.33
12	5	14	9	180	12	6	13	7	116.66
Total	128	157	29		Total	128	184	56	
Average score	10.66	13.08	2.41	22.65	Average score	10.66	15.33	4.67	43.75

**Table 15**  
**The performance of girls: Completion item**

GROUP									
A					B				
S.N.	P1	P2	D	D%	S.N.	P1	P2	D	D%
1	9	11	2	22.22	1	8	14	6	75
2	4	4	0	0	2	1	10	9	900
3	0	7.5	7.5	750	3	4	5	1	25
4	0	15	15	1500	4	1	15	14	1400
5	5	7	2	40.0	5	3	5	2	66.66
6	0	7	7	700	6	3	12	9	300
7	2	10	8	400	7	0	4	4	400
8	3	3	0	0	8	0	6	6	600
9	7	7	0	0	9	0	7	7	700
10	1	3	2	200	10	0	5	5	500
11	0	5	5	500	11	0	4	4	400
12	0	0	0	0	12	0	5	5	50
Total	31	79.5	48.5		Total	20	92	72	
Average score	2.58	6.62	4.04	156.45	Average score	1.6	7.66	6.0	360

**Table 16**  
**The performance of girls: Matching item**

GROUP									
A					B				
S.N.	P1	P2	D	D%	S.N.	P1	P2	D	D%
1	16	22	-4	-25	1	14	20	6	42.85
2	14	18	4	28.57	2	18	19	1	5.55
3	14	17	3	21.42	3	9	15	6	66.66
4	15	16	1	6.66	4	18	20	2	11.11
5	13	14	1	7.69	5	11	16	5	45.45
6	17	20	3	17.64	6	15	20	5	33.3
7	17	20	3	17.67	7	14	20	6	42.85
8	6	7	1	16.66	8	12	13	1	8.33
9	7	17	10	142.85	9	15	11	-4	-26.66
10	13	18	5	38.45	10	5	11	6	120
11	13	13	0	0	11	2	10	8	400
12	1	16	15	1500	12	3	20	17	566.66
Total	146	198	52		Total	136	195	59	
Average score	12.16	16.5	4.33	35.6	Average score	11.33	16.25	4.9	43.38

**Table 17****The performance of girls: Questions-answer item**

GROUP									
A					B				
S.N.	P1	P2	D	D%	S.N.	P1	P2	D	D%
1	11	15	4	36.36	1	6	16	10	166.66
2	7	11	4	57.14	2	10	14	4	40
3	2	7.5	5.5	275.0	3	4	2	-2	-50
4	6	17	11	183.33	4	2	16	14	700
5	2	1	-1	-50	5	2	7	5	250
6	1	8	7	700	6	1	15	14	1400
7	0	9	9	900	7	0	3	3	300
8	4	4	0	0	8	0	6	6	600
9	3	9	6	200	9	0	5	5	500
10	0	3	3	30	10	0	4	4	400
11	0	0	0	0	11	0	4	4	400
12	0	0	0	0	12	0	2	2	200
Total	36	84.5	48.5		Total	25	77	52	
Average score	3	7.04	4.04	134.72	Average score	2.08	6.41	4.33	208.0

