CHAPTER ONE

INTRODUCTION

The present study is entitled **Teachers' Perceptions on the Use of Inductive Technique in Teaching Present Tense.** This chapter mainly deals with the background of the study, statement of the problem, objectives of the study, research questions, significance of the study, delimitations of the study and operational definitions of the key terms.

) Background of Study

Teaching is a systematic procedure putting the established principles into practice the real classroom environment. The primary purpose of the teaching at any level of education is to bring a fundamental change in the learner (Tebal and Kahssay, 2011 as cited in Ganyaupfu, 2013). Nowdays, the language teaching has become a great issue because of the various factors such as linguistic, cultural and socio-political. Language teaching, therefore, has been an inevitable in the 21st century. Vashney (2008,p.1) defines that language is fundamental conceptual aspect of human life. Language is that human expression which is uttered out by speech organs. There are lots of the internal and external organs of body to produce the language in human beings. Vashney (2008,p.1) defines that language as a system of conventional spoken or written symbols by means of which human beings as a member of social group and participants in its culture and community can interact with each other. Therefore, the language helps to sustain for all the people in all the classes of socialization to the members.

 Similarly, Crystal (1999 as cited in Poudel,2011,p.2) states that the language is a voluntary vocal system of human communication which has the unique structure due to its structural Linguists have described the concept of the organization of a

language in different ways than the present once. It has been playing an important role in transmitting the message from the history, culture and religion from one generation to another. Vashney (2008) defines as:

> The language is a primarily human and non-instinct method of communicating ideas, emotions, and desired symbols. Language such an anthropologist regard as a form of cultural behaviour, sociologists as an interactive member of social group, students of literature as an artistic medium, philosophers as a means of interpreting human experience, language teacher as a set of skills. (pp.2-3)

Truly, language is such a complex phenomenon that to define it and terms of single level as knowledge, behaviour, skill, habit, an event or an object, cannot solve the problem of definition. None of the above definitions are perfect each of them just hints at certain characteristics of the language. Hence, the language teachers think that the constitutions of the language knowledge are the syntactic structure in the sentence. Bhattarai (2001,p.1) defines language as:

> Language is the universal medium for conveying facts including the complex thoughts emotion and feelings of everyday life. Man differs from the other species on this earth only because we have a unique faculty of speech. He expresses his personality through the language.

OALD (Oxford Advanced Learners' Dictionary) of Current English (2007,p.862) defines , 'Language is the system of communication in speech and writing that is used by people of the particular country or area.' According to Sapir (1971,p.8 as cited in Vashney,2008,p.2), "Language is a purely human and non-instinctive

method of communicating ideas, emotions and desires by means of voluntarily produced symbols." On the other hand, OALD (1999,p.662) has defined the language as the system of sounds and words used by humans by expressed their thoughts and feelings, particular way or style of speaking or writing, the words or phrases used by a particular group or profession.

English is a lingua franca. It is spoken all over the countries in the world. Poudel (2011,p.2) points that outs this language has been used in six official languages of the UN. The nearly half of the world's books of science and technology has been written in English. Once again we can take the opinion of Crystal (2003,p.13 as cited in Poudel 2011,p.3),there are 1.5 billion speakers of English worldwide of whom only some 329 million are native speakers and 1.3 times as second language. Harmer (2008,p.13) says that the one third (1/3) of the world's population speaks English. Kachru (1983 as cited in Harmer 2008,p.1) opines that if the spread of the English countries at the current rate by 2000 its non-native speakers will be out number its native speakers. Harmer (2008,p.13) views that English is clarified as the global language, media language, lingua franca, and occupational language.The teaching about language is called the native system and the use of language is teaching language (Harmer,2008,p.13). For a concept of ELT that English is both the national and international language in the global pedagogy because it is spoken in all over the world. It is said that more than 6000 distinct languages exist in the world today. Among them, English is the most widely used language. It is one of the languages recognized by the UNO. It is also used in almost all areas in the world such as science, politics, medicine and marketing. The importance of the English language teaching can be presented such as an English is one of the five official languages of the UNO and as such plays a vital role in international communications, nearly half of the books of science and

technology are written in English, if we look at the, we can find that over 50% of the world's newspapers or radio stations use English as a medium of communication, English is the passport to travel the whole world. Thus, it has become an excellent   vehicle for the transmission of the modern civilization in any part of the world and it is the world's most widely spoken language and common means of the communication between the people of different nations.

Another reason that contributed to the spread of English that it is the language of the modern era, where the people who work in various field such as , economy, commerce, medicine, aviation, history, culture, travel, tourism, transportation use English. These reasons motivate the people to learn and teach the English in the formal or non-formal schools. Parajuli (2012) concluded as:

> No one denies the importance of English in the present time as the global language. It is clear that English has become more dominant around the world. It has covered the world in the pedagogy of the national education system in the universities. (p.5)

The aim of teaching and learning English in Nepal is to make the students able to communicate their ideas and feelings with each other. Nepal needs English to have access to the scientific and technological knowledge of the modern world. We require English to keep in touch with other nations. Malla (1977 as cited in Thakur , 2006) views on the importance of English in Nepal seems interested with the spread of communication between Nepal and countries and with increasing tourism. Thus, English has become an important vehicle in the transmission of civilization and culture. It plays vital role in the process of the modernization of Nepal. It is an intentional as L1, L2 and NT language in many countries. It is used

international trade, business, education, travel, tourism, agriculture, science and technology.

Regarding the history of language teaching, it traces back to the twentieth century. Rechards and Rodgers (2001,p.1 as cited in Khadka 2016) say that the whole foundation of the contemporary language teaching was developed during the part of the twentieth century as applied linguistics and others. Hence, to seek the best methods, approaches and techniques to the language teaching, there have been great efforts that brought so many changes and led to the succession of implementing the best methods, approaches and techniques to teach the various languages in different contexts throughout the history of language teaching. There have been many attempts in the field of language teaching to find out the solutions to language related problems. In fact, there has often been great debate on the selection of an appropriate teaching technique to teach a language. Defferent people have different ideas on an approach, methods and techniques into the language teaching, and they make the similar concept of all the three approach, methods and techniques. But it is quite distinct than what they conceptualize. In this regard, Rechards and Rodgers (2001 as cited in Khadka , 2016), three levels of the writer conceptualization and organization which he terms approach, method, and technique.' According to him, the arrangement is hierarchical in which approach is in the highest rank and technique in the lowest whereas the technique is intermediate. An approach which is axiomatic which is a set of assumption and beliefs dealing with the nature of the language teaching and learning. A method is procedural that is based on the selected approach. It is the level at which the theory is put to practice, choices are made with the particular skills to be taught. The technique is an implementation of a particular trick. The techniques must be consistent with a method and therefore in harmony with an approach as well.

From the above mentioned definitions of approach, method and technique, what we can infer that these three terms are interrelated. These techniques make that the language method plays very pivotal role. Different techniques and strategies are implied in the teaching. The selection of technique in the field of ELT has become the hot cake throughout the world. ELT teachers, therefore confused often get in the selection of the appropriate technique to English language, especially ESL and English as EFL contexts.

Nepal possesses an amazing cultural diversity including ethnic richness and linguistic plurality. It is a multiracial, multi-religious, multicultural and multilingual country. It is a small country in terms of its area but it is very rich in languages and culture. Language teaching came into its own as a profession in the 20th Century. The objective of teaching foreign language is to enable the learner to behave in such a way that he/ she can participate to some degree and for certain purpose as a member of community other than his/her own. For the brief accountability and overview of the ELT, we can describe the lots of the ideas and reviews of the different researchers in Nepal. Panday (2006) has written as:

> The origin of the English language teaching in Nepal goes back to the
>
> time of Junga Bahadur Rana, who was the founder of the Rana regime
>
> who thought of the teaching English and therefore, established the first
>
> English school at the ground floor of the Thapathali Darbar in 1910 B.S.
>
> (p.2)

Thus, the credit goes to him through the door of that school while it was confined within the ruling class. Anyway, it was an initiation of ELT in Nepal. From this study, we know that the history of English was begun from the period of the Rana Regime. Subedi (2010,p.2) has given that the

DHS was established in 1954.

The teaching method was the GT method that focused the grammar and translation. The medium of instruction was Nepali as L1 for L2 English. The main aims, purposes and principles of the GT are based on the theory, structure, reading and writing. The most of the historical development in language teaching led to the changes in methods and its influence on the every aspect of human life gave birth to various teaching techniques to teach English for various purposes. Rechards and Rodgers(2003,pp.50-244) has mentioned techniques overruled in the different periods of time in the history of language teaching and learning: Silent way, Total physical Response, Suggestopedia, Content Based Instruction, Communicative Approach, Task based Language Teaching, Counceling Language, Multiple Intelligences, Structural Approach, Natural and Humanistic Approach, Counseling Learning, Situational Language Teaching, Lexical approach, Neuro-linguistic Programming , Whole Language , Competency Based Language Teaching, Functional Approach and, Behaviouristic Approach and The Post Method era.

In fact, after the rise and fall of the approaches and techniques have not existed for long time. Thus, there is not a single technique suit all the contexts in English as a foreign and second language. Accordingly, there has been inducted in teaching techniques to make the ELT teachers free from the conventionally restricted teachings in the field of the language teaching and learning. To make the teachers and learners more autonomous and reflective practitioner, inductive technique emerged as an alternative to the technique but not as a technique itself. It is crystal clear that the lacks of various approaches and techniques in the history of language teaching and learning made the distinction between these conventional techniques and inductive technique, which finally has become the milestone for the emergence of the inductive technique in the ELT classroom.

)   Statement of the Problem

Technique, which is regarded as the heart of teaching and learning activities, is an orderly presentation of language materials. If the appropriate techniques are not selected, the whole teaching–learning becomes fruitless. The selecting appropriate technique is not an easy task rather it demands high level critical thinking on the part of teaching. Most of the ELT practitioners have been using the established techniques such as Silent way, Total Physical Responds, Suggestopedia, Content Based Instruction, Communicative Approach, Task Based Language Teaching, Cooperative Learning , Multiple Intelegence, Structural Approach, Form Focused ,Natural and Humanistic Approach, Counseling Learning, Situational Language Teaching ,Lexical Approach, Neuro-linguistic Programming, Whole Language, Competence Based Language teaching , Functional Approach and Behaviouristic Approach have not related to the linguistic aspects of teachers. Hence, the teachers should to go to beyond the conventional-based techniques. Different techniques came into existence throughout the history of the language teaching and played very crucial role in order to give the space for the emergence of new techniques in the ELT context. But, coincidently, all failed to address the language related problems and did not pay much attention to the need and interest of the learners and teachers role too.

