

CHAPTER - ONE

INTRODUCTION

1.1 General Background

Language is a means or verbal medium for expression or communicating ideas, feelings, experiences and realizations. It requires four basic skills listening, speaking, reading and writing. Language is concerned with letters (alphabets), words and formation of sentences. The accuracy of language depends on the knowledge of grammar and correct pronunciation, correct spellings, correct listening and reading. Human beings have this privilege to evolve their language for verbal interaction among themselves. There are several languages all over the world for communicating their feeling, ideas, experiences and realizations. Languages are the means, not the end.

Many linguists have defined language from different point of views. According to Wardhaugh (1986, p.1) "A Language is what the members of a particular society speak." Language is a social phenomena and spoken in society.

In the same way, Todd (1987, p.6) says "a language is a set of signals by which we communicate." Language is used to communicate ideas.

In the same way, Harmer (2007, p.59) defines language as" the meaning of language depends on where it occurs within a larger stretch of discourse, and thus the relationship that the different language elements have with what comes before and after them." Thus, the basic function of language is communication.

Man is a social being and he wants to interact with his own views and ideas with others, language is used for the verbal interaction. It is verbal as well as non-verbal. Non-verbal language is also known as body language or silent

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language. Body language is a well developed scientific terminology which is used to express the realizations of human being. Non-verbal language is body actions or facial expressions.

The language distinguishes human beings from animals. It is an essential part of human life. Every one from birth to death makes use of it. It is the most distinctive human activities. It is difficult to disentangle the components because they spill over into human personality itself. Language is primarily an instrument of communication among human beings in a communication. Language is more than the apparently simple stream of sounds that flows from the tongue of the speaker.

1.1.1 Characteristics of Language

As regards the characteristics of the language, it is very difficult to explain it because the questions about the definite origin of language still remain unanswered. It is very difficult to explain the characteristics of the language.

- i.** Language is learning: Language is in no way an automatic process but it is learnt. The child knows no language. The parents are conscious of this process and they help their child to imitate their spoken words. The child has to learn it over a long period of time. He is exposed to sounds around him by his parents. He begins learning of language by making various isolated sounds like Ba-ba, Da-da, Pa-pa. Finally, he develops his babbling sounds into the speech sounds of his speech community. This process is done by imitation. Gradually, the

child learns the words and grammatical constructions of his native language. Thus, language is acquired by conscious efforts.

- ii.** Language is system: Language is a complex whole like the human body. The system of the body functions through different organs, such as the heart, lungs, brain, ears and eyes. These different organs are inter-connected and work in co-ordination. Similarly, the system of a language functions through sounds, words and structures. These are integrated with one other, and constitute the complex organic whole which is language.

- iii.** The system of language is arbitrary: There is no necessary relation between the word and the object it stands for. In English the word 'Book' stands for a set of printed pages bound together in a cover, but in Nepali, it is called 'Pustak' or 'Kitab' in Urdu. None of these words is better related than any other to the reality of the book.

- iv.** Language is a system of symbol: A symbol is a representation of something. Symbols are used while crossing the roads. Red signal means-STOP. Green signal means-'GO'. This system works effectively. Language is also a system of symbols, the symbol being words. Language functions effectively when the symbol used are known to the speaker and the listener, the writer and the reader. Words have sound, and they have meaning. For communicating, it is necessary that there should be a meaning attached to the sound or sounds constituting a symbol.

- v.** Language is symbols and vocal: The language word itself comes from the Latin; 'Lingua' and its original meaning is that which is produced with the tongue. 'Language' primarily is a speech. Writing is graphical representation of

speech. There are many languages which are only in spoken form. They do not have any written form.

- vi. Language is based on common cultural experiences: Every language is the product of a particular society and culture. It has meaning only in relation to that culture and society. Therefore, there are not exactly equal words in any two languages. In short, languages are different because cultures are different.
- vii. Language changes: it is said that English is a living language. With the needs and requirements of speakers, it changes and develops constantly. What we say about a language today may not be true about it tomorrow. English of the age of Chaucer is different from the language of twenty first century. Words are practically being borrowed and absorbed in the language from time to time.

1.1.2 Assumptions of Language

Each language has a list of linguistic assumptions as follows:

- i. Language is human, aural-oral and symbolically meaningful.
- ii. Any given language is structured uniquely. This can also be stated negatively: no two languages are structured alike.
- iii. The structure of a language can be discovered which is usefully and systematically described, although such descriptions may differ at various levels and for various purposes.
- iv. Primary manifestations (the aural-oral aspects) should be taught before secondary (reading and writing). Understanding the spoken language is taught

more efficiently before oral production and is indeed a first step towards production.

- v. The secondary manifestation (reading and writing) should be taught in the stated order, since graphic symbols must be seen before they are produced and thus reading, in a sense, is actually a first step in learning to write.
- vi. Other uses of language-tertiary in this scheme-such as literacy and artistic manifestations, pedagogically also follow reception/production order.
- vii. An assumption that is not always accepted and about which there is currently much discussion, revolves around the usefulness of bilingual comparison: each language is uniquely structured. It is therefore, beneficial to those features of the target language which can be predicated, with a fair degree of accuracy, to cause trouble for the learner.

1.1.3 Importance of Language

In human life language has manifold importance. Man is a social being. He has to communicate with other persons of the society. He wants not only to express him but also to listen and understand the feelings of others. This interaction is the necessity of social life and it is possible only through language. Language is basic to our culture. It is language through which we are able to understand our selves and others. We are about to know our culture and cultures of others. It is very difficult to imagine our life without language.

- i. A language is more than a means for people or nations to communicate with other people or nations. The language of a country is the heart of its civilization. It is having an opportunity to share in the thinking and also the heritage of people of some of the advanced and free countries of the world.

- ii.** The importance of language in human life has to be sound for in its use, language is an essential pre-requisite for human growth and development. It is very difficult to imagine man's life without language. It is through this means that we inherit the culture of the past; take part in the civilization of the present and we are able to make the civilization of the future.

- iii.** Language plays an important role in giving affection to the child. It is a means of socializing the child who in his own turn displays affection for his fellow creatures through language and other actions. Language is essential to gain access to the educational doors which helps us in, establishing contacts with the educated members of the society. It is through language that an educated person becomes aware of the literature, art, science and technology of his own country and other countries of the world. The highest forms of philosophical thinking, reasoning and falsifying the old ones have been the result of language-the only highly evolved form of communication.

- iv.** Language is basic for preservation of our ideas for posterity. It also helps in the construction of new ideas and formulation of new concepts. In this sense, language is not only facilitative, to communicate purpose but also directive to through and reproduction.

1.1.4 Language as a System of Communication

Language is a complex whole like the human body. The system of the body functions through different organs such as the heart, lungs, brain, ears and eyes. These various organs are interconnected and work in co-ordination. Similarly, the system of a language functions through sounds, words and structures. These are integrated with one another and constitute the complex organic whole which is

language. We may communicate some ideas without using any language, but when we say some-thing meaningful, we are saying it in some language.

