

**TEACHERS' PERCEPTIONS ON THE USE OF INDUCTIVE  
TECHNIQUE IN TEACHING PRESENT TENSE**

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

**Submitted by  
Santosh Sanba**

**Faculty of Education  
Tribhuvan University, Kirtipur  
Kathmandu, Nepal  
2017**

# **TEACHERS' PERCEPTIONS ON THE USE OF INDUCTIVE TECHNIQUE IN TEACHING PRESENT TENSE**

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

**Submitted by  
Santosh Sanba**

**Faculty of Education  
Tribhuvan University, Kirtipur  
Kathmandu, Nepal**

**2017**

**T.U. Reg. No: 9-2-203-171-2008**

**M.Ed Fourth Semester Exam**

**Roll No.: 280238/071**

**Date of Approval of Thesis**

**Proposal: 10-02- 2017**

**Date of Submission: 30-07-2017**

## **RECOMMENDATION FOR ACCEPTANCE**

This is to certify that **Mr. Santosh Sanba** has prepared this thesis entitled **Teachers' Perceptions on the Use of Inductive Technique in Teaching Present Tense** under my guidance and supervision.

I recommend this thesis for acceptance.

Date: 31- 07- 2017.....

**Dr. Ram Ekwel Singh (Supervisor)**

**Reader and Head**

Department of English Education

T. U., Kirtipur, Kathmandu

## **RECOMMENDATION FOR EVALUATION**

This thesis has been recommended for evaluation from the following

**Research Guidance Committee:**

### **Signature**

**Dr. Ram Ekwāl Singh (Supervisor)** .....

Reader and Head Chairperson

Department of English Education

T.U, Kirtipur, Kathmandu

**Dr. Anjana Bhattarai** .....

Professor Member

Department of English Education

T.U, Kirtipur, Kathmandu

**Dr. Purna Bahadur Kadel** .....

Lecturer Member

Department of English Education

T.U, Kirtipur, Kathmandu

Date: ..... 2017

## EVALUATION AND APPROVAL

This thesis has been evaluated and approved by the following **Thesis Evaluation and Approval Committee:**

### Signature

**Dr. Ram Ekwāl Singh (Supervisor)** .....  
Reader and Head Chairperson  
Department of English Education  
T.U, Kirtipur, Kathmandu

**Dr. Laxmi Bahadur Maharjan**.....Professor External  
Department of English Education  
T.U, Kirtipur, Kathmandu

**Dr. Purna Bahadur Kadel** .....Lecturer Member  
Department of English Education  
T.U, Kirtipur, Kathmandu

Date: 13-08-2017

## **Dedication**

*To my parents, Teachers, friends*

*And*

*All those who inspire me for my betterment*

*And*

*Further success.*

## ACKNOWLEDGEMENTS

I would like to extend my profound gratitude to my venerable teacher and thesis supervisor **Dr. Ram Ekwāl Singh**, Reader and Head, Department of English Education, T. U., Kirtipur. I have got no words to weight the worth of his suggestions, instructions, constant and genuine guidance and insightful comments. His strong inspirations and continuous guidance helped me a lot to accomplish this thesis.

I am immensely thankful to **Dr. Anjana Bhattarai**, Professor, Department of English Education, Tribhuvan University, Kirtipur for her invaluable suggestions, enlightening ideas and encouragements.

I am very much grateful to **Dr. Laxmi Bahadur Maharjan**, Professor, Department of English Education, T. U., Kirtipur because he has given precious, invaluable suggestions and concrete guidelines for the study.

Similarly, I would like to express my sincere gratitude to **Dr. Purna Bahadur Kadel**, Lecturer, Department of English Education T.U., Kirtipur, for his kind co-operation and inspiration.

In the same way, I am equally acknowledged my sense of gratitude to my gurus **Prof. Dr. Anju Giri, Mr. Bhes Raj Pokhrel, Mrs. Madhu Neupane, Mr. Laxmi Prasad Ojha, Mr. Resham Acharya, Mr. Ashok Sapkota, Mr. Khem Raj Joshi, Mr. Guru Prasad Poudel**, and other teachers of Department of English Education, T. U., Kirtipur for their constructive suggestions and inspirations to carry out this study, sound guidance and suggestions to reframe the study with various comments.

I am equally grateful to **Mrs. Madhavi Khanal and Nabina Maharjan** for their official supports in the research.

I would like to express my special thanks to the teachers of Lalitpur for co-operation and participation in my study.

**Santosh Sanba**

## ABSTRACT

This research work entitled **Teachers' Perceptions on the Use of Inductive Technique in Teaching Present Tense** is attempted to find out the use of the inductive technique for the present tense teaching at the secondary level of the school. In order to carry out this research, I used non-random judgmental purposive sampling strategy to select the thirty teachers from ten government aided and twenty non-government aided schools of Lalitpur. The tool applied for the data collection was questionnaire. I have analysed and interpreted the obtained data descriptively using the simple statistical tools of the data interpretation. After the interpretation of the raw data obtained from the teachers, it is found that the teachers are using the inductive teaching rather than the deductive methods. In this way, the inductive technique is useful, effective, beneficial, advantageous, interactive, communicative and contextual for the teaching present tense of the grammar in the English language teaching.