The various issues of the grammar teaching are the controversial. The issues have been controlled and often synonymous with teaching foreign language for the past 2,500 years. Rutherford (1987 as cited in Murcia and Hilles, 1988, p.1) say that the communicative teaching can be better than traditional teacher centre dominated classroom techniques. Consequently, there has been appearing the technical shift from the conventional techniques to inductive technique. Most of the ELT teachers experienced different methods and techniques of teaching in different periods of

time. They just followed the predetermined principles of teaching as being a mechanical and did not get an opportunity to reflect their own ideology of teaching in the real classroom situation. Due to the indifference language- related, teacher-teacher-related, and learner-related problems; the language teaching and learning programs could not be fruitful and meaningful. So, to address such problems occurred in the classroom, the concept of the inductive technique emerged which demands both teacher and learner to be autonomous. This technique highly emphasizes to the cultural and context-sensitive in ELT classroom. It values to decentralization of knowledge, not to be based on the already established principles beliefs of language teaching. The inductive technique does not mean that it is totally complementary to the principally established teaching technique rather it requires the teachers will be be autonomous and can select an appropriate technique that works best in their socio-cultural context in teaching. Furthermore, it equally gives emphasis to the active participation of the learners in language teaching activities.

Harmer (1999, p. ix) defines that grammar teaching always most be controversial, least understood, confused, lack of convinced in aspects of the language teaching. In the context of Nepal, many ELT teachers have been adopting different teaching techniques. But, they have been confronting with the challenge of selecting appropriate technique to teach the particular learners in the specific context. They may have sound knowledge of the various techniques, but are unable to select a single technique that works in all the contexts. Because the technicians and ELT practitioners came to realize that there is no single technique that best fits in the socio-political and socio-cultural contexts. Therefore, to minimize such misconceptions in language teaching, inductive technique paved the way in order to fulfil the lacks of the traditional technique. It has brought so many changes in the style of the English teaching as EFL by making the teachers more autonomous and self-practitioner in the particular context.

Cowan (2009,p.350) has stated the use of the verb forms is one of the two or three most difficult areas for English language learners to master. New researches indicate that the several factors are responsible for the difficulties in learning to use

appropriate verb forms. Therefore, the grammar and tense are very challenging to teach in the formal grammar. So, we can balance these problems using the inductive techniques in the grammar teaching. In the same way, Swan and Walter (2010, p.vi) state that even the biggest grammar cannot contain everything that is known about English. Even though, we have lots of problems to realize the area between grammar and vocabulary. It can only give the limited information for the individual words. Similarly, Thornbury (1999) states that:

An example of the deductive learning might be that, on arriving in a country

you are never been to before, you are told that as a rule people rub nose

greeting one another, and so do exactly that. As we see the deductive rule-

driven approach to language teaching that may be traditional associated with

GT method. The deductive rule is an unfortunate because it has had press.

(p. 29)

Therefore, inductive technique is the option to modify and solve of the rule based method. There are many research works carried on inductive technique which focus on the adaptation and applicability in inductive teaching in ELT teaching classroom. To find out the difference between conventional technique and inductive technique in terms of the teaching techniques, classroom interaction, materials, role of teacher and students, I carried out research based on the above parameters. To be specific, I attempted to find out the uses of the inductive technique for present tense technique and pedagogical implications of the inductive technique. Considering these changes in teaching technique from conventional to inductive era technique, I carried out the research on Teachers' Perceptions on the Use of Inductive Technique in Teaching Present Tense.

⌡ Objectives of the Study

The objectives of the present study were as follows:

⌡ To find out teachers' perceptions on the use of inductive technique in

teaching present tense,

) To explore importance of the inductive technique in the teaching present tense and

) To suggest the pedagogical implications of the inductive technique in the teaching present tense.

) Research Questions

The research questions are largely guided by the objectives of the study. They can also assents to a researcher to design appropriate methodology and consequently to discuss, analyse and interpret the data derive findings and to draw conclusion of the study. I used the following research questions.

) What are the perceptions of English language teachers on the use of inductive technique in teaching present tense?

) What is importance of the inductive technique in the teaching present tense in ELT classroom?

1.5 Significance of the Study

The study will help to those who have particular fields, aims, and needs in the inductive technique for present tense teaching in the schools. The study provides guideline to the language teacher and researchers. The inductive technique helps the teacher for comprehensive descriptions in ELT classroom. Different approaches, methods and techniques of teaching took place throughout the history of language teaching. They played very significant role to some extent in the field of language teaching and learning. Unfortunately, they failed because of their lacks in addressing the language problems, and mostly they ignored the role of the teachers and learners in grammar teaching. In order to address the problems existed in language teaching and learning, inductive technique has been the most prevalent

and useful technique to make teachers comprehensive as well as practical in ELT classroom.

This study will help the fruitful, meaningful, measurable inductive and life situated technique for grammar teachers and learners to follow the clear procedures of the inductive technique in teaching present tense. Teacher will get the general purposes and usefulness of inductive teaching techniques. The study will inherently provide the theoretical and practical knowledge of inductive technique to the ELT teachers and learners. This study will, therefore, be significant for the ELT practitioners, trainers, teachers and learners to understand the current scenario of the inductive technique and its uses in ELT classroom. Furthermore, it will be very important for the course designers and textbook writers in order to adopt the various insights of the people on inductive technique, and moreover, to address the changes occurring in teaching techniques. It will equally be beneficial to the policy makers and ELT curriculum planners to bring the changes in the language teaching approaches, methods and make the inductive technique more context-sensitive in the field of ELT. It will be also helpful for the research beginners to carry out the further research on the same area. Accordingly, it will be significant to the ELT institutions such as NELTA, British Council and the like for addressing the language problems, and for encouraging the ELT practitioners to explore the socio-cultural aspects of the language learners and teach accordingly.

) Delimitations of the Study

The study had the following delimitations:

) The teachers' perceptions on the use of inductive technique has limited to the study in teaching present tense.

) I selected thirty secondary English teachers t for the primary data of Lalitpur district.

) The questionnaire as a tool has limited to the data collection in the study.

) Survey research design limited to the study.

) I adapted purposive sampling procedure to select the population for the study.

) Operational Definitions of Key Terms

The following key terms are used in this study with their operational definitions:

Perception: Perception is the opinion of English language teacher teaching at secondary level regarding inductive technique in teaching present tense in the language classroom.

Inductive Technique: In this study, inductive technique means an active, practical and example based teaching technique which seeks the teachers innovative, contextual, and autonomous.

Teaching Present Tense: The term teaching present tense refers to the grammatical description in language teaching as the aspects, relation of the tense and language teaching in the context of time, duration and situation in the ELT classroom.

CHAPTER TWO

REVIEW OF RELATED LITERATURE AND CONCEPTUAL FRAMEWORK

This chapter deals with the review of related theoretical literature, empirical literature as well as implications of the study. Moreover, conceptual framework is also included under this chapter.

2.1 Review of Related Theoretical Literature

Theoretical background plays very significant roles in any research. Therefore, to construct the theoretical background of inductive technique; the concept of grammar teaching, importance and uses of grammar teaching in language teaching, tense system in English, teaching aspects of present tense in English; approaches, methods and techniques in the present tense in grammar teaching, inductive technique in teaching present tense, uses of inductive techniques for aspects of the teaching present tense teaching, teaching simple present tense , the present continuous tense , teaching present perfect tense and teaching present perfect continuous have been reviewed in this section.

2.1.1 Concept of Grammar Teaching

Ur (1988, p. 4) difines that grammar is the way a language manipulates and combines words or bits of words in order to form longer unit of the meaning . So it guides the meaning with the controlling and combining various types of the words. Similarly, grammar is a description of the structure of a language and the way in which linguistic units such as the words and phrases are combined to produce a sentence in the language. Grammar usually takes into account the meaning and function, these sentences have in the overall system or the language. Therefore, grammar means the description and functioning of the linguistic unites. Thornbury (1999) defines grammar as:

> Grammar is a partly the study of what forms or structures are possible in a
>
> language. Traditionally, grammar has been concerned almost exclusively

with analysis at the level of the sentence. Thus a grammar is description of the rules that governs how a language's sentences are formed. Grammar attempts to explain why the sentences are acceptable.eg. (a) We are not at home right now. (b) Right now we are not at home. Grammar has seen convensional as the study of the syntax and morphology of the sentence. (pp. 1-13)

Thornbury (1999,p.13) concludes that we have defined grammar as the description of the rules for the forming sentences an account of the meanings that these forms convey and say that the grammar ads meaning that are not easily inferable from the immediate context. The kinds of meanings realized by grammar are principally which are representational that is, grammar enables us to use language to describe the world in terms of how, when, and the things can happen and inter -personalise that is, grammar facilitates the way we interact with other people when for example, we need to get things done using language. According to the Thornbury, (1999,p.13), with regard to the relationships between form and meaning, we have seen that there is no one-to-one match between grammatical form and communicative function and that contextual information plays a key role in our interpretation of what a speaker means. We have also seen that while traditional grammar is based on the written form of the language, spoken language has its distinctive grammar. Thornbury (1999,p.32) opines that the grammar is not just concerned with syntax, however the way words are formed and can change their form in order to express different meanings.

The concept of the grammar has given in differently one by one grammarian. Sik (2014,p.8) has considered the grammar teaching is seen to be one of the must

controversial issues. Therefore, there is a growing demand to examine how the language teachers teach and practice grammar. It is mostly seen as essential part of language, so, teaching if it is an indispensable part of language teaching. The grammar can be defined as the whole system and structure of a language or of languages in general, usually taken as consisting of syntax and morphology including inflectional and sometimes also phonology and semantics. (http://www. Oxforddictionaries.com). (Rutherford ,1987 as cited in Sik, 2014, p. 8) has defined that the grammar as a necessary component of any language teaching programme.

Ur (199 as cited in Sik, 2014,p.8), grammar does not only affect how units of language are combined in order to look right it also affects their meaning. Similarly, (Prabhu ,1987 as cited in Sik ,2014,p.8) think that for the language teachers, meaning should be emphasized than the form and instructions. They should teach the language in order to convey the meaning and communication. On the other hand, Dickins and Words (1988 as cited in Sik, 2014, p.8) think that being competent about the grammatical structure of a specific language is very critical because grammatical competent is acknowledged equal to being fluent in communicative language skills. The grammar is the well-known aspect of the language. The spelling, vocabulary, and pronunciation are other rest of the aspect of the language. According to Vashney (2008), there are two types of grammatical categories that are primary such as noun, adjective, verbs, preposition, article, modal, pronoun, conjunction and demonstration and secondary are deixies, person, countable, number, gender, case, tense, mood, aspect, and voice.

Tenses, verbs and aspects are the related categories of the grammar teaching. Verb is one of the main components of the sentence. Palmer (1988, p.20 cited in Parajuli, 2012) says that in English, the verb may indicate that an action took place in a period, preceding, as well as simplified in the past. According to the above table of the grammar, we know that tense is the part of the secondary in the grammatical categories. It is any forms of the verb that may be used to indicate the time of the action or expressed by the verb in Gautam (2011, p.103). In the same way, we can opine that the grammar has the multiple meanings. It is used to refer both to the language users sub-conscious internal system and to the linguistics attempts explicitly to codify or describe that system with regarding the various levels of the language that are used in the grammar teaching.