**Table 18****The performance of girls: Fill in the blanks item**

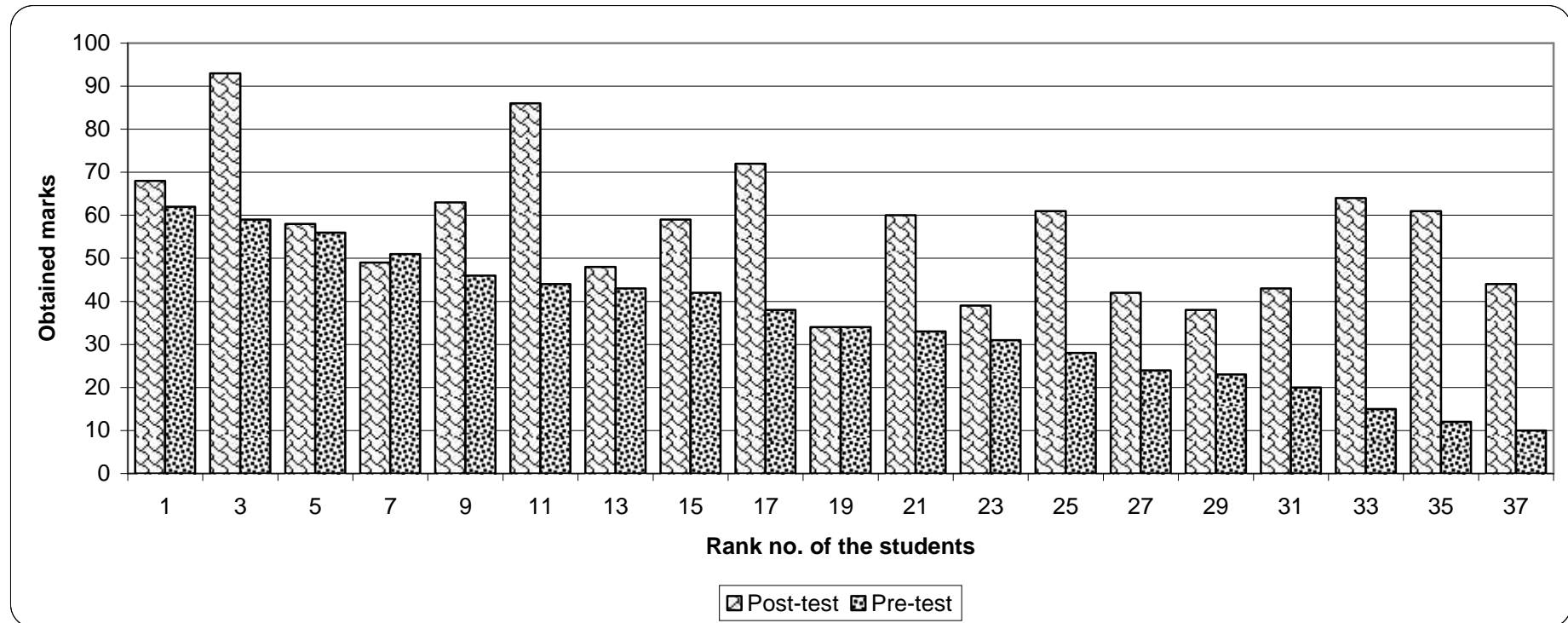
GROUP									
A					B				
S.N.	P1	P2	D	D%	S.N.	P1	P2	D	D%
1	15	16	1	6.66	1	12	18	6	50.0
2	13	8	-5	-38.46	2	10	17	7	70.0
3	12	17	5	41.66	3	10	13	3	30
4	12	20	8	66.66	4	11	18	7	63.63
5	14	13	-1	-7.14	5	13	14	1	7.69
6	13	12	-1	-7.69	6	9	18	9	100
7	7	17	10	142.85	7	5	12	7	140
8	10	9	-1	-10.0	8	9	9	0	0
9	9	14	5	55.55	9	7	13	6	85.71
10	7	7	0	0	10	8	10	2	25
11	2	11	9	450.0	11	7	12	5	71.42
12	4	14	10	250	12	2	15	13	650
Total	118	158	40		Total	103	169	66	
Average Score	9.83	13.16	3.33	33.89	Average score	8.58	14.08	5.5	64.07

## APPENDIX 4

### Group A

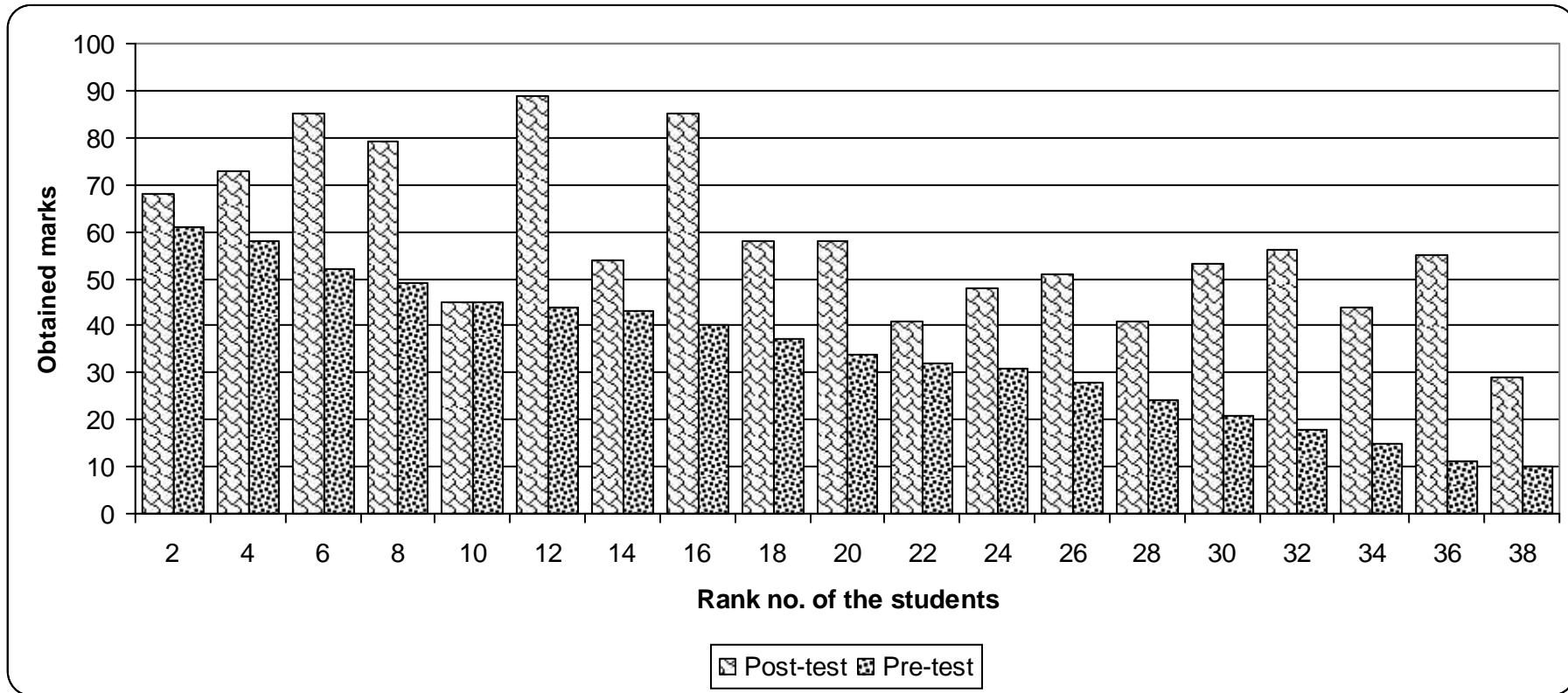
#### Graphic Presentation of Obtained Marks in Pre-test and Post-test