- i.** Language is clearly a kind of code to the extent that it is a symbolization of the phenomenon of existence and imagination. It is more than a code because it is capable of change to meet new circumstances and to express variations of individual personality. Language offers a signaling system which can be put to many uses over and above the encoded information.
- ii.** A language is primarily an instrument of communication among human beings in a community. Language in its most common, representative and apparently central manifestation involves oral-aural communication. Language is essentially speech. We, therefore, say that language consists of oral-aural symbols of communication, arbitrary in their particular meanings and units and arbitrary in their particular shape for a given language. Language functions effectively when the symbols used are known to the speaker and the listener, the writer and the reader.
- iii.** A Language cannot be learnt "in obstruction". Language is always relational is always relational. It has its connotation in terms of a context and a situation. In fact, a change in the situation warrants the production of a different set of language units. Language taken out of its context may give a meaning that might be irrelevant to the intention of the speaker or the writer.
- iv.** A Language as an instrument of communication among the members of a speech community who are also members of the same culture is best suited to convey the meanings current in the particular culture. These cultural meanings are roughly uniform for the members of the community and are thus readily conveyed and understood. Language is not words or phrases. Only meaningful

statements constitute the anatomy of a living language. Man does not express his feeling in isolated words. From his primitive stage man has developed the organic whole of languages. Language is a social phenomenon rather than a product of an insulated process. Language grows and develops out of social interaction. The human urges, feelings sentiments, aspiration and opinions, social conflicts, struggles and movements give rise to language.

1.1.5 Introduction to Grammar

Grammar is the theory of language. It is the study of the organization of words into sentence. Plato and his disciple Aristotle were the first to take up the subject of grammar seriously. The first Latin grammar was written on the model of the Greek grammar. In the same way, English grammar was written on the basis of Latin grammar.

Every Language has its own grammar. Whether it is one's mother-tongue or a second language that one is learning, the grammar of the language is important. This is because acceptability and intelligibility, both in speech and in writing within as well as outside one's circle or group, depend on the currently followed basic notions and norms of grammaticality. A knowledge of grammar is perhaps more important to a second language learner than to a native speaker. This is because in the process of acquiring the language the native speaker has intuitively internalized the grammar of the language whereas the second language learner has to account for grammaticality. It is, therefore, necessary for us, to whom English is a second language, to learn the grammar of the language.

Ur (1996, p.75) defines grammar as "the way words are put together to make correct sentences." Grammar is a science which deals with the purity or accuracy of the language.

Similarly, Thornbury (1999, p.1) says "a grammar is a description of the rules that govern how a language's sentences are formed." Grammar deals with the possible forms or structures of language.

In the same way, Cameron (2001, p.98) "the word grammar has been used so far to refer to an aspect of how a language, in this case, English is conventionally used, i.e. to the structure or system of a particular language." Grammar focuses on the accuracy in the used structure of language.

In the same way, Cross (2003, p.26) defines grammar as "The body of rules which underlie a language is called a grammar." Grammar concerns to the different rules of a particular language.

Like wise, Crystal (2003, p.208) "Grammar is the study of the way words and their component parts combine to form sentences." Grammar is the study of the way words and joining them into sentences. Thus, grammar is a separate discipline which deals with the formation of sentences.

Basing on the key points of above mentioned definition of language, it can be said that grammar studies sounds and their combinations, morphemes and their combinations, sentence structure, the meaning and rules of a language.

1.1.6 Characteristics of Grammar

The characteristics of grammar can be listed in this way:

- i. Grammar is the theory of language.

- ii. It is the study of the organization of words into sentences which is based on certain rules.
- iii. English grammar was developed and written on the basis of Latin Grammar.
- iv. Every language has its own grammatical norms.
- v. Grammar is a major component of language which establishes the relationship between words.
- vi. Grammar presents the facts and rules of a language, arranged into certain categories and stated in the form of general rules.
- vii. Grammar is a study of characteristics of specialties of a language. It has been made in order to establish the rules and principles which are followed by the speakers and writers.
- viii. A language is constituted in meaning arrangements of words and sentences by its grammar.

1.1.7 Importance of Teaching Grammar

Despite arguments against teaching explicit grammar, the teaching of grammar enjoys a key role in English language classrooms. Ur (1996) presents the controversial nature of the grammar.

Ur (1996, p.76) found that

The place of grammar in teaching of foreign language is controversial. Most People agree that the knowledge of a language means, among other things, knowing its grammar, but this knowledge may be intuitive (as it is in our native language) and it is not necessarily true that grammatical structures need to be taught as such or that formal rules need to be learned. Or is it?

In the next volume, Ur (1996, p.5) says "Ability to communicate effectively is probably not attained most quickly effectively through pure communication practice in the classroom -not, at least, within the frame - work of a formal course of study ". If we take the instance of first language (L1) Learning, grammar is not initially taught explicitly, however, in the second language (L2) learning setting grammar becomes an importance component in the process. The exposure and motivation to learn one's own first language is so high that breaking the language in to 'learnable chunks' is not required, however, in the L2 situation, it becomes a must: the language has to be broken in to manageable pieces.

The L2 learner needs to learn grammar explicitly for different reasons. Firstly, in grammar exercises, individual structures are concretely identifiable and the learner can see how much he/she has learned. This allows the learner to see what they know which in turn boosts their confidence. In my personal experience, most language learners, when asked what they want to learn, have asked for 'correct grammar '. They argue that without this, their language will be labeled as incorrect.

Secondly, there is a risk in teaching language through a purely communicative approach. Constant use of incorrect or inappropriately formed expressions will

cause 'fossilization'. Thornbury (1999, p.16) "learners who receive no [grammar] instruction are at the risk of fossilizing sooner than those who receive it." Thus, teaching grammar can help to prevent linguistic fossilization in learners.

We can put forward other argument in support of teaching grammar explicitly in ELF classrooms as well. Grammar helps in fine tuning the language, noticing the structures in use and organizing learning. It is clearly necessary for the learners because the knowledge of grammar is essential for competent users of a language.

The main importance of teaching grammar are enumerated as follows:

- i. To develop students' insight into the structures of English language.
- ii. To develop a scientific attitude about the language.
- iii. To enable the pupils to express their ideas logically and correctly in speech and writing.
- iv. To teach grammar as a rule- governed behavior and not as mere rote learning.
- v. To enable the pupils to develop their understanding about the rules of English grammar through use and correct observation.
- vi. To develop their mental abilities of reasoning and correct observation.
- vii. To enable the students to assimilate the correct patterns of the language without rote memorization.