⟩ **Importance and Uses of Grammar in Language Teaching**

Grammar has defined variously in various ways. Ur (1988, p.4) defines grammar as the way that a language manipulates and combines the words or bits of the words in order to form the longer units of meaning. Grammar aims and purposes to essentialize on the language teaching and all aspects of the language aspects and communicative skills. Grammar is used to focus as the means of the competency as well as appropriates in the contextual session of the language teaching. Similarly, Ur (2013, p. 76) presents that the grammar is the way the words to put together in the correct sentences. It is the correction and editing of the words and group of the words in the acceptable structures. It means the system and practice or study of the rules and their application to the formation in the accuracy of the sentence. Grammar is very important to involve the semantics, morphology, and practical communication. It plays the great role as the branch of the applied linguistics. Some of the importance and the uses of the grammar teaching are given below:

⟩ Grammar consciously focuses the forms and the meaning.

⟩ It advances the levels of the language proficiency and high order of the accuracy.

⟩ It helps to design the syllabus and selects the contents.

⟩ This is used to write the rules and forms of the language.

⟩ Grammar supports to find the approaches, methods, techniques and stages of the language teaching.

⟩ It is useful to establish the relationship between grammar and vocabulary.

⟩ It deals how smaller elements will be together to form the correct sentences through the coisive and texts at the discourse level.

-) Ur (2013) says that what students need to focus in the grammar study as given the elements of the accuracy, form, fluency, function, communication and the types of syntax that are declarative, exclamatory,

-) Affirmative, imperative, and interrogative. Includes the conventional rules, forms and meanings for the adjustment in the modern grammar teaching with the examples.

-) Grammar is needed to deal the CA and EA.

-) It presents, practices, produces, aware, integrates, provides coverts and overt and induces teaching the language.

-) According to Ur (2013), grammar helps to use the techniques of the drills, tests, illustration and free discourse composition.

-) Grammar provides the teachers the rule and examples for teaching.

2.1.3 Tense System in English

Tense is "Tempus" in Latin which means the 'Time', as given by Hornby (1999, p.1213, in OALD, p.699). In this way, tense can be understood as time that is a part of grammar. It gets invariably involved in whatever we provide by writing, speaking, listening and reading. Tense denotes time. Tense of a verb indicates the time of an action. For example, John is reading a book. This example justifies the time which is going on. John wrote a letter. This sentence denotes the past action. He will buy a pen. This sentence denotes the future time. Likewise, Thakur (2006, p.9) opines that some grammarians say the changing the form of the verb is called tense. This definition indicates that it the verb which helps us to identify the tense. In OALD (1999, p.1339), tense has defined as   any form of the verb that may be used to show the time of an action or state expressed by the verb From this

definition, it obvious that tense describes any of the form of a verb that may be used to indicate the time of the action or state expressed by the verb.

OALD (1999,p.699) describes that the tense is a noun, 'Grammar is a set of forms of a verb that indicates the time or the completeness of the action express by the verb the reason is tempus that means the time.' Similarly, Hornby (1999) in OALD defines as:

> Tense is a grammar any of the forms or a verb that may be used to indicate
>
> the time of the action or state express by the verb that are: present, past, and
>
> future tense. So it can be described in the three types of the forms of the
>
> verb about human actions and behaviour. (p.1231)

Arts and arts (1986, p. 74 as cited Comrie,1993,p.105) defines that tense is an obligatory category in the finite verb phrase. Tense is grammatical expression of location in time. The tense is as the grammatical location in time. It is closely related with the time, language and context. On the other hand, this can be viewed as purely definitional in particular form in a language, decide whether it does in fact express location in time and weather it is indeed grammatical category.

2.1.4 Teaching Aspects of Present Tense in English

Since the term 'aspect' tends to be less familiar to the students of linguistics than are terms for the other verbal categories such as tense or mood, it is as well, before giving the definition the aspect to consider Comrie (1993) states as:

> Tense relates the time of the situation referred to some of the other time
>
> usually to the moment of speaking. Aspect is the quite different from the
>
> tense. It is in the tense that we speak of aspect as being distinct from the

tense and insist on such oppositions as that between perfective and the

imperfective tradition of the referring to the tense. (pp.2-3)

As we have seen, the tense indicate the temporal location of the event by relating it either with the event of uttering the sentence that denotes the event called the dietic tense that is between the past, present, and future for event description (Bhat,1999, p.43). Aspect indicates the temporal structure of an event i.e. the way in which the event occurs in time that is ongoing, completed, beginning, continuing or ending, interactive etc.

According to Greenbaun and Quirk (2008, p.57), "Aspect is the grammatical category that reflects the way in which action of a verb is viewed with the respect of the time.'' We recognize two aspects in English, the perfect and the progressive, which combine in a complex verb phrase and are made for the present past tense. There are twelve aspects of English tense but Greenbaun and Quirk (2008,p.57) has provided 6 aspects of tense that are given in below:

      1. Present perfect   =   has examined

      2. Past perfect   = had examined

      3. Present progressive   = is examining

      4. Past progressive   = was examining

      5. Present perfect progressive = has been examining

      6. Past perfect progressive   = had been examining

               Source: Greenbaun and Quirk (2008,p.57),

      7. Simple present   = examine/examines

      8. Past simple   = examined

      9. Future simple   = will examine

10. Future progressive   =   will be examining

11. Future perfect   =   will have examined

12. Future perfect progressive =   will have been examining

2.1.5 Approaches, Methods, and Techniques in Teaching Present Tense in Grammar of Language Teaching

Approaches are the wider than method and techniques in grammar teaching. The methods are the processes of the grammar teaching. But the techniques are the real activities of the classroom that teachers use during the grammar teaching. Some of the main methods, approaches and the techniques for grammar teaching can be reviewed in the following:

a. Grammar Translation Method: Sik (2014, p.21 says that thismethod was developed in the 1950s and 1960s. It's implications considered as close to the functions of the behaviorist theory .On the other hand, Thornbury (1999,p.21) has also concerned the GT method which suggests, took grammar as the starting point of the instruction. The grammar translation course focused that as grammar syllabus and lesions typically began with an explicit state of the rule, followed by the exercises involving translation into out of the MT.

b. The Direct Method: Thornbury (1999,P.21) points out that direct method was emerged in the mid- late nineteenth century challenged the way that GT method focused exclusively on the written language. In this way, Adhikari (2011, p.182) has also given about the GT method as the synopsis of the grammar teaching and the study of the grammar or the vice versa GT

method. In this method, rules are explained during the teaching in the learner's first language.

c. Audio-lingualism: Adhikari (2011, p.183) mentions that this technique was prominent in the 1950s and 1960s. This method is American in its origin. It prioritizes oral skills, rejects the explicit teaching grammar and the use of the learners L1. Sik (2014, p.64), he has reviewed opinion of Thornbury (1999, p.30 and Rechards, 1986, p.45 as cited in Sik, 2014, p.64) has agreed that this method is the based on forming habits of the using structures. Thornbury (1999, p.31) says that teachers in the past thought that students acquire good language habits. However this method was also criticized because the learning a language was about more than just learning phrases. The audio-lingualism focuses the audio and speaking rather than writing.

d. Cognitive code: Sik (2014, p.64) has included the cognitive code that is similar with the grammar translation. Krashen (1987, p.132 as cited in Sik 2014, p.64) points that all the four language skills that are speaking, listening, writing and reading for the cognitive code.

e. Natural Approach: The main objective of NA is to help those who became intermediates and to function adequately in the target situation. This approach has the syllable of the four skills that are basic personal communicative skills (oral), basic personal communicative skills (written), Academic skill (oral), and academic skill (written) Krashen (1982).

f. Communicative Language Teaching (CLT): This method aims to discuss an integrative, content level, linguistic and instrumental level, effective interpersonal level, individual needs and general education level in the grammar teaching (Piepho,1981 as cited in Sik,2014).

g. Deductive Approach (DA): Learners are first taught rules and given specific information about the language. Allen (1997, p.85as cited in Poudel, 2011) opines that in a deductive method, the rules patterns generalizations are presented to the students. The teacher applies deductive approach and method for the teaching present tense. Sik (2014, p.64) has drawn the following procedures to teach present tense:

I   =   Rule presentation

II   =   Description of the rules

III   =   Providing some examples

IV   =   MT is used.

V   =   Oral and written

VI   =   Contrast the MT and TL

Disadvantages of the Deductive Method

This method focuses the theory rather than the uses and application:

) It only focused the rules presentation and explanation. Block (2003 cited in TEFL/TESL,2013 as cited in Sik, 2014,p.3).

) Learners will be passive.

) Thornbury (1999, p.30) says that the deductive technique presents only metalinguistic elements of the syntax such as subject, object and tense.

) This method is not appropriate for primary and elementary students. Brown (1994 cited in TEFL 2013 as stated in Sik,2014, p.4).

Advantages of the deductive technique:

) Deductive method includes fact, relevance, truth, clarity, limitation, simplicity and familiarity in the grammar teaching.

) According to Thorbury (1999, p.30), this approach saves time, respects intelligent and confirms the expectations.

) Deductive method favours the reviewing, GT method and MT (Thornbury,1999, p.29).

2.1.6 Inductive Techniques in Teaching Present Tense

There are lots of the questions. That are, How to teach grammar? When to teach grammar? Why to teach grammar? Who to teach grammar? And Where to teach grammar? To answer these questions, we can get the concept from the figure that can be drawn on the following diagram:

Source: Thornbury (1999, pp.29-150)

If we observe the above framework of the grammatical pedagogy, we can find the tense at through with the deductive right column beside the left one. There are two types of the grammatical category: They are primary and secondary. The tense teaching has the three aspects that are present, past and future. Among these three tenses the description has only one about the present tense teaching through inductive technique.

Poudel (2011,p.16) has described the inductive technique that is an opposition to the deductive method. It is different with the deductive method in its techniques, approaches and procedures. While teaching grammar inductively Learners are not taught grammatical rules but they are left to discover or induce from their experience of using the rules.