#### Method: Inductive



Source: See Appendix 2: C.

**Group B**  
**Graphic presentation of obtained marks in pre-test and post-test**  
**Method: Deductive**



*Source: See Appendix 2: D.*

**APPENDIX 5**  
**Summary of Lesson Plans**

**Lesson Plan No. 1**

**Group 'A'**

---

School: Manohar Secondary School, Gangabun, Kathmandu

Class: Eight

Subject: English

Date: 2063-11-11

Method: Inductive

Time: 45 minutes

Topic: Introduction to Conditional Sentences

No. of students: 19

---

**1. Specific objectives:**

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

- find out the two different parts of the conditional clauses (if clause and main clause) [Note: It does not matter which comes first]

**2. Instructional materials:**

- a) Daily used materials
- b) Chart with a list of if clause and main clause
- c) Flannel board

**3. Instructional activities:**

The teacher at first displayed the chart on the flannel board. The chart contained the following list of conditional sentences, e.g.

- i) If you study hard, you will pass the exam.
- ii) If I were a police, I would catch the thief.
- ii) The bull will hurt you if you tease him.
- iv) I will come if you go

Then, the teacher reads the chart aloud and let them the students read aloud. She asks the students to observe the chart and try to



generalize the rules how many parts of the conditional sentences are given in each sentence. She helps them in their difficulties by providing some clues indirectly, when they are able to generalize the rules, the teacher makes them engage in the further practice to strengthen the rule they generalized.

After this, the teacher asks the students to rewrite them separating two parts of the clause by applying the rule they induced. They induce the rule: There are two parts in conditional sentences (if clause and main clause)

The students practice to rewrite the two parts of conditional sentences.

#### **4. Evaluation**

The teacher writes the sentences as given and asks (which part is main clause and which part is 'if clause') e.g.

- a) If you were a mouse, the cat would catch you.
- b) If they invite us, we will come.
- c) What would happen if the bridge broke?
- d) They would not have missed the bus if they had reached before six.

#### **5. Homework**

Distinguish the sentence parts (if clause and main clause)

- a) I would go if you called me.
- b) She dances well, if they play the modal.
- c) If he had informed me, I would have followed his way.

## Group B

---

School: Manohar Secondary School, Gangabun, Kathmandu

Class: Eight

Subject: English

Date: 2063-11-11

Method: Deductive

Time: 45 minutes

Topic: Introduction to Conditional Sentences

No. of students: 19

---

### 1. Specific objectives:

At the end of the lesson, the students will be able to

- find out the two different part of the conditional clause (if clause and main clause).

### 2. Instructional materials:

- a) Materials of daily used.
- b) Chart with a list of conditional sentences
- c) Flannel board

### 3. Instructional activities

The teacher writes the following rules on the blackboard.

“There are two parts in conditional sentence, i.e. ‘if clause’ and ‘main clause’. It doesn’t matter which comes first.”

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 black board and explains each.

Then, the teacher gives same types of sentences to find out two parts. The students practice to rewrite appropriately applying the above rule. The teacher helps them explicitly.

#### 4. Evaluation

The teacher writes the sentences as given below and asks, which part is 'if clause' and which one is 'main part'.

- a) If you were a mouse, the cat would catch you.
- b) If they invite us, we will come.
- c) What would happened if the bridge broke?
- d) They would not have missed the bus if they have reached before six.

#### 5. Homework

Distinguish the sentence parts (if clause or main clause)

- a) I would go if you called me.
- b) She dances well, if they play the madal.
- c) If he had informed me. I would have followed this way.