1.1.8 Basic Principles for Grammar Teaching

Thornbury (1999, pp.25-27) emphasizes two factors as the principles of grammar teaching. They are:

a) The E-Factor: Efficiency = economy, ease and efficacy

Given that dealing with grammar is only a part of a teacher's activities, and given that classroom time is very limited, it would seem imperative that whatever grammar teaching is done is done as efficiently as possible. If, as has been suggested, the teacher's energies should be at least partly directed at getting learners to communicate, prolonged attention to grammar is difficult to justify. Like wise, if a grammar activity requires a great deal of time to set up or a lot of materials, is it the most efficient deployment of the teacher's limited time, energy and resources? When considering an activity for the presentation or practice of grammar the first question to ask, is: How efficient is it? Efficiency, in turn, can be broken down into three factors: economy, ease and efficacy.

When presenting grammar, a sound rule of thumb is: the shorter the better. It has been shown that economy is a key factor in the training of technical skills: when learning how to drive a car or operate a computer, a little prior teaching seems to be more effective than a lot. The more the instructor piles on instructions, the more confused the trainee is likely to become. The same would seem to apply in language teaching: be economical.

Be economical, too, in terms of planning and resources. The ease factor recognizes the fact that most teachers lead busy lives, have many classes, and simply cannot afford to sacrifice valuable free time preparing elaborate classroom materials. Of course, the investment of time and energy in the

preparation of materials is often accompanied by a commitment on the part of the teacher to making them work. But, realistically, painstaking preparation is not always going to be possible. Generally speaking, the easier an activity is to set up, the better it is.

This factor is the least easy to evaluate. We have to operate more on hunch than on hard data. Learning, like language, resists measurement. Of course, there are tests, and these can provide feedback to the teacher on the efficacy of the teaching /learning process. Nevertheless, testing is notoriously problematic. Moreover, there is much greater scepticism nowadays as to the extent that teaching causes learning. This need not undermine our faith in the classroom as a good place for language learning. We now know a lot more about what constitute the best conditions for learning. If teachers can not directly cause learning, they can at least provide the optimal conditions for it.

A prerequisite for learning is attention. So the efficacy of a grammar activity can be partly measured by the degree of attention it arouses. This means trying to exclude from the focus of the learner's attention any distracting or irrelevant details. Attention with out understanding, however, is probably a waste of time, so efficacy will in part depend on the amount and quality of contextual information, explanation and checking. Finally, understanding with out memory would seem to be equally ineffective, and so the efficacy of a presentation will also depend on how memorable it is.

None of these conditions, however, will be sufficient if there is a lack of motivation and, in the absence of some external motivational factor (for example, an examination, or the anticipation of opportunities to use the language), it is the teacher's job to choose tasks and materials that engage the learners. Tasks and materials that are involving, that are relevant to their needs,

that have an achievable outcome, and that have an element of challenge while providing the necessary support, are more likely to be motivating than those that do not have these qualities.

Efficiency, then, can be defined as the optimal setting of three related factors: economy, ease and efficacy. To put it simply: are the time and resources spent on preparing and executing a grammar task justified in terms of its probable learning outcome?

b) The A-factor: Appropriacy

No class of learners is the same: not only are their needs, interests, level and goals going to vary, but their beliefs, attitudes and values will be different too. Thus, an activity that works for one group of learners- i.e. that fulfils the E-factor criteria- is not necessarily going to work for another. It may simply not be appropriate. Hence, any classroom activity must be evaluated not only according to criteria of efficiency, but also of appropriacy. Factors to consider when determining appropriacy include:

-) The age of the learners
-) Their level
-) The size of the group
-) The constitution of the group, e.g. monolingual or multilingual
-) What their needs are, e.g. to pass a public examination
-) The learners' interests
-) The available materials and resources
-) The learners' previous learning experience and hence present expectations
-) Any cultural factors that might affect attitudes, e.g. their perception of the role and status of the teacher

J The educational context, e.g. private school or state school, at home or abroad.

Activities that fail to take the above factors into account are unlikely to work. The age of the learners is very important. Research suggests that children are more disposed to language learning activities that incline towards acquisition rather than towards learning. That is, they are better at picking up language implicitly, rather than learning it as a system of explicit rules. Adult learners, on the other hand, may do better at activities which involve analysis and memorization

Cultural factors, too, will determine the success of classroom activities. Communicative Language Teaching has been a particular target of these criticisms. CLT values, among other things, learner-centredness, that is giving the learners more responsibility and involvement in the learning process. This is often achieved through discovery learning activities (for example, where learners work out rules themselves) and through group work as opposed to the traditional teacher-fronted lesson. CLT also takes a relatively relaxed attitude towards accuracy, in the belief that meaning takes precedence over form. Finally, CLT has inherited the humanist view that language is an expression of personal meaning, rather than an expression of a common culture. Such notions, it is argued, derive from very Western beliefs about education and language. Its critics argue that CLT is an inappropriate methodology in those cultural contexts where the teacher is regarded as a fount of wisdom and where accuracy is valued more highly than fluency.

1.1.9 Methods of Teaching Grammar

There are two methods to teaching grammar: the deductive and the inductive method. In the former, the rules are presented to the learners first using the required meta-language. Once the rule is established minimal examples are given to support the rule. The inductive approach is a way of discovery learning. In this mode of learning, adequate rules and usage are presented and students derive the rules from the examples.

Inductive and deductive are the two extreme methods of teaching grammar in the sense that the deductive approach is traditional and unscientific where as the inductive approach is modern and scientific; deductive deals with general to particular and rules to examples where as inductive deals with particular to general and examples to rules.

1.1.9.1 Teaching Grammar through Rules (Deductive Method)

Deductive method is simple and it requires grammar focused syllabus. The deductive theorist perceives a pattern, constructs a theoretical model and test it to see how much can be deduced from it.

Different scholars have defined deductive method as follows:

Brown (1994) says "Deductive reasoning is a movement from generalization to specific instances: specific subsumed facts are inferred or deduced from a general principle." (as cited in Sharma and Phyak, 2007, p.167). Deductive method of teaching grammar proceeds from general to specific.

Similarly, Thornbury (1999, p.29) says "a deductive approach starts with the presentation of a rule and is followed by examples in which the rule is applied." The deductive method begins with the presentation of rule.

Similarly, Sharma (2009, p.205) says "Deductive means to proceed from law to observation. Deductive grammar states the rules which are illustrated by examples." Deductive method is rule-driven method.

Stages of Deductive Method

The teachers follow the following stages in course of following deductive method.

- Stage I Presentation of rules
- Stage II Description and explanations of rules.
- Stage III Providing some examples
- Stage IV Explaining underlying rules
- Stage V Asking students to practise rule orally or in writing.
- Stage VI Contrasting the areas of differences between mother tongue and target language.

Let us look at these examples. The researcher writes the structure of present continuous tense on the black board with some examples.