Allen (1997, p.90 cited in Poudel,2011,p.16) opines that in an inductive method, the teacher first gives the examples of the grammatical structure to be learned. After the examples have been learned and practiced the learners are guided in forming a generalization about the grammatical principle they have been working with when the teacher applies the inductive method for the teaching the present tense. Teachers can use the following inductive procedure and the techniques to teach the present tense:

I /you /we /they	like hamburger.	have lunch at 12:00.	do exercise in morning
He /she /it	Likes hamburger.	has lunch at 12:00.	does exercise morning

⟩ **Presentation of the Examples**

⟩ **Simple Present Tense**: a. He teaches verb through example. b. We teach it from the conversation. Affirmative (Positive Sentences: v1/5:

2. Present Continuous: a. He is teaching verb through example. b. We are teaching it from the conversation. We use the affirmative (Positive) Sentences am, is, are + -ing :

I	am eating hamburger	am having breakfast	am playing football
He /she /it	Is eating hamburger	s having breakfast	is playing football
You/we/they	are eating hamburger	Are having breakfast	are playing football

⟩ **Present Perfect:** a. He has taught verb from the examples. b. He has taught verb from the conversation. Affirmative (Positive) Sentences: Have / Has + V$_3$:

He/she /it	has eaten hamburger	has written the letter	has washed the car
I/you/we/they	have eaten hamburger	have written letter	have washed the car

⟩ **Present Perfect Continuous:** a. He has been teaching through the example. b. We have been teaching from the conversation. Affirmative (Positive) Sentences: Have been/ Has been + V4 /ing

He /she /it	Has been eating hamburger	has been writing letter	has washed the car
I/you /we /they	have eaten hamburger	have written letter	have washed the car

Source: English club Language School-www.englishclub.com

Use of Present Perfect Continuous Tense

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The Present Perfect Continuous Tense indicates the duration of an activity that began in the past and continues to the present. When the tense has this meaning, it is used with time words such as since, for, all morning, all day, all week, etc. a. I have been living in Ankara for 10 years. b. It has been raining all day.c. I have been working on this project for more than a year. d. The children have been playing in the garden since morning. e. How long has she been driving?

Present Continuous Vs. Present Perfect Continuous

Present Continuous tense expresses an activity happening at the moment of speaking. It never indicates the duration activity. Correct: a. I am running now. Correct: b. She is sleeping now. Incorrect: c. I am running for 2 hours. Incorrect: d. She is sleeping since 8:00 o'clock Present perfect tense, on the other hand, is used to express duration of an activity happening. It mostly answers the question how often? e. I have been running for two hours. f. I am very tired now. g. She has been sleeping since 8:00. h. She worked hard yesterday. Source: (English club language school-www.englishclub.com.tr-0312.425 85 28).

Present Perfect Continuous Vs. Present Perfect

While the present perfect simple is used to express completed actions and their results at present, present perfect continuous tense is most commonly used to indicate the duration of an activity. In other words, if it is important to express that the activity is completed, Present Perfect Simple is used; if it is important to express the duration and the activity itself, Present Perfect Continuous Tense is used. a. I have cleaned the room. b .It's clear now. c. I have been cleaning the room since morning. d. I have read 50 pages of this novel. e. It's very exciting. f. I have been reading this novel for a week. g. It's very exciting. With certain verbs such as live, work, and teach, there is little or no difference in meaning between the two tenses when since or for is used h. I have lived here since 1990. Or I have been

living here since 1990. j. She has worked at the same company for five years. She has been working at the same company for five years.

We should be careful about the non-progressive verbs which cannot be used in continuous tense. Correct: I have known Jim for ten years. Incorrect: I have been knowing Jim for ten years. Source: English club language school sourcewww.englishclub.com.

⏐ Exemplified the Types of Present Tense

Types	Affirmative	Negative	Yes/no	Wh-question
Simple	I clean the room.	It is clear now.	Are you visit your uncle this week?	When do you visit your uncle ?
Continuous	Iam living in Ankara for 10 years	It's clearing now.	Are you visiting your uncle this week?	When are you visiting your uncle ?
Perfect	I have cleaned the room.	It's clear now.	Have you visited your uncle this week?	When have you visited your uncle k?
Perfect continuous	I have been living in Ankara for 10 years	It's been clear now.	Have you been visited your uncle this week?	When have you been visiting your uncle ?

Source: English club Language School-sourcewww.englishclub.com.tr.

⏐ The Rule Formation of Aspects of the Present Tense

Mukhiya and et. al.(2014, p.62) has given the following table for the   rule formation of the aspects of the present tense:

S.N.	Types of Present Tense	Examples	Rule forms/structure
1	Simple	I clean the room.	S +v1/v5+obj

2	Continuous	I am living in Ankara for 10 years	S+am/is/are/+v4+obj.
3	Perfect	I have cleaned the room.	S+ have/has+v3+obj.
4	Perfect continuous	I have been living in Ankara for 10 years	S+ have/has been+v4+obj.

︶ Generalize the Rules of the Present Tense through various Activities

 ︶ I lived in Istanbul for 5 years, from 1990 to 1995. b. (I don't live there anymore) Jane studies Chinese for 3 years. c. We talk on the phone for 30 minutes. d. How long do they wait for the bus?

︶ Written and Oral Practice of the Present Tense

Inductive technique is called technique in sense that the based of the daily life examples as the practical procedure, but not focused the rules and principle as a whole. Cowan (2009, p.32) states that inductive induction involves having students formulate rules from the natural language and this method is perhaps more useful in teaching intermediate and itn advances students.

The usefulness and advantages of the inductive technique for the present tense teaching in the grammar teaching that are given below: This technique points that the rule discovery path not rule analysis. The main advantages and uses of the inductive techniques are manipulating examples, and the automatic understanding through the practical examples. It plays the great role as the natural learning and

teaching grammar. It co-operates learning in relation between the explicit and implicit. It discovers the creativity from the cognitive approach.

Teachers and student can use the structure in their own mental understanding. Inductive technique helps to the tutors and students both to be clear about the rule, structure, and concept from the meaningful participation. It supports the cognitive learning in the grammar teaching Thornbury (1987, p.28).

2.1.7 Uses of Inductive Techniques in Aspects of the Teaching Present Tense

Present tense means coincidence in the situation of the present moment. Comrie (1993, p.37) draws the following diagram of the time that has given below:

<div align="center">

past   0   present

</div>

This diagram shows the representation of the time. Present tense in the diagram that identifies the present moment as a point in time on this line, and the basic meaning of the present tense is thus location of a situation of that point. Comrie (1993, pp.36-41) says that the combination of the absolute the tenses in the interrogative, negations and the affirmative (possibilities) are also needed to search distinguishe and differences. Comrie (1993, p.70) has drawn a figure of the present moment for the understanding of the relative tense to combine the two kinds of the time references of the after and before references. The figure helps to contextualize the time in the present tense in the following chart:

present moment   Reference point

situation

Future perfect for future interpretation

present moment   reference point

                    Situation

            Future perfect with the present interpretation

present moment   reference point

                    Situation

            Future perfect with the past interpretation

Elseviour (2015) gives the notes on the present including demonstration and examples. The uses of the present tense can be observed in above figure. The present tense must be useful to teach the facts about the grammar contents. eg. (a) Man lives in the house. (b) The river includes the water. The short actions are described under the present tense. (c) He looks his watch. (d) We take notes of the grammar teacher. (e) They speak about the picture of the practical test. We use the present tense for showing the human habits through the time adverbs such as often, always, sometimes etc. (f) I always write my thesis. (g) I often do my work. (h) Singer sometimes sings the song in the studio.

We use the present tense for the daily routine. (i) I wake up at 6:00 am. (j) we need computer in church. The present tense is used in the verbs like, love, need, have, want etc. in aspect of the simple present tense. This tense can be used to describe the things and the persons. (k) It gives us milk. We also use the present tense to describe the things that we do regular. (l) I go to school. (m) She cooks rice at home. For describing the schedules, we can use the present form of the verbs in the statements. To explain the calendar, clock dates; we use in our expression. Adverbs

of the frequencies are used to show the present tense. (n) we never go to the home. We also describe the abilities of the person that expresses, human internalizes. (o) He feels happy (www. Edu find.com 2016). Poudel (2011,p.17) includes that the present tense is generally forms the verb which shows the action in the present moment. This tense has verb that expresses action or states at the time of speaking. Present tense can be divided into the following four sub-types. They are:

〕 Simple Present Tense: a. I usually watch TV in the evening.

〕 Present Continuous: b. I am watching TV at the moment.

In the sentence (a) you can understand or infer that the person watches TV most evenings regularly. You can generalize it. In (b), that the person is watching TV at the moment doesn't mean that he will watch TV tomorrow and so on. It is just for today, for the time being.

3. Present Perfect: I have watched TV in the evening.

4. Present Perfect Continuous: I have been watched TV in the evening.

2.1.8   Teaching Simple Present Tense

Simple present tense is expression about present time. This refers to something which occurs as the present times. Leech and Svartvik (2009, p. 67) state that the uses of the present tense that we used the simple present tense to express the present state. For example I am hungry, do you like my hat? The states may stretch indefinitely into the past and future, so this use of the simple present tense that applies also to generalise truth such as the cube has eight corners.

Similarly, we can also teach the   simple present tense for the purpose of the expression of present events eg. a. I declare the meeting closed. b. She serves-and its aces! This use is rather specialized limited the formal declarations, sports, commentaries, demonstrations etc. In the most contexts, one relay has the occasion

to refer to an event begin and ended at the moment of the speech. Leech and Svartvik (2009) state the simple present tense as:

Aspect of the present tense is used to express the present habit in the teaching sessions.eg. I work in the two elementary schools. Do you drink milk? It rains a lot in this part of the world. By 'habit' here we mean a repetition of the events. To talk about habits and routines use the present simple. Things we do often, every day and every week. Things that always happen. a. The first lesson starts at 8.45. The lesson finishes at 9.30. b. Jim is watching TV. C. Joe lives in New York. d. New York is his home. e. He lives there all the time. (p.67)

According to Bhat (1999) and Comrie (1993, p. 24), we can study the present tense as the aspect of the grammatical tense under the topic of the imperfect. On the other hand, Cowan (2009, pp.356-360) also has stated t the simple present tense and verbs which can inflect for the tense. The two tenses are called the simple because they do not involve in the aspect. We look at each in turn. As we noted earlier, the simple present tense is represented by the third person singular-s inflection on the verbs. It has a range of the meanings, some much more common than other.

The simple present tense expresses states, as exemplified here: (a) the lake looks like the frozen. (b) He seems to be confused. (c) She owns three rare Chinese vases. These all examples describe the "states". The similarly the simple present tense expresses the habitual as in the examples here (a) He eats steak and kidney pie every Sunday. (b) They always go the church on the Saturday to express the

habitual actions. The simple present tense expresses what are often reffered statements of fact or scientific truth. This means the exemplified in eg (a) The salt crystals dissolve in water. (b) warn air rises. (c) The square root of 81 is 9. This tense is also common and included in the textbooks that is the future action. This expresses the time. s.a. (a) They   leaves at 8:00 pm. (b) The game starts at 2:30. Cowan (2009, pp.357-358) has classified the simple present tense into the following three types:

ʃ **Instantaneous Present**: The simple present tense occurs in the running commentary produced by a speaker to provide an ongoing account of what he or she wachng.eg. (a) Ericson lets fly and memory has the ball. (b) He shakes one tack.

ʃ **Controversial Historical Present:** The present tense can also express something that happened in the past. As such it occurs largely in conversation in which it gives a sense of immediacy to a past event. e.g. So I was standing there buying some groceries, right? And all of sudden this guy comes in the door. He puts out this gun, see.

ʃ **Narrative Simple Present Tense:** The third types of the simple present tense can be reviewed the plot of the movie, play, or novel that the speaker has seen or read, regardless of the time in which the plot is set. eg. The story opens in 1989 on all sevens days. The narrative expresses has stated the stage play, the screen play directions and with the communication verbs. eg. They fight. Close shot and Tyalt falls.