### Lesson Plan No. 2

---

School: Manohar Secondary School, Gangabun, Kathmandu

Class: Eight

Subject: English

Topic: Conditional sentences (type 1)

Date: 2063-11-13

No. of students: 19

Time: 45 minutes

---

#### 1. Specific objectives:

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

- place comma ( , ) at the end of the 'if clause' [Note: if it comes at the first part of the sentence]
- write small letter at the beginning of the main clause [Note: if it comes at the second part of the sentence]

2. Instructional materials
  - a) Daily used materials
  - b) Chart with a list of conditional sentences

### **Group A**

3. Instructional activities:

This group was taught inductively. The teacher at first displayed the chart on the flannel board. The chart contained the following list of conditional sentences. e.g.

- i) If Collin is in London, he is undoubtedly staying at the Hillton.
- ii) If I had seen you, I would have invited you home.
- iii) If I were younger, I would study classical Greek.
- iv) She may be healthy, if she eats enough.

The teacher reads the given sentences and lets the students read them. Then, she asks the students where commas ( , ) placed and capital letter used. She lets the students to generalize the rules and helps them in their difficulties.

4. Evaluation:

Use appropriate punctual marks:

- i) If he comes I will stay here.
- ii) I would help poor If I were rich man.

5. Homework

Make any four conditional sentences by using punctuation marks as (comma, small/capital letter and full stop).

### **Group B**

3. Instructional activities

The teacher explains the following rules to the students.

- We should place comma at the end of the sentences ‘if clause’ and the main clause starts with small letter.

After explaining the rules, the teacher shows the examples on the flannel board.

- i) If Collin is in London, he is undoubtedly staying at the Hillton.
  - ii) If I had seen you, I would have invited you home.
  - iii) If I were younger, I would study classical Greek.
  - iv) She may be healthy, if she eats enough.
4. Evaluation:  
Use appropriate punctual marks:
- i) If he comes I will stay here.
  - ii) If I were rich man I will help poor man.
5. Homework  
Make any four conditional sentences by using punctuation marks as (comma, small/capital letter and full stop).

### **Lesson Plan No. 3**

---

School: Manohar Secondary School, Gangabun, Kathmandu

Class: Eight

Subject: English

Topic: Conditional sentences (type 1)

Date: 2063-11-14

No. of students: 19

Time: 45 minutes

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1. Specific objectives:  
At the end of this lesson, the students will be able to:
    - say if clause in present tense and main clause in conditional (after shall/ will + V1)
  2. Instructional materials
    - a) Daily used materials
- Group A**
3. Instructional activities  
The teacher writes the following examples on the blackboard.
    - i) If it rains, I shall stay at home.
    - ii) If you smoke, you will get cancer.
    - iii) If you go to India, you will see Taajmahal and many beautiful places.
    - iv) If you go to the zoo, you will see rhinos and tigers.

The teacher reads all the sentences in normal voice. She asks the students to read and observe the sentence carefully. Finally, she asks the students to generalize the rules from the given examples under the guidance of her.

4. Evaluation:

The teacher asks the following questions to evaluate the students.

- a) It rain-fell. I would bring an umbrella (is it in type 1 form?)
- b) If cook cooks well, food will be delicious. (is it type no. 1?)

5. Homework

Jot down any five sentences of type no. 1.

### **Group B**

3. Instructional activities

The teacher writes the following rules on the blackboard at first.

“The verb in the ‘if clause’ is in the present tense, the verb in the main clause is in the future simple.”

The teacher write the examples:

- i) If it rains, I shall stay at home.
- ii) If you smoke, you will get cancer.
- iii) If you go to India, you will see Taajmahal and many beautiful places.
- iv) If you go to the zoo, you will see rhinos and tigers.

Then the teacher explains the above rule and tell the students try to understand by following the aboverules clearly.

4. Evaluation:

The teacher asks the following questions to evaluate the students.

- a) It rain-fell. I would bring an umbrella (is it in type 1 form?)
- b) If cook cooks well, food will be delicious. (is it type no. 1?)

5. Homework

Jot down any five sentences of type no. 1.

## Lesson Plan No. 4

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School: Manohar Secondary School, Gangabun, Kathmandu

Class: Eight

Subject: English

Topic: Conditional sentences (type 1)

Date: 2063-11-15

No. of students: 19

Time: 45 minutes

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1. Specific objectives:

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

- write the conditional sentences with the variation of main clause.

2. Instructional materials

- a) Daily used materials
- b) Sentence chart.

### Group A

3. Instructional activities

The teacher exhibits the following examples on the pocket chart in front of the class.

- i) If it rains, the match may be postponed (possibility)
- ii) If your documents are in order you may/can leave at once (permission)
- iii) If it stops snowing, we can go out (permission or ability)
- iv) If you want to loss weight, eat less bread (command)
- v) If you heat ice, it turns to water (habitual or automatic result)

The teacher reads all these sentences aloud and asks the students listen carefully. Then, he asks them to observe the sentences so they can form the rules themselves under the guidance of her.