- T. The Present continuous tense (Cueing)
- T. The Present continuous tense is formed by (rule of form)
the present form of "be" verb plus present participle
- T. for example, "Everyone is leaving.", "The film is starting." (example)
- T. so, what is the Present continuous tense of "they go?" (check)
- ST. They are going.
- T. Good.
- T. It is used when you are talking about the running action
of present situation. (rule of use)
- T. For example. What are you doing now? (check)

ST. We are learning present continuous tense.

T. Right.

Advantages of Deductive Method

The advantages of deductive method can be listed as follows:

- i. It gets straight to the point, and can therefore, be time saving.
- ii. It follows cognitive approach.
- iii. It is useful and most effective for the presentation of irregular patterns or exceptions to general patterns.
- iv. It does not need many teaching materials.
- v. It does not make teacher do hard labour for preparing the lesson.

Disadvantages of Deductive Method

The disadvantages of deductive method can be listed as follows:

- i. The students feel difficult to memorize the rules.
- ii. It encourages the belief that language learning is a simply a case of knowing the rules.
- iii. It is monotonous, boring, dry and technical.
- iv. Self learning is not focused in this method.
- v. Explanation is seldom as memorable as other forms of presentation such as demonstration.

1.1.9.2 Teaching Grammar through Examples (Inductive method)

Induction is learning through experience. When the learner is exposed to a good amount of input regularities and patterns of the language become evident. Then the learner can deduce the general rule. Deducing the rule followed by good practice help automation. 'Automation' means having the ability to from similar structures without consciously referring to the rules. Based on this principle, the teacher first presents several examples and gets students to examine the examples and find out what the rule is.

Many scholars have defined inductive method as follows:

According to Brown (1994) "In case of inductive reasoning, one stores a number of specific instances and induces a general law of rule of conclusion that governs or subsumes the specific instances." (as cited in Sharma and Phyak, 2007, p.170). Inductive method of teaching grammar proceeds from specific to general.

Thornbury (1999, p.29) says "an inductive approach starts with some examples form which a rule is inferred." The inductive method begins with examples.

In the same way, Sharma (2009, p.203) presents "Inductive means to proceed from observation to law, from simple to complex." Inductive method is a rule discovery method of teaching grammar.

Stages of Inductive Method

The teachers follow the following stages in course of following Inductive method.

Stage I	Presentation of examples
Stage II	Analysis of examples
Stage III	Rule formulation
Stage IV	Generalization of rules that grow out of previous activities
Stage V	Written or oral practice

Let us look some examples.

T. Writes the following three sentences of present continuous tense.

- a) I am drawing a map. (Presentation)
- b) He is watching T.V.
- c) They are singing a song.

T. asks the students to tell similar sentences. (analysis)

ST. We are eating rice.

He is reading a poem.

I am cutting grass.

T. Good.

T. Asks some students for completing sentences. (check)

He..... (cook) meal now.

They..... (listen) to radio at the moment.

Look! the car.....(come) near.

ST. He is cooking meal now.

They are listening to radio at the moment

Look! the car is coming near.

T. Good.

T. asks the students to find the structure of the sentences.

ST. Subject + is, am, are + v-ing + object. (rule formulation)

T. Good

Thornbury (1999, p.50) states an example of a teacher's notes for a beginner's class teaching the present continuous tense.

1. Walk from one side of the class room to the other, and, while you are walking, say two or three times to the class: I am walking.
I am walking. I am walking.
2. Select a student. Tell him to walk across the room. Indicate that he must say the sentences as you did: I am walking. I am walking.
I am walking.
3. Tell him to walk across the room again. Indicate that he must be silent and you say to the class: He is walking. He is walking. He is walking.
4. The class can next say it in chorus.

Advantages of Inductive Method

The advantages of Inductive method can be listed as follows:

- i. It is student centered method.
- ii. It is communicative method.
- iii. It develops students' self-reliance and autonomy.
- iv. It makes development of extra linguistic activity.
- v. It fosters reasoning power and creativity of the students.
- vi. It provides the opportunity to have meaningful learning.
- vii. It is based on science of observation.
- viii. It includes problem-solving activities.

Disadvantages of Inductive Method

The disadvantages of Inductive method can be listed as follows:

- i. It is time consuming method.
- ii. It is not easily applicable because the teacher should be more sensible in selecting example.
- iii. Grammatical exceptions can not be taught through this method.
- iv. In case of complex rules, the learners can not generalize the rule properly.
- v. It is not suitable to teach either very small children or the advanced level students.
- vi. It demands heavy lesson planning form teacher's side.

1.1.10 Difference between Deductive and Inductive Method

Inductive Method	Deductive Method
i. It is new, modern, scientific and innovative.	i. It is old and traditional.
ii. It proceeds from particular to general.	ii. It proceeds from general to particular.
iii. Its basic procedure is Observation Analysis Practice Generalization.	iii. Its basic procedure is Rule Explanation Sample Practice
iv. Teaching begins with examples and illustrations.	iv. Teaching begins with statement of rules.
v. Teacher's role is less active as helper.	v. Teacher's role is active as the authority.
vi. It is time consuming.	vi. It is not time consuming.

<ul style="list-style-type: none"> ii. Learning rules at the beginning through generalization unconsciously. ii. It is based on descriptive approach x. It is based on the science of observation. 	<ul style="list-style-type: none"> vii. Learning rules at the beginning through memorization consciously. iii. It is based on prescriptive approach It is based on the theoretical science.
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1.1.11 Tense in English

Tense is a grammatical category of verbs, aspect and mood. These denote the action taken by the verbs. Tenses are traditionally divided into three forms - past, present and future. The relationship between time and tense has been as important subject of study in linguistics. There is no simple one- to-one relationship between time and tense or time and tense are not same.

In, "You are leaving for Dharan tomorrow ", the tense is present however, and the time it denotes is future. In fact, there are only two tenses in English: past tense and present tense. But these tenses are not limited to describe the events of only past or present time. The present form of the verb is also used in.

- i. Timeless expression - The sun rises in the east.
- ii. Future events- I leave/ am leaving next Monday.
- iii. Past events of dramatic effect - Suddenly she collapses on the conditional clauses. 'If you worked hard, you would pass the exam. Future tense, in English, is thought to be expressed with the help of will/shall, however, this is not so, will, shall and other modal auxiliaries express different modes of expression, wishes, intention, probability, certainly and so on.

A one-word tense has two paradigms in English. For example: Write wrote/work worked/ begin began. These paradigms retain the value of two tenses in English. When verbal groups come in compound form, they are known as auxiliaries-was writing, will have been dancing etc. Thus English has a dichotomy of past and non past. On the contrary, there is a dichotomy of three tense in Nepali. But in both these cases, time and tense are different realities.

"I always drink milk' refers to past, present and future both in English and Nepali alike, though the verb suffix indicates that 'drink' is a present form.