The thesis is organized into five chapters. The first chapter concerns of introduction of the topic which includes background of the study, statement of the problem, objectives of the study, significance of the study, delimitations of the study and operational definitions of the key terms. The second chapter encompasses with review of the related theoretical literature, review of the empirical literature, implications of the study and conceptual framework. Similarly, the third chapter consists of the design and methods of the study, the population, sample and sampling strategy, research tools, sources of data collection procedures, data analysis and interpretation procedures and ethical considerations. Likewise, fourth chapter deals with analysis of data and interpretation of the results. Finally, the fifth chapter includes of findings, conclusion and the recommendations of the research study including the policy related, practice related and the further research related followed by the reference and appendices.



## TABLE OF CONTENTS

	<b>Page No.</b>
Declaration	i
Recommendation for Acceptance	ii
Recommendation for Evaluation	iii
Evaluation and Approval	iv
Dedication	v
Aknowledgements	vi
Abstract	vii
Table of Contents	viii
List of Figures	xiii
Symbols and Abbreviations	xv
<b>CHAPTER ONE: INTRODUCTION</b>	<b>1-14</b>
1.1 Background of the Study	1
1.2 Statement of the Problem	8
1.3 Objectives of the Study	11
1.4 Research Questions	12
1.5 Significance of the Study	12
1.6 Delimitations of the Study	14
1.7 Operational Definitions of Key Terms	14
<b>CHAPTER TWO: REVIEW OF RELATED LITERATURE AND CONCEPTUAL FRAMEWORK</b>	<b>15-49</b>
2.1 Review of Related Theoretical Literature	15
2.1.1 Concept of Grammar Teaching	152.1.2
Importance and Uses of Grammar in Language Teaching	18
2.1.3 Tense System in English	20

2.1.4 Teaching Aspects of Present Tense in English	21
2.1.5 Approaches, Methods, and Techniques for Teaching Present Tense in Grammar of Language Teaching	23
2.1.6 Inductive Techniques in Teaching Present Tense	26
2.1.7 Uses of Inductive Techniques in Aspects of the Teaching Present Tense	32
2.1.8 Teaching Simple Present Tense	35
2.1.9 Teaching Present Continuous Tense	38
2.1.10 Teaching Present Perfect Tense	40
2.1.11 Teaching Present Perfect Continuous	43
2.2 Review of Related Empirical Literature	44
2.3 Implications of the Study	47
2.4 Conceptual Framework	49
<b>CHAPTER THREE: METHODS AND PROCEDURES OF THE STUDY</b>	<b>50-56</b>
3.1 Design and Methods of the Study	50
3.2 Population, Sample and Sampling Strategy	53
3.3 Research Tool	54
3.4 Sources of the Data	54
3.5 Data Collection Procedures	54.6
Data Analysis and Interpretation Procedures	55
3.7 Ethical Considerations	55

## **CHAPTER FOUR: ANALYSIS AND INTERPRETATION OF THE RESEARCH 57-92**

4.1 Analysis of Data and Interpretation of Results	57
4.1.1 Deductive Technique in Language Teaching	57
4.1.1.1 Satisfaction of Deductive Technique	58
4.1.1.2 Deductive Technique is Still Relevant in Teaching	59
4.1.1.3 Ability of Deductive Technique	60
4.1.2 Relationship between Inductive and Deductive	61
4.1.2.1 Significance of Relationship	61
4.1.2.2 Deductive has been transformed	62
4.1.2.3 There is No Single Technique	63
4.1.3 Concept of Inductive Technique	64
4.1.3.1 Inductive Technique is Alternative	64
4.1.3.2 The Cultural and Context-Sensitive	65
4.1.3.3 Example Emphasizes the Lived Experiences	66
4.1.3.4 Not to be Part of the Structure and Syntax	67
4.1.3.5 Inductive Technique focuses Example	68
4.1.3.6 Learner is Treated as Active and Autonomous	69
4.1.3.7 Teacher is a Theorizer and Reflective Practitioner	70
4.1.3.8 Teacher treats the Learners as a Passive Learner	71
4.1.4 Analysis of Data on the Uses of Inductive Technique through Teachers' Perception	72
4.1.4.1 Inductive Technique supports the Teaching Present Events	73
4.1.4.2 Inductive Technique minimizes Technical Mismatches	74
4.1.4.3 Focuses on Teacher-Student Interaction	75