4. Evaluation:

The teacher asks the students to make the sentences of possibility, probability, request and command with appropriate conditional clause.

5. Homework

Choose the correct alters:

- i) If I have money I will/ can buy a car.
- ii) She shall/ may stay with me if I give permission to her.

**Group B**

3. Instructional activities

The teacher writes these rules on the blackboard and explains them with examples:

- i) Instead of if + present + future, we may have:
  - a) If + present + may / might (possibility)  
e.g. If it rains, the match may/might be postponed.
  - b) If + present + may (permission) or can (permission or ability)  
e.g. If your documents are in order, you may/ can leave at once.  
If it stops snowing, we can go out.
  - c) If + present + must, should or any expression of command, request or advice.  
e.g. If you want to loss weight, eat less bread.
  - d) If + present + another present tense  
e.g. If you heat ice, it turns to water.

4. Evaluation:

The teacher asks the students to make the sentences of possibility, probability, request and command with appropriate conditional clause.

5. Homework

Choose the correct alters:

- i) If I have money I will/ can buy a car.
- ii) She shall/ may stay with me if I give permission to her.



## Lesson Plan No. 5

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School: Manohar Secondary School, Gangabun, Kathmandu

Class: Eight

Subject: English

Topic: Conditional sentences (Type 1)

Date: 2063-11-16

No. of students: 19

Time: 45 minutes

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1. Specific objectives:

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

- write the sentences of conditional with the variation of “if clause”

2. Instructional materials

- a) Daily used materials
- b) Sentence chart.
- c) Pocket chart

### Group A

3. Instructional activities

The teacher shows the following examples on the pocket chart.

- i) If you are waiting for a bus, you would better join the queue.
- ii) If you are looking for Ram, you will find him upstairs.
- iii) If you have finished dinner, I will the waiter for the bill.
- iv) If she has written the letter, I will post it.

The teacher reads all the sentences in normal voice. She asks the students to observe these examples carefully. Then, they are encouraged to generalize rules under the guidance of the teacher implicitly.

4. Evaluation:

Supply the correct form of conditional words.

- a) If you have finished your homework\_\_\_\_\_
- b) If you are playing football, you \_\_\_\_\_
- c) If you \_\_\_\_\_ with your friends, teacher will give stick, etc.

5. Homework

Prepare a paragraph by using the variation of if clause.

**Group B**

3. Instructional activities

The teacher writes the following rules with examples on the blackboard and explains one by one:

i) Instead of if + present tense, we can have

a) If + present continuous, to indicate a present action or a future arrangement

e.g. If you are waiting for a bus, you would better join the queue.

If you are looking for Ram, you will find him upstairs.

b) It + present perfect + conditional

e.g. If you have finished dinner, I will ask the waiter for the bill.

If she has written the letter, I will post it.

4. Evaluation:

Supply the correct form of conditional words.

a) If you have finished your homework \_\_\_\_\_

b) If you are playing football, you \_\_\_\_\_

c) If you \_\_\_\_\_ with your friends, teacher will give stick, etc.

5. Homework

Prepare a paragraph by using the variation of if clause.

## Lesson Plan No. 6

---

School: Manohar Secondary School, Gangabun, Kathmandu

Class: Eight

Subject: English

Topic: Conditional sentences (type 2)

Date: 2063-11-17

No. of students: 19

Time: 45 minutes

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1. Specific objectives:

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

- write 'if clause' in past tense, and main clause in conditional tense (if + past (V2) or were/ could/ would/ might + V1)

2. Instructional materials

- a) Daily used materials
- b) Sentence chart.
- c) Flannel board

### Group A

3. Instructional activities

The teacher shows the following examples to the students on the flannel board.

- i) If I had money, I would buy things.
- ii) If Anil teased me, I would tell the teacher.
- iii) If she called me, I moved my hands
- iv) If I had a map I would lend it to you.

The teacher reads all the sentences in normal voice. She asks the students to observe these examples carefully. Then, they are encouraged to generalize rules under the guidance of the teacher implicitly.

4. Evaluation:

Supply the correct form of verb:

- a) I drove so fast if you (say) jokes.
- b) If I were you I (teach) in college.

5. Homework

Prepare any four sentences by applying the rule type no. two.

**Group B**

3. Instructional activities

The teacher writes the following rules on the blackboard and displays the examples on the flannel board.

“The verb in the ‘if clause’ is in the past tense: the verb in the main clause is in the conditional tense (if S + V2 + or were/would/could + V1 + O)

- i) If I had money, I would buy things.
- ii) If Anil teased me, I would tell the teacher.
- iii) If she called me, I moved my hands
- iv) If I had a map, I would lend it to you.