The relation between time, tense and the verb is sometimes complex. On a referential level, time is thought to be an abstract process of continuation. It can be thought of as a line (theoretically of infinite length) on which is located as a continuously moving point, the present moment. Anything ahead of present moment is in the future, and anything behind it is the past. But this definition does not apply to such a sentence: Kathmandu is situated on the bank of Bagmati. It was, it is and it will be. This activity takes place infinitely. Therefore, a specific division between time and tense needs to be specified.

1.1.12 Use of Present Continuous Tense

Murphy (1994, p.2) states that

We use the present continuous when we talk about things happening in a period around now (for example, today / this week / this evening etc.):

'You're working hard today.' 'Yes, I have a lot to do.' (not 'you work hard today)

'Is Susan working this week?' 'No, she's on holiday.'

We use the present continuous when we talk about changes happening around now:

The population of the world is rising very fast. (not 'rises')

Is your English getting better? (not 'does your English get better')

Present continuous tense is used in the following situations:

- i. Activity in progress.
 - He is attending meeting now.

- ii. Extended present (action will end and therefore lacks the permanence of the simple present tense)
 - I am studying English at the University of Colorado.

- iii. A temporary situation:
 - Hari is living with her parents.

- iv. Repetition or iteration in a series of similar any ongoing actions.
 - Raju is kicking the football around the backyard.

- v. Express future. (when event is planned, usually with a future time adverbial."
 - She is coming tomorrow

- vi. Emotional comment on present habit (usually Co-occurring with frequency address always or forever)
 - He is always talking in loud sound.

vii. A change in progress.

- She is becoming more and more like her mother.

1.2 Review of the Related Literature

Several attempts have been carried out to study the effectiveness of one method of teaching grammar over the next one. But, no study has been done yet particularly to find out the effectiveness of inductive method against deductive method in course of teaching present continuous tense.

Some of the studies related to this research were reviewed as follows:

Ur (1996) presents the techniques for the presentation and practice of new structures. He also gives the guidelines for both correction and remedial works.

Thornbury (1999) not only presents the detailed introduction of grammar but also paves a clear way to teach grammar through rules, examples and text focusing two factors: the E-factor: Efficiency = economy, ease and efficacy and the A – factor: Appropriacy.

Sitaula (1999) carried out his research on the topic of "Teaching Passivisation in English Using Inductive and Deductive Methods: A Comparative Study" to find out the relative effectiveness of two methods in teaching passivization in English

and concluded that inductive method was more effective than deductive in teaching passivization in English.

Karki (1999) carried out his research on the topic of "Teaching Subject Verb Agreement Inductively and Deductively: A Practical Study" to find out whether inductive method is more effective to teach subject verb agreement for the students of grade IX students or not and concluded that inductive method is more effective than deductive method.

Ghimire (2000) carried out his research on the topic of " Teaching Tag Question in English Inductively and Deductively: A Practical Study" to find out the effectiveness of one method against the next method in teaching question tag and concluded that inductive method is more effective than deductive method.

Sharma (2000) carried out his research on the topic of " Teaching Reported Speech in English Deductively and Inductively: A practical study" to find out the effectiveness of one method against the next method in teaching reported speech and concluded that deductive method is better than inductive method.

Pokhrel (2000) carried out his research on the topic of "Teaching Communicative Functions Inductively and Deductively: A practical study" to find out the relative effectiveness of the two methods: deductively and inductively in teaching communicative functions and concluded that deductive method is more effective than inductive method.

Cameron (2001) suggests that grammar has a place in young learner classrooms. But, the teacher of young learners can probably help to develop children grammar in the foreign language, not by teaching grammar directly, but by being sensitive to opportunities for grammar learning that arise in the classroom.

Gotame (2007) carried out his research on the topic of " Teaching Conditionals in English Inductively and Deductively: A Practically Comparative Study" to find out the effectiveness of one method against the next and concluded that deductive method was more effective than inductive method to teach conditionals.

This study is different from the above mentioned studies in the sense that it concerns with the effectiveness of inductive method to teach present continuous tense. However, Sitaula (1999), Karki (1999), Ghimire (2000), Sharma (2000), Pokhrel (2000) and Gotame (2007) conducted their research to teach different grammatical items: passive, subject verb agreement, question tag, reported speech, communicative functions and conditional respectively whereas my research was about the effectiveness of inductive method to teach present continuous tense.

1.3 Objectives of the Study

Objectives of the present research were as follows:

- a) To find out the effectiveness of inductive method to teach present continuous tense against deductive method.
- b) To list some pedagogical implications.

1.4 Significance of the Study

This study will have great significance in the field of English language teaching or learning. The language teachers and subject experts find the effectiveness of inductive method to teach present continuous tense in stead of deductive method. It also presents the stages, advantages and disadvantages of both methods of teaching grammar. So it will be very fruitful for the language teachers and the

subject experts. It will also be very significant for the syllabus designers, curriculum developers, text book writers and teacher trainers because of the detailed description of both methods of teaching grammar. It will be the secondary source of data for the researchers of the university who are interested to carry out their researches on the inductive or deductive methods of teaching grammar.

CHAPTER - TWO

METHODOLOGY

I adopted the following methodology:

2.1 Sources of Data

For the purpose of data collection, both primary and secondary sources of data were used.

2.1.1 Primary Sources of Data

Primary sources of data were the sample students of grade VII from Shree Rastriya secondary school, Baise Bichuwa-8, Amarbasti, Kanchanpur.

2.1.2 Secondary Sources of Data

Books, textbooks, journals, articles, theses, related lectures etc. were the secondary sources of data. I consulted Celce- Murcia and Larsen- Freeman (1983), Wardhaugh (1986), Todd (1987), Ur (1988), Brown (1994), Murphy (1994), Ur (1996), Thornbury (1999), Cameron (2001), Cross (2003), Crystal (2003), Sharma and Phyak (2007), Harmar (2007), Sharma (2009) and more than fifteen theses as secondary sources of data for the completion of my research. Other Journals and articles were also collected in course of collecting data.

2.2 Population of the Study

The students of grade VII, studying in Kanchanpur District, were the population of the study.

2.3 Sample Population

Eighty students of grade VII, from Shree Rastriya secondary school, Baise Bichuwa-8, Amarbasti, Kanchanpur were the total population of the study.

2.4 Sampling Procedure

The school, Shree Rastriya secondary school, Baise Bichuwa-8, Amarbasti, Kanchanpur, was sampled applying simple random sampling method. Eighty students were also sampled following the same method.