Comrie (1993, p.25) has classified the perfect aspects of the tense in the chart on the next page:

Aspect of tense

Perfective   Imperfective

Habitual   Continuous

Progressive   Non-progressive

We can locate the simple present tense in the place of habitual under the imperfective aspect of the time and tense in the language teaching.

2.1.9 Teaching Present Continuous Tense

Comrie (1993) and Bhat (1999) suggest us that the present continuous and the simple present both are imperfect aspect of the tense. According to Mukhiya (2016, p.71), present continues tense is used to show the progressive actions. eg. a. Annora is writing a letter now. b. What does she is doing now? c. She is not looking the cats. These all four sentences deal the present continue tense teaching. The first is the positive, second is interrogative, third is negative Sentence. These sentences are examples of the present continues tense teaching. These examples express the progressive aspect of the present tense/ actions.

The Present Continuous/ progressive aspect of the tense expresses the one duties of

the fixed and decided future planning or arrangement for the actions and activities.

(e) eg. I am visiting tomorrow morning in the school. (f)We are going to the

hospital in the next day. To talk about things happening at the moment, use the

present continuous. f. Jim is watching television at the moment. Yule (2015, p. 18)

has described the uses of the present continuous tense teaching in English grammar

as, "we use the present continuous tense for actions in progress or to talk about being in the middle of an activity." (g) eg. Hi, I'm calling to let you know I'm coming but it's snowing and the traffic is moving slowly. (h) The teachers are researching about the grammar pedagogy. We can describe current situations as permanent with the simple present (S.P) in eg. (i) My brother Alan lives in London and works for a magazine. But we use the current situations as the temporary with the present continuous. As eg (j) My sister Felina is living with Alan just now. (k) She is not working yet. She's looking a job. (l) The students are drawing the pictures in the Sunday school. We can use be and have in the present simple for a typical situation or sate and in the present continuous for a temporary or special situation in (m) Wendy's normally a quiet person. (n) She has a gentle voice but we cannot as (she's having a gentle voice). (o) Wendy's being wild tonight. (p) She is having a graduation party. But we cannot write (she has a party).

After researching ad conceptualizing a lots of examples of present continuous tense, we can present the structure on the classroom, such a structure of present continuous tense is (sub + is, am, are + v4 + obj.), in case of positive statement. And in our sentence is not affirmative, we use the structure of (S + is, am, are, + not + v4 + obj) and the interrogative has own structure as [(Wh, is, are, am, do, does + sub + + v4 + obj + ?)]. (q) The valleyball is being played by us is a passive form of the present continuous. It's structural rule is [(obj + is, are, am, are + being + v4 + by + sub)].The time line of the present prefect tense is

Time line   Present Perfect

                                                    Continuous

Since this master is focused on teaching the present simple, present continuous, present prefect and present perfect continuous. These all four are using all elementary and advanced studies. These seem same, so tense teaching has confused in the firms and structures of the different aspects.

The stages of the teaching present simple through inductive method; (i) Examples have inspired . Swan and Walter (2011,p.25) have givens uch as They teach tense as eg a. Mary speaks English every day. b. We watch TV every evening. c. My

girlfriend writes a letter to me every week. d. Sally and Tom study grammar on Wednesday. e. My father usually leaves home at 8 o'clock in the morning. f. They speak in English.

⌡ **Negative:** In the negative forms, the auxiliary verb do along with not are used, eg. (6) They do not teach tense. (7) I do not speak English. (8) She does not go to the university. (9) He says we can read it.

⌡ **Interrogatives:** This is questions in simple present tense. eg. (1) What do they teach? (2) In which language I speak?

2.1.10   Teaching Present Perfect Tense

According to Day, Lodyd and Ur (2016, p.14), Present perfect means automatically non-past tense. In present perfect simple, we use the present simple to refer to events at an unspecified time in the past which are relevant and important now. eg.(a) The higher temperatures have already had automatic effects on the planet. (b) They have gone to Bangkok. (c) She has written her thesis. We often use this form of present perfect to talk about recent events including events which are in the news. eg.(d) She has won two Oscars. (e) A new report on climate change has shown in the report. (f) we all have done the work from yesterday.

In this way, we use the present perfect simple (often with since and for) to refer to facts in stating or developing that began in the past and we still going on or ended a short time ago Ur (2016,P.15). Similarly to teach the present perfect simple, we often use the adverbs just, already, yet, not yet, ever, and never with the present perfect. eg.(g) sorry, Sarah isn't here she has just left.(h) This the third time someone has told me this. For the pedagogues of this aspect of the tense, we use the present perfect simple to refer to past events which we feel are relevant as well as important now. we also can use the past simple to refer to past events with no particular relevance to the present. eg.(i) so far this century many parts of the world. Have already had the worst floods anyone can remember. I saw Janet yesterday. (j) Rojal has cut his hair the last day. (k) They have already finished their assignments. Walter and Swan (2011, pp.40-45) have suggested in the usefulness of the teaching present perfect/aspect of the tense as, English uses six

different verb forms to refer to past events and situations. Walter and Swan (2011, p.40) have stabilized the perfect tense in the following diagram:

Name	Example
Simple present perfect	I have worked
Present perfect progressive	I have been working
Simple past	I worked
Past progressive	I was working
Past perfect	I had worked
Past perfect progressive	I had been working

Walter and Swan (2011, pp.42) encompass the present perfect gives us meaning of the both tenses are used to talk about finished actions, situations and events. The present perfect suggests that a finished action has some connection with the present. eg.(l) l've made a cake. (m) have you made the cake? Walter and Swan (2011, p.45) have concluded the uses of present perfect tense in the grammar teaching for both learners and teachers. The present tense can use in unfinished actions as the thinking about past and present together in present perfect tense. eg.(n) I've written to John; so he knows what's happening now. In this way, the news, up to now; how many/much how often, ever, never, already, yet, just, and with words for a finished time. In these signal words, we use present perfect tense.

Similarly, they say that present perfect tense can be used to teach an unfinished action continuing up to now with be, have, know, and mother non-progressive verbs to say how long often with since and for. eg(o) how long have you been in this country? (p) We've had our car for seven years. The time line of the present perfect can be drawn as below:

Time for speaking

Time line   X

                    Just, never, ever

This tense is used with an action verb which completed action without a specified time in the past.

Happening now

Time line   Now

Present prefect

Source: www.Edu.com (2016).

2.1.11 Teaching Present Perfect Continuous

Comrie(1993, p.16) defines that the perfect is something claimed that the forms indicate situations of short duration, while imperfective forms indicate situations of long duration. It is easy to find examples from individual languages that contradict this assertion, perhaps the clearest being where both perfective and imperfect forms can be used in referring to the same length of time, without any necessary implication of the duration being short or long.

 Present Perfect Continuous teaching is also called present progressive prefect tense. eg (a) we have been losing the a member in our school. (b) she has been crying. (c) I have been reading grammar. (d) She has been taken exam. Shrestha (2009, p.72) has suggested the use and teach present perfect progressive tense, we can use this aspect of present tense to express un action that is stated already but its effects has still now.

We can use the structure of present perfect continuous after presentation of the examples on the board as: (S + have/has been + v4 + obj). We need for + period of time and since + point of time in the present progressive perfect tense teaching. We can use auxiliary verbs (AV) have and has as the A.V. We need have with I, we, you, they, these, those, and plural nouns. But we should use has as singular A.V. with he, she, it, this that and singular nouns. Verbs are the contraction of have =

've, haven't for have not and has 's and has not = hasn't respectively in the present perfective progressive tense teaching. Shrestha (2009, p. 70). Says that we need ed and d spelling/ inflection of the regular verbs. But we don't need d and -ed for v3 of the irregular verbs in this aspect of the tense.

Similarly, Greenbaum and Quirk (2008, p. 62) constitutes the uses of present perfect progressive tense when the perfect and progressive aspects are combined in the same verb phrase (eg. Has been working) the features of meaning associated with each aspect are also combined to refer to a temporary situation leading up to the present when the perfect auxiliary is present tense has or have.

The combination conveys the sense of a situation in progress with limited duration eg. (e) I've been writing a letters to my nephew.(f) Yogisha has talking with her teacher in the other hand if the prefect progressive sense is combined with accomplishment predications or process predications then the verb phrase conveys the possibility of the incompleteness. (g) I've been cleaning the room. Greenbaum and Quirk (2008, pp. 62-63) defines the present perfect continuous may be used with the dynamic verb senses such as blow, run, eat, dance, play, sing, work, grow, change, read, write, learnt etc. These verbs refer the temporary habit up to the present. eg. (h) I've been working on the night shift for several weeks.

⌋ Review of Related Empirical Literature

There are numerous research works that have been carried out on techniques of ELT, especially inductive technique inside Nepal and outside too. Research regarding inductive technique which are relevant to my study have been reviewed here.

Thakur (2006) carried out a research entitled, 'A comparative study in the present tense and the past continuous tenses in English and Maithili' to find out the similarities and differences between Maithili and English language in terms of present and past continuous tenses. The population of the study were the native

speakers of the Maithili language from Phulkahakattee VDC of Siraha district. The total population was the age of twenty years which was divided into three groups illiterate, literate and educated. The sampling strategy of the study is the stratified random sampling procedure for the study. The structured interview schedule prepared in advance was the main tool adaptable in collecting data. From the close and careful analysis and interpretation of the collected data, the study discovered the both Maithili and English languages have present and past continues tenses. But the study found that English has S-V-O and Maithili has S-O-V structure, so both of these languages has differ structure. I have learned to find the present and past continues in English and Maithili languages. I also found the pedagogical implications of the CA between these two languages.

Khatri (2010) conducted a survey research entitled 'Tense and Aspect in English and Chhantyal' to find out the tense and aspect system in English and Chhantyal and to suggest the pedagogical implications. The native speakers of the Chhantyal language from Malkbang VDC of Myagdi district were the population of the study. The thirty native speakers of the language were the sample of the study. The researcher used the judgmental snowball sampling for selecting the population of the study through structured interview to collect the data for the study. Based on the analysis and interpretation of the data, the finding of the study was there is verbal agreement with the subject, however there are only two possible form of the verbs in the present tense. The fact is simply that there is one form of third person singular (s) and another for the rest and same form of the verb is used in the past tense in all person and numbers.

Subedi (2010) carried out research entitled 'Tense and Aspect System in Tharu and English' in order to find out the similarities and differences in tense and aspect system in English and and Tharu. The population of the study were 60 Tharu

native speakers to collect data from Dang District. The thirty female and thirty male from each stratum were selected using the stratified random sampling procedure to sample the population in the study. Interview schedule was the tool for the data collection order to draw information on tense and aspect system. After the data analysis and interpretation from the collected data, the study found that the English aspect system of combination of the three tenses- past, present and future which are divided into four aspects- simple, perfect, progressive and their combination perfect progressive. The Tharu tense aspect is divided into only three aspects that are simple, perfect and progressive. In English , in the present tense, accept third person singular verbs, does not narmally reflec to agree with person and number of the subject.