The teacher reads all the sentences in normal voice she asks the students to observe these examples carefully. Then, they are encouraged to make another sentences by applying above rules.

4. Evaluation:

Supply the correct form of verb:

- a) I drove so fast if you (say) jokes.
- b) If I were you I (teach) in college.

5. Homework

Prepare any four sentences by applying the rule type no. two.

**Lesson Plan No. 7**

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School: Manohar Secondary School, Gangabun, Kathmandu

Class: Eight

Subject: English

Topic: Conditional sentences (type 2)

Date: 2063-11-20

No. of students: 19

Time: 45 minutes

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1. Specific objectives:

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

- write the sentence of conditional with the variation of main clause.

2. Instructional materials
  - a) Daily used materials
  - b) Sentence chart.
  - c) Pocket chart

### **Group A**

3. Instructional activities

The teacher shows the given examples on the pocket chart.

- a) If you tried again, you would succeed. (certain result)
- b) If you tried again, you might succeed (possible result)
- c) If I knew her number, I could ring her up (ability)
- d) If he had a permit, he could get a job. (ability or permission)
- e) If I were on holiday. I would/might be touring Italy too.

The teacher reads these sentences aloud and asks students to listen carefully. Teacher asks them to observe the sentences and generalise the rule. Then, they can form the rules themselves under the guidance of her.

4. Evaluation:

- a) Make the sentence of possible result
- b) Make the sentence of possibility.
- c) Make the sentence of ability or permission

5. Homework

Prepare any five sentences with the variation of main clause.

### **Group B**

3. Instructional activities

The teacher writes the following rules on the blackboard and explains them.

- a) Might or could may be used instead of 'would' to show the possible result ability and permission.  
e.g. If you tried again, you would succeed.  
If you tried again, you might succeed.  
If I knew her number, I could ring her up.  
If he had a permit, he could get a job.

- b) The continuous conditional form may be used instead of the simple conditional form.

e.g. If I were on holiday, I would/might be touring Italy too.

The teacher reads these sentences aloud and asks students to listen carefully. Teacher asks them to observe and to make new sentences by applying above rules.

4. Evaluation:

- a) Make the sentence of certain result.  
b) Make the sentence of possibility.  
c) Make the sentence of ability or permission.

5. Homework

Prepare any five sentences with the variation of main clause.

## **Lesson Plan No. 8**

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School: Manohar Secondary School, Gangabun, Kathmandu

Class: Eight

Subject: English

Topic: Conditional sentences (type 3)

Date: 2063-11-21

No. of students: 19

Time: 45 minutes

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1. Specific objectives:

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

- say if clause in perfect tense, main clause in perfect conditional.

2. Instructional materials

- a) Daily used materials

### **Group A**

3. Instructional activities

The teacher writes the following examples on the blackboard

- a) If you had called him, he would have arrived.  
b) If he had tried, he would have won the prize.

- c) If Ram had not come, I would have been waiting for him.
- d) If he had tried to leave the country, he would have stopped frontier.

The teacher reads these sentences aloud and compare type 1, and type 2 with these examples. She makes the students strong to generalize the rules. Teacher helps them indirectly to find out rule from these examples.

4. Evaluation:

The teacher evaluates by asking to the students to make the sentence of type no. 3.

5. Homework

Make five sentences by applying the rule 3.

**Group B**

3. Instructional activities:

The teacher writes the following rules and concerned examples on the blackboard:

“The verb in the ‘if clause’ is in the past tense, the verb in the main conditional tense.”

The teacher explains the rules with these examples

- a) If he had tried, he would have won the prize.
- b) If he had called him, he would have arrived.
- c) If Ram had not come, I would have been waiting for him.
- d) If he had tried to leave the country, he would have stopped frontier.

Students are encouraged to apply the rules.

4. Evaluation:

The teacher evaluates by asking to the students to make the sentences of type no. 3.

5. Homework

Make five sentences by applying the rule 3.

## Lesson Plan No. 9

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School: Manohar Secondary School, Gangabun, Kathmandu

Class: Eight

Subject: English

Topic: Conditional sentences (type 3)

Date: 2063-11-22

No. of students: 19

Time: 45 minutes

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1. Specific objectives:

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

- write the sentence of perfect conditional with the variation of basic form.

2. Instructional materials

- a) Daily used materials
- b) Sentence chart
- c) Pocket chart

### Group A

3. Instructional activities

The teacher presents the following examples on the pocket chart.

- a) If he had not wearing a set belt, I would have been seriously ill.
- b) Had you called me, I would have seen you.
- c) Unless you had a permit, you could not get a job.
- d) Unless you use your English, it will not improve.

The teacher reads these examples in loud voice and describes these examples one by one. Then, she tells the students to read and generalize the rules. The teacher helps the students to generalize these sentences implicitly.