2.5 Tools for Data Collection

The researcher conducted both pre-test and post-test during the journey of research. Same types of test items were used in both tests. The test was of 50 full marks. Mainly the researcher used five types of test items which are given below:

Table No. 1

Tools for Data collection

S. N.	Types of question	No of questions	Marks
i	Fill in the blank	5	10
ii	True /false	5	10
iii	Multiple Choices	5	10
iv	Rearrange	5	10
v	Completion in paragraph	5	10

a. Fill in the Blanks

It is a type of objective test item. Some words are omitted in the sentences and students are told find the correct missing words. I asked five questions from fill in the blanks test item. (See Appendix-I)

b. True / False

It is a widely used type of objective test item. The students are told whether the statement is true or false. They have to write 'T' for true and 'F' for false statements. I asked five questions from true/false test item. (See Appendix-I)

c. Multiple Choices

It is also a type of objective question. In multiple choices test item, the students are told to find the best answer among the alternatives. I asked five questions from multiple choices test item. (See Appendix-I)

d. Arrangement

It is also an example of objective question. In re-arrangement test item, the students are told to make sensible sentences by arranging the jumbled words. I asked five questions from re-arrangement test item. (See Appendix-I)

e. Completion of Paragraph

It is also a type of objective question. In this test item, students are told to change the verbs of the given paragraph in to their correct form. I asked five questions from completion of paragraph test item. (See Appendix-I)

2.6 Process of Data Collection

The data was collected using the following procedure:

- i. I constructed the test items for both pre- test and post- test.
- ii. I visited the selected schools and asked the authority for permission to carry out the research, explaining the process and aims of the research.
- iii. The pre- test was conducted to find out the proficiency level of the students in the use of present continuous tense.

iv. The students were ranked on the basis of their marks obtained in the pre-test and then they were divided into two groups on the basis of odd and even numbers. The ranking procedure and group division are as follows:

Table No. 2

Steps of Group Division

S.N. of Students	Group A	Group B
1-20	odd	even
21-40	even	odd
41-60	odd	even
61-80	even	odd

v. I supposed Group A as an experimental Group and Group B as a control group. So, I taught group A using inductive method and group B in deductive method.

viii. Each group was taught 21 periods of 45 minutes.

I administered the post-test to both group and analyzed the results of both groups to find the effectiveness of both methods.

2.7 Limitations of the Study

The study had the following limitations:

i. The study was limited to the only one school: Shree Rastriya Secondary School Amarbasti, Kanchapur.

ii. The study was limited to 80 students of grade: VII.

- iii. The data were collected only from the written test.
- iv. The study was limited to present continuous tense.
- v. The study was only to find out the effectiveness of one method of teaching grammar against the next.
- vi. The study was based on 21 lesson plans and two tests: pre- test and post- test.

CHAPTER THREE

ANALYSIS AND INTERPRETATION

In this section, I have done analysis and interpretation of the data which were collected from different tests: pre-test and post-test. The scores, which were obtained by the students in test items, were tabulated and calculated to find out the effectiveness of inductive method to teach present continuous tense. The different types of statistical tools which have been used to analyze and interpret the data are listed as follows:

- a) Holistic Analysis
- b) Item-wise Analysis
- c) Intra-comparison
- d) Median Analysis

In the first sub-heading, the holistic comparison was done. The average marks of the students in both tests were calculated to find the effectiveness of inductive method to teach present continuous tense.

In the second sub-heading, all the scores of the students of both groups, in all five types of test items, were tabulated and calculated to find out the effectiveness of inductive method through item-wise analysis.

In the third sub-heading, the comparison of experimental and control group, was done within the same test. The comparison of pre-test and post-test was made separately.

In the fourth sub-heading, the median analysis of the scores of both groups was done to find out the effectiveness of inductive method while teaching present continuous tense.

3.1 Holistic Analysis

I made the holistic analysis of the scores of both tests: pre-test and post-test. First of all, I calculated the average scores of the students of both groups in both tests and then calculated differences in the scores by subtracting the pre test result from the post-test. Eventually, I compared the effectiveness of one method of teaching grammar after changing the different average marks into percentage.

Table No. 3

Average Marks of Experimental and Control Group in both Tests

Group	Avr. score in p1	Avr. score in p2	D	D%
A	14.75	30.97	16.22	109.96
B	14.6	24.47	9.87	67.60

From the above table, the average scores of the experimental group were 14.75 and the average marks of the control group were 14.6 in pre-test. Like wise, the students of experimental group scored 30.97 average marks in post-test whereas 24.47 marks were scored by the students of control group in average. The difference between the scores of pre-test and post-test of the students of the experimental group was 16.22 whereas 9.87 was the difference of scores between two tests of the students of the control group. The increment percentage of the experimental group and control group was 109.96 and 67.62 respectively. Though, the difference between the scores of both groups in pre-test was only 0.15. But, it increased and reached 6.5 in post-test. The students of control group did not perform as good as experimental group in post-test. Their performance was far more behind than the performance of experimental group. Actually, experimental group scored 6.35 more marks than control group in post-test which was only 0.15 in pre-test. This point showed that inductive method was more effective to teach present continuous tense than deductive method.

3.2 Item-Wise Analysis

I used five types of questions like fill in the blanks, multiple choice, true/false, arrangement and paragraph completion. Each item has been analyzed below.

3.2.1 Fill in the Blanks

I asked five questions from the fill-in-the blanks test item. The following table presents the scores of all the students in fill in the blanks test item.

Table No. 4

Average Marks of both Groups in Fill in the Blanks

Group	Avr. score in p1	Avr. score in p2	D	D%
A	1.6	6.1	4.5	281.25
B	1.92	4.55	2.63	136.97

The given table shows the average marks obtained in pre-test and post-test, their difference and increment percentage of both groups. The control group scored 1.92 average marks and 1.6 were the average marks of the experimental group in pre-test. In other words, the control group scored more marks in pre-test than the experimental group by 0.32. In post-test, both groups made some improvements in their scores. The control group scored 4.55 average marks in post-test whereas 6.1 were the average marks of experimental group. Although, the control group scored more average marks than experimental group in pre-test, the experimental group performed better than the control group in post-test and scored 1.55 more marks than control group. In other words, the control group increased its marks and reached 4.55 in average in post-test whereas the experimental group increased its marks and reached 6.1 in average. The increased rate of experimental group was more than the control group by 1.55 average marks. This point showed that the

students of experimental group performed better than the students of control group. It was proved that the effectiveness of inductive method was more than the deductive method in teaching present continuous tense.

3.2.2 Multiple Choices

I asked five questions from the multiple choice test items. The following table presents the scores of all the students in multiple choice test items.