Sik (2014) carried out research entitled 'Using Inductive or Deductive methods in Teaching Grammar to Adult Learners of English' in order to investigate the inductive and deductive way of teaching grammar to adult learners of English and to determine the effective of the inductive or deductive teaching techniques for the instructors. The population of the study were 190 students and 10 teachers who were randomly chosen 82% male and 18% of them were female students. The research tool the questionnaire from the Likert scale was utilized for the students. From the analysis and interpretation of the collected dada, the study found that the instructors' ideas about inductive and deductive methods of teaching English grammar were examined just like the ideas of the learners, because the study holds that the more instructors feel relaxed with the way of teaching.

Karki (2015) carried out the research entitled 'Techniques Used in Teaching Grammar at Lower Secondary Level' using survey design. The research was undertaken to explore the existing techniques used by teachers while teaching grammar at lower secondary level and to suggest some pedagogical implications.

The research population of this study were all lower secondary level English teachers of Syangja district. Five lower secondary level English teachers from government- added schools were the sample size of the study. The sampling strategy of the research was the non-random sampling procedure to select the five teachers for the data collection in the study. Similarly, the main research tool of researcher was the observation checklist to five English teachers to elicit and to collect data in the study. The researcher found on the based of analysis and interpretation of data, the teachers are using deductive and inductive ways of teaching , discovery, and fun activities to each grammar in the school.

2.3   Implications of the Study

All above mentioned studies are related to the inductive technique in teaching present tense. Most of them are related to my present study area. Different tools have been used in those studies. Lots of insights have been received regarding the formulation of research tools, adaptation of methodology, analysis. Therefore, the review of the studies has great relevance to this study.

The review of the related literature and empirical literature play significant role in any research to build up the theory, and it helps the researcher to be familiar with the current trends and practices of the related study. Therefore, this implication of study allows the researcher to develop the critical thinking and analytical power throughout the whole research study.

From the above mentioned theoretical and empirical review of literature, as a researcher, I also developed some insights through the existing body of literature related to my purposed study. I got the very clear insight at the various components of a research such as purpose of selecting survey research design, the way of constructing theoretical ideas, developing research tools for the data collection, process of collecting the required data from the selected the participants, analysing and interpreting the result using the statistical and descriptive.

In fact, reviewing related literature is an internal part of the entire process of the conducting research which makes a valuable contribution to almost each and every operation steps of study. During the literature review of my research study, I have gone through different existing journals, literatures, books and other sources. From them, I also developed insight regarding my studies which become fruitful to me while carrying out research study.

Thus, the empirical reviewed in this study provided various insights at different at a research. Thakur's (2006), Subedi's (2010) and Khatri's (2010) researches helped me to select an appropriate sample from a large population for the purposed study. Similarly, Sik (2014) and Karki (2015) have provided researches me with the practical knowledge of developing questionnaire in order to find out the perceptions of English language teachers on inductive technique. Finally, Sik (2014) has assisted me to get the theoretical insights of inductive technique related to my present study. After getting the theoretical and practical insights, I carried out the research on the topic of **Teachers' Perceptions on the Use of Inductive Technique in Teaching Present Tense.**

2.4   Conceptual Framework

The conceptual framework is the visual representation of the understanding of the theories by researches and their own conceptualization of the relationship between different variables. The study of teachers' perception that is based on the following conceptual framework:

CHAPTER THREE

METHODS AND PROCEDURES OF THE STUDY

This chapter includes methodology and procedures of the study concerning with design and method of the study, population, sample and sampling strategy , research tools, sources of the data, data collection procedures, data analysis and interpretation procedures as well as ethical considerations of the research which have adopted to achieve the objectives of the research.

3.1   Design and Methods of the Study

To identify the teachers' perceptions on the use of inductive technique in teaching present tense, I adopted survey research design. Survey research has used mostly in large scale researches where a huge population is required to be included in the research. It is usually done in natural setting and in general setting. Data in survey design is collected through questionnaires. The most important validity in survey research that data is collected only one time from multiple respondents. Hence, a survey research is the most common and widely used design in educational research by selecting appropriate sample from the large universe to get the people's opinions or attitudes on a particular event or issue.

Nunan (2010, p. 141) has suggested following eight-step procedures of survey research design:

Step-1: Define the Objectives

Defining objective is the first and most important thing in any research design. Therefore, the first task of my research study was to define objectives of the study and, what do I want to find out should be clear.

Step-2: Identify Target Population

This is the second step of survey research design under this step target population of the study should be mentioned teachers in my research study my target population were English teachers at secondary level.

Step-3: Literature Review

Under this step, related literatures should be reviewed. It helps to know about what others said/discovered about the issues.

Step -4: Determine Sample

In this step, I am clear about the total population of my research. At the same time, what kind of sampling procedure I have selected those population.

Step -5: Identify Survey Instruments

In this step, we have to generate instruments for data collection for example questionnaire, interview, and observation checklist. I adopted only questionnaire for the data collection.

Step -6: Design Survey Procedures

After preparing appropriate tools for data collection, the way of data collection should be mentioned. Thus, in this step we need to be clear regarding the systematic process of data collection.

Step -7: Identify Analytical Procedure

After collecting row data, it should be analysed using appropriate statistical and descriptive tools like mean, mode, and median and so on.

Step -8: Determine Reporting Procedure

Finally, after analysing the data we have to prepare the report of our research. It can be written in narrative way with description.

Survey is one of the most commonly used method of investigation in educational researches which may range from small scale to large scale investigation. According to (Nunan,1992 cited in Kumar,1999,p. 11), the main purpose of a survey is to obtain a snapshot of condition, attitude and events at a single point of the time. Different scholar and researchers have defined survey design from their different perspectives.

According to Karlinger (1986 as cited in Karki, 2015,p.20), "Survey research is the kind of the research which studies large and small population or universe by selecting and studying sample chosen by the population to discover the relative incidence, distribution and interpretation of the social and the psycholinguistic variables."

From the above definitions what we come to conclude that the survey research has wide and inclusive coverage. Because of the wide coverage the findings can be generalized which is the main aim of the survey research. In other way, Karki (2015) defines that the survey research is the method of the collecting informative data by asking formulated questions in a predetermined sequence in the structure and unstructured questionnaire to a sample of the individual.

I also had collected the data with filling the attitude observation scales. It is always concerned with the present situation. It investigates what is happening in the existing situation. Defining objective is the first and most important thing in my research design. Therefore, the first task of my research study was to define objectives and what do I want to find out. In survey research design target population should be mentioned teachers in my research study my target population were English teachers at secondary level schools. Similarly, related literatures also reviewed in my study. It helps to know about what others said/discovered about the issues. On the other hand, what kind of sampling

procedure I used to select those sample population that after determining study area and population I needed to generate instruments for data collection so that, I have prepared questionnaire for the data collection for my research study.

After preparing appropriate tools for data collection, the way of data collection should be mentioned. Thus, it needed to be clear regarding the systematic process of data collection. After collecting row data, it should be analyzed using appropriate statistical and descriptive tools like mean, mode and median. Finally, after analyzing and interpreting the data I had completed my research study.

3.2 Population, Sample and Sampling Strategy

The population of the study were English language teachers teaching at secondary level in Lalitpur. The sample of the study was thirty English language teachers teaching at secondary level. The purposive sampling procedure was followed to select the sample size for this study. Since it was a large-scale study, it was difficult to collect data from each and every respondent. Therefore, the sample consisting of thirty English teachers from the both government and private schools were selected by using non-random sampling procedure.

3.3 Research Tool

For the purpose of achieving the objectives of the study a set of questionnaire was used as a tool for data.

3.4 Sources of the Data

For the data collection, mostly the first hand data was collected from the sample population which works as tools. Similarly, data from the some published books

and, online resources. As far as possible the proposed study was completed by using primary data.

Primary Sources of Data

It has been taken the English teachers for primary data collection from Lalitpur district.

Secondary Sources of Data

Related books Comrie (a.1993, b. 1993), Celce-Murcia and Hilles (1998), Thornbury (1999), Gautam (2011), Leech and Spartvik (2007), Grenbaum and Quirk (2008), Vashney (2008), Cowan (2009), Yadav (2010), Swan and Walter (2011) Mukhiya and et. al. (2014), Ur (2013), Yule (2013), Lloyd, Day and Ur, (2016), Yule (2013), Besides these sources, the data was obtained the necessary information from the theses which were Paneru,N.R. (2000), Panday, (2006), Khatri (2010), Poudel, M. (2011), Karki (2015) and Pathak (2016).

3.5 Data Collection Procedures

As a researcher, I collected the data from the primary sources with the help of questionnaire. For this purpose at first.Then, I visited the selected schools and built the good rapport with the concerned authority of each. I went to the schools of Lalitpur district. Then,I requested to concern authority for giving permission to carry out a research informed them about the research purpose of the study. I consulted with the selected respondents of the study and informed them about the confidence of the information collected through questionnaire. Then, I handed over the questionnaire to each respondent and they returned with required information. Finally, I thanked them for their kind support.

3.6 Data Analysis and Interpretation Procedures

The process of data analysis started with the coding and minute analysis of the collected data. Data analysis can be seen as the process of bringing order, structure and meaning of the mass of collected data. In this research study, data analysis involved manageable themes, patterns and relationship to understand the various elements of the raw data collected in course of the research study. In this study,

only one research tool questionnaire was used. Thus, the collected data were put under different headings and then analysed and interpreted data in a percentile.

3.7 Ethical Considerations

This is most important aspect to be considered while doing our research work to be ethical, the research study should be more reliable and valid. I considered the following ethical norms:

) I had conducted questionnaire by taking permission of my sample

population (teachers) of selected schools and due to respect to the

selected site without thinking the short term benefits of the study

in my research area.

) I had kept the responses of the respondents confidential.

) All the ideas were generated in this research would be my own exports from the cited one.

) I had created the environment of the trust with responden

CHAPTER FOUR

ANALYSIS AND INTERPRETATION OF THE RESEARCH

This chapter is concerned with the analysis and interpretation of the data collected from the primary sources. Data was collected through questionnaire.

4.1 Analysis of Data and Interpretation of Results

This section is mainly concerned with the presentation, analysis and interpretation of the results through both close ended and open ended questions. The collected data from the respondents were presented, analyzed and interpreted in order to find out teachers' perceptions on the use of inductive technique in teaching present tense. The collected data had analysed in five sections in the following themes:

- Deductive technique in language teaching.

- Relationship between inductive and deductive techniques in teaching present tense.

- Concept of inductive technique in teaching present tense.

- Uses of inductive technique in teaching aspects of present tense.

- Importance of inductive technique in teaching aspects of present tense.

- Sort of the Teaching Inductive Technique.