4. Evaluation:

Use ‘unless’ or had in the palce of ‘if’

- a) If you don’t use your English, you will not improve.
- b) If he had taken meal, he would have been thick, etc.

5. Homework

- a) Make any four sentences by using “had “ and “unless” in the basic form.



## Group B

### 3. Instructional activities

The teacher explains the concerned rules on the blackboard and shows the examples on the chart and describe as given

- a) We can use the past perfect continuous in the 'if clause'  
e.g. If I had not been wearing a seat belt, I would have been seriously injured.
- b) 'Had' can be placed first and the 'if' omitted.  
e.g. If you had called me, I would have seen you.  
Had you called me, I would have seen you.
- c) We write 'unless' instead of 'if' in negative sense.  
or Unless + affirmative verb = if + negative  
e.g. a) Unless you start at once, you will be late  
If you don't start at once, you will be late.  
b) Unless you had a permit, you could not get a job.  
c) Unless you use your English, it will not improve

Then teacher asks the students to copy these sentence and apply these rules in their sentences.

### 4. Evaluation:

Use 'unless' or had in the place of 'if'

- a) If you don't control your brother, he will not improve.
- b) If he had taken meal, he would have been ill.

### 5. Homework

- a) Make any four sentences by using "had " and "unless" in the basic form.

## Lesson Plan No. 10

### Group A + Group B

Topic: Conditional Sentences

Item: Type 1, type 2, type 3

Date: 2063-11-23

### 1. Specific objectives:

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

- differentiate the various types of conditional sentences.

2. Instructional materials
  - a) Daily used materials

3. Instructional activities

The teacher combines the both groups in one room and gives related examples to find out type 1, type 2 or type 3.

Then, the teacher gives more sentences to the students to practice for further understanding.

4. Evaluation:

Correct the following sentences:

- a) If I speak, I (loose) the power.
- b) I had cancelled the programme if it (rain)
- c) If the teacher taught well, students (learn) properly.

5. Homework

- a) Write the formula of all conditional sentences and make 10 sentences of each.

## APPENDIX 6

Student's Name : .....

Class : .....

School's Name : .....

Roll No: .....

District : .....

Full Marks:

.....

**Group: A (Pre-test)**

**Time: 1.40hrs**

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1) Tick the best answer from the following clauses.

i) If it rains, .....

- a) I will not come.
- b) I would not come.
- c) I would not have come.

ii) If you had studied hard, .....

- a) you would have passed the exam.
- b) you will pass the exam.
- c) you would pass the exam.

iii) If you were a mouse, .....

- a) the cat would have eaten you.
- b) the cat would eat you.
- c) the cat will eat you.

iv) If you had done as I told you, .....

- a) you would have succeeded in the test.
- b) you will succeed in the test.
- c) you would succeed in the test.

v) If I were you, .....

- a) I would marry her.
- b) I would have married her.
- c) I will marry her.

vi) If they invite us, .....

- a) we will come.
- b) we would come.
- c) we would have come.

- vii) If I were a teacher, .....
- a) I should not do that.
  - b) I would not do that.
  - c) I should not have done that.

- viii) What would happen, .....
- a) if the bridge will break.
  - b) if the bridge breaks.
  - c) If the bridge broke.
- ix) If you called him, .....
- a) he will come.
  - b) he would come.
  - c) he would have come.
- x) If he left his bicycle outside, .....
- a) someone will steal it.
  - b) someone would steal it.
  - c) someone would have stolen it.
- xi) If you had tried again, .....
- a) you will succeed.
  - b) you would succeed.
  - c) you would have succeeded.
- xii) If I knew her telephone number, .....
- a) I can ring her up.
  - b) I would ring her up.
  - c) I could ring her up.
- xiii) If I were you, .....
- a) I will help the disables.
  - b) I would help the disables.
  - c) I might help the disables.
- xiv) If he runs, .....
- a) he will get there in time.
  - b) he would get there in time.
  - c) he would have gotten there in time.
- xv) If you play football, .....
- a) you will win the match.
  - b) you would win the match.
  - c) you would have won the match.
- xvi) If he has written the letter, .....

- a) I will post it.
- b) I would post it.
- c) I would have posted it.

xvii) If you have finished dinner, .....

- a) I will ask the waiter for the bill.
- b) I would ask the waiter for the bill.
- c) I would have asked the waiter for the bill.

xviii) If you study hard, .....

- a) you will pass the exam.
- b) you would pass the exam.
- c) you would have pass the exam

xix) If you had come earlier, .....

- a) you will meet him.
- b) you would meet him.
- c) you would have met him.

xx) If I were a student, .....

- a) I will labour more.
- b) I would labour more.
- c) I would have laboured more.

**2) Supply the missing clause of your own.**

- i. If you meet a blind man,.....
- ii. If you get married,.....
- iii. If there is too much rain,.....
- iv. If I did not take meal,.....
- v. If I were a teacher,.....
- vi. If he looted your pocket.....
- vii. If you had stolen money .....
- viii. If .....he would lend some money.
- ix. If .....I will buy a new clothes.