Table No. 5

Average Marks of both Groups in Multiple Choices

Group	Avr. score in p1	Avr. score in p2	D	D%
A	4.55	9.15	4.6	101.09
B	6	8.75	2.75	45.83

The given table shows the average marks obtained in pre-test and post-test, their difference and increment percentage of both groups. The control group scored 6 average marks and 4.55 were the average marks of the experimental group in pre-test. In other words, the control group scored more marks in pre-test than the experimental group by 1.45. In post test, both groups made some improvements in their scores. The control group obtained 8.75 average marks in post-test and 9.15 were the average marks obtained by the experimental group. In this test item, the experimental group scored more average marks than the control group by 0.4 in post-test whereas the students of the control group scored more average marks than the experimental group in pre-test. In the same way, the difference between

pre-test and post-test of the experimental group was 4.6 or 101.09 percentage and 2.75 or 45.83 percentage was the difference between pre-test and post-test of the control group. In other words, the control group increased its marks by 2.75 in post-test and the experimental group increased its marks by 4.6 in post-test. This point showed that the students of experimental group performed better than the students of control group in post-test. It was proved that the effectiveness of inductive method was more than deductive method while teaching present continuous tense.

3.2.3 True / False

I asked five questions from the true/false test item. The following table shows the scores of all students in true/false test item.

Table No. 6

Average Marks of both Groups in True / False

Group	Avr. score in p1	Avr. score in p2	D	D%
A	6.27	8.85	2.58	41.14
B	4.45	5.9	1.45	32.58

The given table shows the average marks obtained in pre-test and post-test, their difference and increment percentage of both groups. The control group scored 4.45 average marks and 6.27 were the average marks of experimental group in pre-test. In other words, the experimental group scored more in pre-test than the control group by 1.82. In post test, both groups made some improvements in their

scores. The control group obtained 5.9 average marks in post-test and 8.85 were the average marks obtained by the experimental group. In this test item, the experimental group scored more average marks than the control group by 2.95 in post-test whereas there was not great difference between the scores of pre-test which was increased in post-test. In the same way, the difference between pre-test and post-test of experimental group was 2.58 or 41.14 percentage and 1.45 or 32.58 percentage was the difference between pre-test and post-test of control group. In other words, control group increased its marks by 1.45 in post-test and experimental group increased its marks by 2.58 in post-test. This point showed that the students of experimental group performed better than the students of control group in post-test. It was proved that the effectiveness of inductive method was more than deductive method while teaching present continuous tense.

3.2.4 Arrangement

I asked five questions from arrangement test item. The following table shows the scores of all students in arrangement test item.

Table No. 7

Average Marks of both Groups in Arrangement

Group	Avr. score in p1	Avr. score in p2	D	D%
A	1.72	2.15	0.43	25
B	1.45	1.72	0.27	18.62

The above mentioned table shows the average marks obtained in pre-test and post-test, their difference and increment percentage of both groups. The experimental group scored 1.72 average marks and 1.45 were the average marks of the control group in pre-test. In other words, the experimental group scored more in pre-test than the control group by 0.27. In post-test, both groups made some improvements in their scores. The experimental group obtained 2.15 average marks in post-test whereas the students of control group scored 1.72 average marks. In this test item, the experimental group scored more average marks than the control group by 0.43 in post-test whereas there was not great difference between the scores of pre-test which increased in post-test. In the same way, the difference between pre-test and post-test of the experimental group was 0.43 or 25 percentage and 0.27 or 18.62 percentage was the difference between pre-test and post-test of the control group. In other words, the control group increased its marks by 0.27 in post-test and the experimental group increased its marks by 0.43 in post-test. This point showed that the students of experimental group performed better than the students of control group in post-test. It was proved that the effectiveness of inductive method was more than deductive method while teaching present continuous tense.

3.2.5 Paragraph Completion

I asked five questions from paragraph completion test item. The following table shows the scores of all students in the paragraph completion test item.

Table No. 8

Average Marks of both Groups in Paragraph Completion

	Avr. score in	Avr. score in	D	D%
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Group	p1	p2		
A	0.6	4.72	4.12	686.66
B	0.77	3.55	2.78	361.03

The given table shows the average marks obtained in pre-test and post –test, their difference and increment percentage of both groups. The experimental group scored 0.6 average marks and 0.77 were the average marks of the control group in pre-test. In other words, the control group scored more marks in pre-test than experimental group by 0.17. In post-test, both groups made some improvement in their scores. The experimental group obtained 4.72 average marks and 3.55 were the average marks of the control group in post-test. In this test item, the experimental group scored more average marks than the control group by 1.17 in post-test whereas the students of control group scored more average marks than experimental group in pre-test. In the same way, the difference between pre-test and post-test of experimental group was 4.12 or 686.66 % and 2.78 or 361.03 was the difference rate of control group between two tests. In other words, the control group increased its marks by 2.78 in post-test and the experimental group increased its marks by 4.12 in post-test. This point showed that the students of experimental group performed better than the students of control group in post-test. It was proved that the effectiveness of inductive method was more than deductive method while teaching present continuous tense.

3.3 Intra-Comparison

I analyzed or interpreted the scores of the students of both groups through intra-comparison. The following table shows the intra-Comparison of the scores of both tests.

a) Pre-test

Table No. 9

Average Marks of both Groups in Pre-test in all the test items

S.N	Test items	Experimental Group	Sign	Control Group	D	D %
1	Fill in the Blanks	1.6	<	1.92	0.32	20
2	Multiple Choice	4.55	<	6	1.45	31.86
3	True/False	6.27	>	4.45	1.82	40.89
4	Arrangement	1.72	>	1.45	0.27	18.62
5	Paragraph Completion	0.6	<	0.77	0.17	28.33

In the above mentioned, the pre-test scores, of experimental and control group, has been compared. Five test items were used in the pre-test. The full marks were 50. In fill in the blanks, the experimental group scored 1.6 average marks which were less than the average scores of control group by 0.32. Thus, the control group scored a bit higher marks than the experimental group in fill in the blanks.

In multiple choices, the experimental group scored 4.55 average marks which were less than the average scores of control group by 1.45. Thus, the control group scored a bit higher marks than the experimental group in multiple choice test items.

In true/ false, the experimental group scored 6.27 average marks which were more than the average scores of control group by 1.82. Thus, the experimental group scored a bit higher marks than the control group in true / false test item.

In arrangement, the experimental group scored 1.72 average marks which were more than the average scores of control group by 0.27. Thus, the experimental group scored a bit higher marks than the control group in arrangement test item.

In paragraph completion, the experimental group scored 0.6 average marks which were less than the average scores of control group by 0.17. Thus, the control group scored a bit higher marks than the experimental group in paragraph completion test item.

At last, it can be said that there were not great differences in the scores of both groups in both tests. The control group performed better in two test items like true / false and arrangement whereas the control group performed better in three test items like fill in the blanks, multiple choice and paragraph completion.

b) Post-test

Table No. 10

Average Marks of both Groups in Post-test in all the test items

S.N	Test items	Experimental Group	Sign	Control Group	D	D %
1	Fill in the Blanks	6.1	>	4.55	1.55	34.06
2	Multiple Choice	9.15	>	8.75	0.4	4.57

3	True/False	8.85	>	5.9	2.95	50
4	Arrangement	2.15	>	1.72	0.43	25
5	Paragraph Completion	4.72	>	3.55	1.17	32.95

In the above table, the comparison of experimental and control in each item in post has been made. There were five test items were asked in the post test. The full marks were 50. In fill in the blanks test item the experimental group scored 6.1 as the average marks and the control group scored 4.55 as the average marks. The difference between both groups was 1.55 or 34.06%.