4.1.1 Deductive Technique in Language Teaching

First of all, all selected secondary level English teachers were given a set of questionnaire in order to find out their perceptions on the use of the use of inductive technique in teaching present tense and then, those collected data has analysed and interpreted. Therefore, the following section consists of the

analysis and interpretation of deductive technique in language teaching that I used in the collection of data.

4.1.1.1 Satisfaction of Deductive Technique

This section deals with teachers' perception on whether the deductive technique brings satisfaction of the teachers in the ELT classroom. The question was asked, 'Are you satisfied with deductive technique in teaching present tense in ELT classroom?' Deductive process encourages the students to participate in actualization as well as memorization the lesson in long term way. The responses of the teachers have been presented below:

Figure 1

Satisfaction of Deductive Technique

The above figure of question 1 shows that the 13 teachers (i.e. 43.33%) have answered 'yes', where 17 teachers (i.e. 56.67%) had said 'No'. It is revealed that the 56.67% of the respondents perceived not favour of the deductive technique to teach present tense.

4.1.1.2 Deductive Technique is Still Relevant in Teaching

 In order to find out teachers' perception on using inductive technique in teaching present tense, a statement was given to them. The statement was *'Deductive technique is still relevant in language teaching'*. In response to this statement, I got different perception of teachers. The actual data have been given on the figure below:

Figure 2

Deductive Technique is still relevant

The above figure was question 2 which was *Deductive technique is still relevant in language teaching that s*hows 6 teachers (i.e. 20.00%) said, 'strongly agree' and 'Neutral', where 15 teachers (i.e. 50.00%) agreed the statement, and 3 teachers (i.e. 10.00 %) had disagreed with the statement. Therefore, it can be concluded that 70% teachers were perceived deductive technique is still relevant in language teaching.

4.1.1.3 Ability of Deductive Technique

The teachers' perception from the question 3 that was asked as '*Can the deductive technique address the real problems of the teachers in grammar teaching?*' In responses to this question, I got different perceptions of teachers. The actual data is given on the following figure:

Figure 3

Ability of Deductive Technique

The above figure of question 3 shows that 11 teachers (i.e. 36.67%) accepted 'Yes' and 19 teachers (i.e. 63.33%) said ' No', with the question '*Can the deductive technique address the real problems of the teachers in grammar teaching?*' So, this data is concluded that deductive technique can not address the real problems of teachers in teaching present tense in grammar classroom. The data shows that only inductive technique addresses the real problems of teachers for teaching present tense in grammar classroom in a different way.

4.1.2 Relationship between Inductive and Deductive

 This section the data was analysed and interpreted about relationship between inductive and deductive techniques in teaching present tense in ELT classroom. Therefore, the following section consists of the analysis and interpretation of

relationship between inductive and deductive techniques in teaching present tense that I found in the collected data.

4.1.2.1 Significance of Relationship

We know that, inductive technique can fulfil the aimsof the teaching learning activities and is helpful to develop understanding power of the learners from the teachers. The question no four has been analysed that was '*There is the significant gap between deductive and inductive technique in terms of teacher – student interaction in teaching present tense*.' I got different types of responses from the teachers, the actual data is given below:

Figure 4

Significance of Relationship

The above figure, question 4 shows that the 5 teachers (i.e. 16.67%) responded ' strongly agree', where the 22 teachers (i.e. 73.33%) said 'agree' and 3 teachers (i.e. 10.00 %) answered 'neutral' with the statement of '*there is the significant gap between deductive and inductive technique in terms of teacher-student interaction in teaching present tense*.' The data of question 4 leads to conclusion that the 80% of teachers perceived since there is the significant gap between deductive and inductive technique in terms of teacher-student interaction in teaching present tense.

4.1.2.2 Deductive has been transformed

Inductive technique is a most useful technique for teaching learning activities. The statement was given '*Deductive teaching techniques have been transformed to the inductive technique era because of Social problems.*' In response to this statement, I got data which has given in the figure:

Figure 5

Deductive has been transformed

The above figure of question 5 shows that the 5 teachers (i.e. 16.67.00%) had strongly agreed, in the same way, 16 teachers (i.e. 53.33%) agreed, 6 teachers (i.e.20.00%) stated neutral and 3 teachers (i.e. 10.00 %) disagreed with the given statement of *deductive teaching techniques have been transformed to the inductive technique era because of Social problems*. The data shows the 75% of teachers' perception is positive on the statement. We can say that only inductive technique can realize the actual social problems of the teachers in language teaching.

4.1.2.3 There is No Single Technique

There is no single technique to teach the English language and multi inductive techniques help to select appropriate words while express our feelings and desirers in grammar teaching. The teachers' perception on actual statement was '*There is no single technique to teach the English language in EFL context'*. In response of the question, the respondents viewed which have obtained data from the given following figure:

Figure 6

There is No Single Technique

The above figure of question 6 shows that the11 teachers (i.e. 53.33%) approved the statement, 6 teachers (i.e. 53.33.33%) said agree, where 6 teachers (i.e.20%) repplied neutral and 4 teachers (i.e. 13.33%) had disagreed and said 'Neutral' with the statement on '*There is no single technique to teach the English language in*

EFL context'. The data shows that 60% teachers strongly agreed on '*There is no single technique to teach the English language in EFL context'*. Hence, teachers' perception is clear that means various teaching techniques can be applied according to the situation and needs of teachers and students while teaching present tense.

Ɪ Concept of Inductive Technique

This section includes concept of inductive technique for the theme of data collection of perception of the teachers on the use of inductive technique in teaching present tense. In this section, the data was collected on the topic of concept of inductive technique in teaching present tense.

4.1.3.1 Inductive Technique is Alternative

English language teachers are applied different activities for developing teaching techniques for understanding of their students. They want to promote their teaching process so that, they applied different activities for teaching grammar topics. The teachers use the different activities for developing grammatical accuracy of the students. The teachers have responded on the data of the figure below:

Figure 7

Inductive Technique is Alternative

The above figure was the question7 which shows that 5 teachers (i.e. 16.67%) viewed ' strongly agree', where 20 teachers (i.e. 66.67%) remarked 'agree', 2 teachers (i.e. 6.67%) had said 'Neutral' and 3 teachers (i.e. 10.00 %) disagreed with the statement on *inductive technique is alternative technique in teaching present tense*. The data show the 70% of teachers had perceived on applying the inductive activities for developing competency of the students in purpose of

meaningful teaching in context of classroom instructions. Hence, teachers' perception is on necessary to do different activities through inductive technique in the ELT classroom.

4.1.3.2 The Cultural an Context-sensitive

Inductive technique helps to the cultural and context- sensitive. The respondent presented their views on actual statement '*The language teachers are facing a lot of problems while teaching speaking'*. Language teaching is not easy task. While teaching, teachers are facing a lot of problems from the school environment. Here, respondents' responses are given in the figure below:

Figure 8

The Cultural and Context-Sensitive

The presented figure of question 8 shows that7 teachers (i.e. 23.33%) percieved strongly agree, 18 teachers (i.e.60.00%) agreed and similarly,3 teachers (16.67 %) concurred the ' Neutral' with the statement on *inductive technique is the cultural and context-sensitive in ELT classroom*. These data clarifies that the 70 % of participants had agreed on the statement of the 'Inductive technique is the cultural and context-sensitive.' So, the data have concluded that many language teachers are facing many kinds of problems while teaching present tense in the ELT classroom. Teaching is not an easy task for the language teachers. The teaching should be contextual as well as cultural.

4.1.3.3 Example emphasizes the lived Experiences

Example emphasizes the lived experiences and socio-culture. It has been analyzed the teachers' perception on effectiveness of teaching speaking skill from the actual data '*Example of particularity emphasizes the lived experiences and socio-cultural*

aspects of teachers in teaching present tense using inductive technique.' The teachers' perceptions are given in figure.

Figure 9

Example emphasizes the lived Experiences

As presented above, figure 9 shows that 11 teachers (i.e. 36.67%)had given ideas on strongly agree, 12 teachers are (i.e. 40.00%) agreed, 5 teachers (i.e. 16.67%)consented on neutral and only 2 teachers (i.e. 6.67%) disagreed with the statement on *example emphasizes the lived experiences and socio-culture.* These data show the half of the respondents had agreed on example of particularity emphasizes the lived experiences and socio-cultural aspects of teachers in teaching present tense using inductive technique. According to the given data, respondents' perception that means the examples help to improve between the teacher and learners communicative grammar practice.

4.1.3.4 Not to be Part of the Structure and Syntax

Inductive technique is a part of the structure and syntax. The visual materials are great tools for seeing and understanding related topic. Teachers' perception on the benefits of using visual materials for teachers' on the basis of the given data in below:

Figure 10

Not to be Part of the Structure and Syntax

The figure of question10 shows that 3 teachers (i.e. 10.00%) said strongly agree, 9 teachers (i.e. 30.00%) agreed, 4 teachers (i.e.13.33%) opined neutral and 14 teachers (i.e. 46.67 %) presented the 'disagree' with the statement *inductive technique is not part of the structure and syntax*. This figure shows that 50 % of the teachers had disagreed on inductive technique is not part of the structure and syntax. It means that the both deductive and inductive techniques are essential through meaningful relationship in each other in teaching present tense.

4.1.3.5 Inductive Technique focuses Example

All the twenty selected secondary level I had given teachers a set of questionnaire in order to find out their perceptions on the use of visual aids in teaching speaking skill. And then, those collected data were analyzed and interpreted. Therefore, the following section consists of the analysis and interpretation that I found in the collected data.

The researcher has analyzed the teachers' perception on actual statement *'Inductive technique focuses example in teaching present tense in ELT classroom.'* Visual aids are encouraging the teachers to speak and understand more clear related topic. Respondents' response to this statement, I got following data which is given in the figure below:

Figure 11

Inductive Technique focuses Example

As presented above figure of question 11 shows that 13 teachers (i.e. 43.33%)shared perceptions strongly, 11 teachers (36.67%) represented agree, 2 teachers (i.e. 6.67 %) put ideas on neutral and 4 teachers (i.e. 13.33%) said disagree with the statement on *inductive technique focuses example in teaching present tense in ELT classroom. The* data have concluded that 50% of the teachers had strongly agreed on inductive technique focuses example in teaching present tense in ELT classroom. Hence, teachers' perception was inductive technique is able to really encourage to teach through presentation of models and examples in the classroom.

4.1.3.6 Learner is Treated as Active and Autonomous

I analyzed the perception of teachers' on inductive technique is treated as active and autonomous participant in teaching the aspects of present tense. Examples are fosters for the creativity and imagination of the learners as well as their grammar practice. Respondents' responded to this statement that I got data in the figure below:

Figure 12

Learner is treated as Active and Autonomous

As presented above figure of question 12 shows that 11 teachers (i.e. 36.67%) same answered strongly agree and agree, 5 teachers (i.e. 16.67 %) said 'Neutral' and 3 teachers (i.e. 10.00%) answered 'disagree' with the analyzing data inductive learner is treated as active and autonomous participant in teaching the aspects of present tense. It shows that the most of the respondents' perception on using inductive technique that makes the class more dynamic and effective as an active and autonomous process.