- x. If Hari have driven more  
carefully,.....
- xi. If she might have eaten a meal.
- xii. If .....we stay here.
- xiii. We would answer, if .....
- xiv. If he worked hard, .....
- xv. If ..... he will secure highest mark.
- xvi. If you call him, .....
- xvii. If ..... drive slowly.
- xviii. If.....the match might be  
postponed.
- xix. If she sings .....
- xx. If .....you might be reading a novel.

**3) Match the following with suitable clauses.**

- |                                    |                                   |
|------------------------------------|-----------------------------------|
| a) If you buy a car                | you must eat less bread.          |
| b) If you are taking care for baby | if you tease him.                 |
| c) If he had tried                 | the colleges would reopen.        |
| d) If there is no rain             | I should win the game.            |
| e) The monkey will hurt you        | I might be visiting uncle's house |
| f) Had you called me               | it will not improve.              |
| g) If there was peace              | the crops grow less.              |
| h) If you want to loss weight      | I would have seen you.            |
| i) If you need advice              | call in the doctor.               |
| j) If you should go                | drive carefully.                  |
| k) If you call                     | you get fat                       |
| l) If I were on holiday            | you will find him healthy.        |
| m) If you eat much                 | inform me.                        |
| n) If you drink dirty water        | he would have won the prize.      |
| o) If you should fall ill          | she would have married him.       |
| p) If I were you                   | I will come.                      |
| q) Unless you use you English      | you can meet him.                 |
| r) If he had been younger          | I would get up earlier.           |
| s) If the doctor had come in time  | brings cholera.                   |
| t) If I slept on time              | the girls would have been saved.  |

**4) Answer the following questions according to situation.**

i) You are walking back home, suddenly if you see a snake on the road what will you do?

---

ii) You have never failed in exam unfortunately, if you fail, what will you feel?

---

iii) What would you do if your house caught fire?

---

iv) What will you do if two friends are fighting in the classroom?

---

v) What would you do if you were a head master of your school?

---

vi) You missed the bus to Pokhara if you had arrived on the time, would you have missed?

---

vii) You need five hundred rupees for picnic, your father didn't give you. What would you do if he did not get money on time.

---

viii) Suppose you were taking an exam suddenly if you found a friend from your class cheating in the exam. What would you do?

---

ix) Hari did not work hard and he failed the exam.

---

x) Sunita has terrible headache but she doesn't want to go to hospital. What would you do if you were Sunita?



---

xi) If you had earned a lot of money, what would you have done?

---

xii) What would you have done if it hadn't rained yesterday?

---

xiii) Suppose you were walking along the street, suddenly, if you saw a film star, what would you do?

---

xiv) While you were in the bus, a boy was picking someone's pocket. If you were a policeman what would you do?

---

xv) People are afraid of environment pollution. If they plant a lot of trees, what will they get?

---

xvi) We did not know they were your friend. We did not let them to stay.

---

xvii) What would you do if you scored the highest mark in the class?

---

xviii) If you want to loss your weight, what you must do?

---

xix) Ms. Thapa is ill today so she couldn't go to school. What would Ms. Thapa have done if she hadn't been ill?

---

xx) Yestarday, I was absent at school so I didn't know that today is the parent's day. What would I have known about if I had not been absent?

---

**5) Fill in the blanks selecting correct words from the bracket or supply the correct tense of the verb given in the bracket.**

- a) I won't go to the school, if it.....raining.  
(don't stop, doesn't stop, not stop, will not stop)

- b) If you .....good, no one would scold you.(Be,were,been,would)
- c) If I wish, I .....a doctor.(Would, were, am, will be)
- d) Whether he helped me or not, I .....him.  
( will help, would help, would have helped)
- e) When he helps her, she ..... happy.( Is, were, will be)
- f) If you were wise, you ..... good. (will be, will do, would do, did)
- g) If you ..... so much, you would get fat. (eat)
- h) He would have told if you ..... him. (ask )
- i) If you smoke a lot, you ..... die of cancer. (may, might, must)
- j) .....you use your English, it will not improve. (if, unless, have)
- k) If I .....you, I should go home immediately. (be, was, were)
- l) I will go to the door, ..... I hear the bell. (if, unless, had)
- m) He will not learn much ..... he works harder. (if, unless, if not)
- n) If it ..... they will get wet. (rain)
- o) My uncle ..... able to help us if he were here. (would be, should be, will be)
- p) .....you had not permit you could not get a job. (if ,unless, have)
- q) If I .....you , I would complete all the works. (be)
- r) Would you help her if she .....you. (ask)
- s) Ram ..... sick if she had eaten all those sweets. (be)
- t) what would you ..... if you were a first student of your class. (do)