In multiple choice test items, the experimental group obtained 9.15 as the average marks whereas the control group obtained 8.75 as the average marks. In multiple choice test items, the experimental group scored higher marks than control group by 0.4 or 4.57%.

In next test item or in true / false test item, the experimental group scored 8.85 average marks whereas the control group scored 5.9 average marks. In this test item, the experimental group scored higher marks than the control group by 2.95 or 50%.

In next test item or in arrangement test item, the experimental group scored 2.15 as the average marks and the control group scored 1.72 as the average marks. The difference between the both groups was 0.43 or 25%. In other words, the experimental group scored higher marks than the control group.

In the last test item or in paragraph completion test item, the experimental group scored 4.72 average marks whereas the control group scored 3.55. Even in this test item, the experimental group scored higher marks than the control group. So, it

was proved that the experimental group scored higher marks in each type of test items in post-test.

3.4 Analysis on the Basis of Median

Median is known as the mid value of the given data which has been arranged either in ascending order or in descending order. The following table shows the median value of the scores of both groups.

Table No. 11
Analysis on the Basis of Median

Experimental Group				Control Group			
Pre-test	Post-test	D	D%	Pre-test	Post-test	D	D%
14	32	18	128.57	14	25	11	78.57

On the basis of the above mentioned table, the mid scores of the experimental and the control group was equal in pre-test which was 14. But, the mid score of the experimental group increased by 18 marks and reached 32 whereas the mid score of the control group only increased 11 marks and reached 25 in post-test. The increment percentage of experimental group was 128.57 whereas the increment percentage of control group was 78.57. This point showed that the students of experimental group showed their better performance in post-test than the students of control group. This point threw light on the positive effectiveness of inductive method to teach grammar.

CHAPTER- FOUR

FINDINGS AND RECOMMENDATIONS

In this chapter, the major findings of the study have been deduced or derived after the analysis and interpretation of the data. Mainly five types of test items: fill in the blanks, multiple choice, true/false, arrangement and paragraph completion were used to find out the effectiveness of inductive method to teach present continuous tense. For the completion of this study, the total population of the study was divided into two groups: experimental group and control group. The experimental group was taught through inductive method and the control group was taught through deductive method. Before teaching pre-test was administered and post-test was done after teaching. The results of both tests were tabulated and interpreted for detail analysis. The result of those tests showed that the experimental group performed better than the control group. On the basis of the analysis and interpretation, the following findings have been listed at the end.

4.1 Findings

4.1.2 Holistic Finding

The holistic analysis of the scores showed that the experimental group increased its marks by 16.22 or 109.66 percentages whereas the control group increased its marks by 9.87 or 67.60 percentages. In other words, the experimental group performed better than the control group in post-test. This point showed that the effectiveness of inductive method to teach grammar was much more than deductive method.

4.1.3 Item-wise Findings

In all the test items, the students of experimental groups performed better than the students of control group.

a) In fill-in-the blanks test item, the experimental group scored 1.6 average marks in pre-test and increased the marks by 4.5 or 281.25% in post-test. Like wise, the control group scored 1.92 average marks in pre-test and increased the marks by 2.63 or 136.97% in post-test. The difference between the scores of post-test and pre-test of experimental group was more than control group by 1.87 average marks. This point showed that the students of the experimental group performed better than the students of control group in fill in the blanks test item.

b) In multiple choice, the experimental group scored 4.55 average marks in pre-test and increased the marks by 4.6 or 101.09% in post-test. Like-wise, the control group scored 6 average marks in pre-test and increased the marks by 2.75 or 45.83% in post-test. The difference between the scores of post-test and pre-test of experimental group was more than control group by 1.85 average marks. This point showed that the students of the experimental group performed better than the students of control group in multiple choice test items.

c) In true / false, the experimental group scored 6.27 average marks in pre-test and increased the marks by 2.58 or 41.14% in post-test. Like wise, the control group scored 4.45 average marks in pre-test and increased the marks by 1.45 or 32.58% in post-test. The difference between the scores of post-test and pre-test of experimental group was more than control group by 1.13 average marks. This

point showed that the students of the experimental group performed better than the students of control group in true / false test item.

d) In arrangement, the experimental group scored 1.72 average marks in pre-test and increased the marks by 0.43 or 25% in post-test. Like wise, the control group scored 1.45 average marks in pre-test and increased the marks by 0.27 or 18.62% in post-test. The difference between the scores of post-test and pre-test of experimental group was more than control group by 0.16 average marks. This point showed that the students of the experimental group performed better than the students of control group in arrangement test item.

e) In paragraph completion, the experimental group scored 0.6 average marks in pre-test and increased the marks by 4.12 or 686.66% in post-test. Like wise, the control group scored 0.77 average marks in pre-test and increased the marks by 2.78 or 361.03% in post-test. The difference between the scores of post-test and pre-test of experimental group was more than control group by 1.34 average marks. This point showed that the students of the experimental group performed better than the students of control group in paragraph completion test item.

4.1.4 Finding on the Basis of Median Analysis

The median marks of both groups showed that the students of experimental group and control group scored equal marks in pre-test. But, the students of the experimental group improved their level in post-test by making wider difference than the students of control groups. In other words, the experimental group scored 32 marks in post-test whereas the students of the control group scored only 25. This point showed that the students of experimental group performed better than the students of control group. Thus, there was much more positive effectiveness of inductive method to teach grammar than deductive method.

4.2 Recommendations

On the basis of the findings of the study, the following recommendations have been made:

- 1) Experimental group showed better performance in all test items in comparison to the control group. So, inductive method has been proved as an effective method of teaching grammar and it should be applied in grammar teaching.
- 2) While teaching grammar through inductive method the teacher may feel difficult to present some exceptional grammatical items. So, she/he should be very conscious while presenting some exceptional or contradictory structures of grammar.
- 3) The teacher should motivate the students, using suitable techniques, to make them involve in teaching learning activities.
- 4) The teacher should be careful and constructive while presenting the grammar into the classroom. He should not use mother tongue in the classroom.
- 5) Students may become active in the class. They may work in different pairs or groups. This helps them to increase their communicative ability. So, the inductive method should be applied in the classroom

- 6) Inductive method should be highlighted or emphasized for teaching grammatical items like present continuous tense. So, the government of Nepal should provided training for all untrained English teachers of Nepal.
- 7) Teachers are suggested to use inductive method to teach grammatical items like present continuous tense.
- 8) The text book writers and the syllabus designers should be very conscious about the adoption of inductive method while writing the text books or designing the syllabus.

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