4.1.4.4 Pedagogy demands Teacher and Learner Autonomy	76
4.1.4.5 Inductive Pedagogy consider the Language Awareness	77
4.1.4.6 Inductive Pedagogy helps to understand the Rules	78
4.1.4.7 Language use is shaped by Communicative-context	78
4.1.4.8 Teachers should be Sensitive	79
4.1.4.9 Cultural Awareness helps to engage	80
4.1.4.10 Integrates Four Language kills	81
4.1.5 Importance of Inductive Technique	82
4.1.5.1 Satisfaction with the Inductive Technique	82
4.1.5.2 Different from the Deductive Technique	83
4.1.5.3 Inserting the Student-center Technique	84
4.1.5.4 The Learners get the Maximum Exposure	85
4.1.5.5 Addressing the Pedagogical Diversity	86
4.1.5.6 Determining the Problems and Solutions	87
4.1.6 Subjective Analysis and interpretation of results	88
4.1.6.1 Inductive Technique is consider as an Alternative	89
4.1.6.2 Inductive Technique consider the Socio-linguistics	89
4.1.6.3 Inductive Technique Fulfils the Thirst of Teacher	90
4.1.6.4 Be More Effective, Context-Sensitive	91
4.1.6.5 Sort of the Teaching Inductive Technique	92
<b>CHAPTER FIVE: FINDINGS, CONCLUSION AND</b>	
<b>RECOMMENDATIONS</b>	<b>93-99</b>
5.1 Findings	93
5.2 Conclusion	96

5.3	Recommendations	975.3.1
	Policy Related	97
	5.3.2 Practice Related	98
	5.3.3 Further Research Related	98

## **REFERENCES**

## **APPENDICES**

## LIST OF FIGURES

<b>Fig/Title</b>	<b>Page No.</b>
Figure 1: Satisfaction of Deductive Technique	58
Figure 2: Deductive Technique is Still Relevant	59
Figure 3: Ability of Deductive Technique	60
Figure 4: Significance of Relationship	61
Figure 5: Deductive have been Transformed	62
Figure 6: There is Not Single Technique	63
Figure 7: Inductive Technique is Alternative	64
Figure 8: The Cultural and Context-Sensitive	65
Figure 9: Example Emphasizes the Lived Experiences	66
Figure 10: Not to be Part of the Structure and Syntax	68
Figure 11: Inductive Technique focuses Example	69
Figure 12: Learner is Treated as Active and Autonomous	70
Figure 13: Teacher is a Theorizer and Reflective Practitioner	71
Figure 14: Teacher Treats the Learners as a Passive Learner	72
Figure 15: Supports the Teaching Present Events	73
Figure 16: Minimizes Technical Mismatches	74
Figure 17: Focuses on Teacher-Student Interaction	75
Figure 18: Pedagogy demands Teacher and Learner Autonomy	76
Figure 19: Pedagogy consider the Language Awareness	77
Figure 20: Pedagogy helps to understand the Rules	78
Figure 21: Language Use is shaped by Communicative	79
Figure 22: Teachers should be Sensitive	80
Figure 23: Cultural Awareness helps to engage	81
Figure 24: Integrates Four Language Skills	82
Figure 25: Considers the Socio-Linguistic Aspects	83
Figure 26: Fulfilment the Thirst of Teaching	84

Figure27: Satisfaction with the Inductive Technique	85
Figure 28: Different from the Deductive Technique	86
Figure 29: Inserting the Student-center Technique	87
Figure30: The Learners get the Maximum Exposure	88

## **SYMBOLS AND ABBREVIATION**

A.V.:	Auxiliary Verb
BC:	Before Death of Christ
BS:	Bikram Sambat
CIP:	Curriculum Implementation Plan
CA	: Contrastive Analysis
CA:	Communicative Approach
CBI	Content Based Instruction
CL	Counseling Language
CLT:	Communicative Language Teaching
DA:	Deductive Approach
DG:	Descriptive Grammar
DHS:	Darbar High School
DM:	Direct Method
Eg:	Example
Egs:	Examples
Eds:	Edition
ELT:	English Language Teaching
EA:	Error Analysis
ELT:	English Language Teaching
EFL:	English as Foreign Language
FSG:	Functional Systematic Grammar
GT:	Grammar Translation



i.e:	That is
L2:	FirstLanguage
L1:	Second Language
MT:	Mother Tongue
N:	Noun
NA	: Natural Approach
NPC:	Nepal Population Census
NEC:	National Education Commission
NELT:	Nepal English Language Teachers' Associations
NPC:	Nepal Population Census
NNEC:	Nepal National education Commission
OALD:	Oxford Advanced Learners' Dictionary
Obj:	Object
P:	Page
PP:	Pages
Pron:	Pronoun
s.a:	Such as
SLA	: Second Language Aquisition
SOV	: Subject Object Verb
Sub	: Subject
SVO	: Subject Verb Object
S.P.:	Simple Present
Sub:	Subject
TBLT	: Text Based Language Teaching

TGE	:Teacher’s Grammar of English
TEFL:	Test for English as Foreign Language
TESL:	Test for English as Second Language
TG:	Traditional Grammar
TL:	Targeted Language
TPR	: Total Physical Response
T.U:	Tribhuvan University
TV	: Television
U N:	United Nations
UNO:	United Nations Organization
UK:	United Kingdom
USA:	United States of America
V:	Verb
Vs	Verses
VDC	Village Development Committee
Wh:	What
WWW :	World Wide Web