

**EFFECTIVENESS OF
INDUCTIVE METHOD TO TEACH
PRESENT CONTINUOUS TENSE**

**A Thesis Submitted to the Department of English Education
in Partial Fulfillment for the Master of Education in English**

**Submitted by
Hema Kumari Upreti**

**Faculty of Education
Tribhuvan University
Sudur Paschimanchal Campus
Dhangadhi, Kailali, Nepal**

2011

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DEDICATION

Dedicated
to my parents

DECLARATION

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

Date:

Hema Kumari Upreti

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ABSTRACT

The present study entitled 'Effectiveness of Inductive Method to Teach Present Continuous Tense' was carried out to find out the effectiveness of inductive method while teaching present continuous tense. It was an experimental research which was carried out practically during the period of three months. One school of Kanchanpur district was randomly selected and 80 students of the same school were sampled by applying simple random sampling method. I administered pre-test and listed the names of the students in the order of their obtained marks. Then, the students were divided into two groups: experimental group and control group. Experimental group was taught through inductive method and control group was taught through deductive method. I administered post-test after teaching 21 classes of 45 minutes each for both groups. I calculated holistic analysis, item-wise analysis, intra item comparison and median analysis. I found that the inductive method was much more effective than deductive method in case of teaching grammar.

This thesis consists of four chapters. Chapter one deals with general background of the study, review of the related literature, objectives of the study and significance of the study. Chapter two deals with research methodology: sources of data, tools for data collection, process of data collection and limitations of the study. Chapter three deals with the analysis and interpretation of the data. Chapter four includes findings and recommendations of the study.

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LIST OF SYMBOLS AND ABBREVIATIONS

%	Percentage
=	Is Equal to
>	Greater than
<	Less than
X	Value
&	and
Av.	Average
cf	Cumulative Frequency
CLT	Communicative Language Teaching
CUP	Cambridge University Press
D	Difference
D%	Increment Percentage
ELT	English Language Teaching
etc	and the rest (for Latin etcetera)
f	Frequency
i.e.	That is
L1	First Language
L2	Second Language
M.Ed.	Masters of Education
N	Number
p.	Page Number
S.N.	Serial Number
ST	Students
T	Teacher
TU	Tribhuvan University
USA	United States of America