4.1.3.7 Teacher is a Theorizer and Reflective Practitioner

As a researcher I analyzed the teachers' perception from the respondents' responses on the inductive teacher is a theorizer as well as reflective practitioner in teaching present tense on the basis data on the figure 13.

Figure 13

Teacher is a Theorizer and Reflective Practitioner

As presented above, figure of question 13 shows that the 11teachers (i.e. 36.67%) replied strongly agree, 13 teachers (i.e. 43.33%) agreed, 3 teachers (i.e. 10.00 %) answered neutral and disagree equally with the analysis on the statement of *Inductive teacher is a theorizer as well as reflective practitioner in teaching present tense*. In this statement, I got 50% of respondents' perception on the statement of the 'Inductive teachers can be a theorizer as well as reflective practitioner in teaching present tense.' This technique makes the learners to learn and get meaningful as well as fruitful experience.

4.1.3.8 Teacher treats the Learners as a Passive Learner

I analyzed the perception of teachers from an actual statement that was *the inductive teacher treats the learners as a passive learner in teaching present tense*. To this statement, I got following responses from the teachers which are given on the figure14:

Figure 14

Teacher treats the Learners as a Passive Learner

As presented above, figure14 shows that 4 teachers (i.e. 13.33%)had perceived on strongly agree, 9 teachers (i.e. 30.00%) viewed agree, 3 teachers(i.e. 10.00%) said neutral and 14 teachers (i.e.46.67 %) disagreed with the statement on *the inductive teacher treats the learners as a passive learner in teaching present tense.* This data shows that most of the teachers disagreed on the inductive teacher treats the learners as a passive learner in teaching present tense

4.1.4 Analysis of Data on the Uses of Inductive Technique through Teachers' Perception

Inductive technique supports the teaching present events and imperfect aspects of the teachers in teaching simple present tense in English language teaching. All the thirty selected secondary level teachers had given a set of questionnaire in order to find out their perceptions on the use of visual aids in teaching speaking skill. And then, those collected data were analyzed and interpreted. Therefore, the following section consists of the analysis and interpretation of speaking skill that I found in the collected data.

4.1.4.1 Inductive Technique supports the Teaching Present Events

It has been analyzed the views of teachers' on the inductive teacher treats the learners as a passive learner in teaching present tense to develop attention and make them curious to teachers on the basis of the data on the figure below:

Figure 15

Inductive Technique supports the Teaching Present Events

The above figure question 15 shows that 4 teachers (i.e. 13.33%)acceded strongly agree, 17 teachers (i.e. 56.67%) supported agree,7 teachers(i.e. 23.33%) acknowledged neutral and 2 teachers (i.e. 6.67 %)accepted disagree with the statement on *inductive technique supports the teaching present events and imperfect aspects of the teachers in teaching simple present tense in English language teaching*. This data show that 60% the teachers granted on the inductive technique supports the teaching present events and imperfect aspects of the teachers in teaching simple present tense in English language teaching. The figure of question 15 shows that the teachers had strongly agreed on the inductive technique supports the teaching present events and imperfect aspects of the teachers in teaching simple present tense in English language teaching with making the attention and make them curious to teaching. No one teachers give their opposite their view on the given statement. The data show that teachers' perception was positive to the teaching grammar can attract the students' attention and make them curious to teaching.

4.1.4.2 Inductive Technique minimizes Technical Mismatches

Inductive technique minimizes technical mismatches. A statement was given to the teachers in order to find out their perception towards *inductive technique minimizes technical mismatches that means to compensate the gap between teacher interpretation and learner intention in teaching present tense. In response to this statement,* I got different responses which is presented on the following figure:

Figure 16

Minimizes Technical Mismatches

The above figure is from question 16 that shows the only 2 teachers (i.e. 6.67%) perceived strongly agree, 21 teachers (i.e.70.00%) accepted agree,3 teachers(i.e. 10.00%) attended neutral and 4 teachers (i.e. 13.33%) chose disagree with the statement *inductive technique minimizes technical mismatches that means to compensate the gap between teacher interpretation and learner intention in teaching present tense.* The data shows that 70 % of the teachers had perceived on the inductive technique is comfortable for the learners and effective to teach for the teachers.

4.1.4.3 Focuses on Teacher-Student Interaction

It has been analyzed the views of teachers' on inductive pedagogy focuses on teacher-student interaction. On the contrary, the inductive pedagogy focuses to the interaction between teacher and students. From the respondents, I have got responses of the data which has given on the following figure:

Figure 17

Focuses on Teacher-Student Interaction

The above figure of question 17 shows that, 17 teachers (i.e. 56.67%)okayed strongly agree, 8 teachers (i.e. 26.67%)selected agree,3 teachers(i.e.10.00%) and 2 teachers (i.e. 6.67%) took disagree with the statement on inductive pedagogy focuses on teacher- student interaction. The data show the 60% teachers strongly agreed on inductive pedagogy focuses on teacher- student interaction. Therefore,

teachers 60% of participants had perceived that the inductive pedagogy focuses on the teacher- student interaction.

4.1.4.4 Pedagogy demands Teacher and Learner Autonomy

Generally, we know that inductive means an autonomous each other through verbally and orthographically during the language teaching. Here, a statement was given to the teachers. The statement was whether inductive pedagogy demands teacher and learner autonomy. In response to this statement, I got different perception of teachers which is given in the following figure:

Figure 18

Pedagogy demands Teacher and Learner Autonomy

The above figure of question 18 shows that 6 teachers (i.e. 20.00%) accepted Strongly agree, 20 teachers (i.e. 66.67%) endured agree,3 teachers (i.e.10%) and only 1 teacher (i.e. 3.33 %) disagreed with the statement on *inductive pedagogy demands teacher and learner autonomy*. The 70 % of teachers had aquiesced on *inductive pedagogy demands teacher and learner autonomy.*

4.1.4.5 Inductive Pedagogy consider the Language awareness

Without thinking/imagination we cannot express our feelings in a words or sentences. Before teach we need to prepare mentally. Here, in order to find out teachers' perception, they were given a question. The question was '*Does inductive pedagogy consider the language awareness of the teachers while teaching present tense?'* In response to this question I got different perceptions of teachers which is given on the following figure:

Figure 19

Pedagogy consider the Language Awareness

As presented above, figure of question 19 shows that, 25 teachers (i.e. 83.33%)approached yes and 5 teachers (i.e. 16.67%) rejected the question on *does*

inductive pedagogy consider the language awareness of the teachers while teaching present tense? This figure most be agreedd on does inductive pedagogy consider the language awareness of the teachers while teaching present tense? Hence, this data shows that the inductive technique is considering for purpose of the teaching language awareness. Without considering the language awareness the grammar teaching cannot be meaningful.

4.1.4.6 Inductive Pedagogy helps to understand the Rules

Here, in order to find out teachers' perception, they were given a statement the statement was '*Inductive pedagogy helps the teachers to internalize and understand the grammatical rules from the examples of topic in English language teaching.'* In response to this statement I got data of perceptions of teachers that is given on the folowing figure:

Figure 20

Pedagogy helps to understand the Rules

The above figure of question of 20 shows that 14 teachers (i.e. 46.67%) accepted Strongly agree, 13 teachers (i.e. 43.33%) answered agree,3 teachers (i.e.10%) accused neutral on the statement of *inductive pedagogy helps the teachers to internalize and understand the grammatical rules from the examples of topic in English language teaching*. The 50% of teachers have agreed on the statement positively.

4.1.4.7 Language use is shaped by Communicative-context

. Here, in order to find out teachers' perception, they provided a statement the statement was '*Language usage and use in inductive pedagogy are shaped by Communicative -context.'* In response to this statement I got data in the given figure 21:

Figure 21

Language Use is shaped by Communicative

The figure of the question 21 shows that 9 teachers (i.e. 30.00%) Strongly agreed, 18 teachers (i.e. 60.00%) agreed,2 teachers (i.e.6.67%) said Nuetra and 1 teacher (i.e. 3.33 %) disagreed with the statement on *Language usage and use in inductive pedagogy are shaped by Communicative -context*. The 60% teachers perceived on language usage and use in inductive pedagogy are shaped by communicative – context.

4.1.4.8 Teachers should be Sensitive

Examples can adjust the socio‑contextual elements of the language teaching. Before teach we need to prepare situation of the classroom. Here, in order to find out teachers' perception, they were given a statement the statement was '*Teachers should be sensitive to the societal, political, economic and educational environment while teaching the L2 learners for the teaching present tense in the ELT classroom.'* In response to this statement I got different perceptions of the teachers that data is presented on the next page:

The figure which was question 22 shows that 14 teachers (i.e. 46.67%) answered Strongly agree and agree and only 1 teacher (i.e.3.33%) said neutral and disagree for the perceptions with the statement on *teachers should be sensitive to the social, political, economic and educational environment while teaching the L2 learners for the teaching present tense in the ELT classroom.* The data show that most of the teachers had perceived on teachers should be sensitive to the social, political, economic and educational environment while teaching the L2 learners for the teaching present tense in the ELT classroom.

4.1.4.9 Cultural Awareness helps to engage

Without Cultural awareness the teachers cannot be engaged in the language teaching. Before teaching, we need to prepare situation of the classroom. Here, in order to find out teachers' perception, I had given a statement that was '*Cultural awareness helps the Teacher and student to engage in the steps and processes of teaching present tense enthusiastically.*' In response to this statement I got following data in the given figure 23:

Figure 23

Cultural Awareness helps to engage

The figure of question 23 shows that 12 teachers (i.e. 40.00%) acted Strongly agree, 15 teachers(i.e. 50.00%) had said agree,1teacher (i.e.3.33%) opined neutral and 2 teachers (i.e. 6.67) disagreed with the statement on *cultural awareness helps the teacher and student to engage in the steps and processes of teaching present tense enthusiastically.* The data has showed the more than 50% teachers had given

views on cultural awareness helps the teacher and student to engage in the steps and processes of teaching present tense enthusiastically.

4.1.4.10 Integrates Four Language skills

Here, in order to find out teachers' perception, I had given a statement which was '*Inductive technique integrates four language skills in teaching present tense.*' In response to this statement I got various perceptions of teachers which is given in the data on the next page:

Figure 24

Integrates Four Language Skills

The above figure is question 24 which shows the 15 teachers (i.e. 50.00%) strongly agreed, 8 teachers (i.e. 26.67 %) agreed, 6 teachers (i.e.20.00%) allowed neutral and only 1 teacher (i.e. 3.33%) had choosen 'disagree' with the statement on 'inductive technique integrates four language skills in teaching present tense.' The teachers have perceived on inductive technique integrates four language skills in teaching present tense.

） Importance of Inductive Technique

This topic was last session of the topic that I was collected the data from the selected teachers on the topic of importance of inductive technique in teaching aspects of present tense.

4.1.5.1 Satisfaction with the Inductive Technique

Here, in order to find out teachers' perception, they were given a question the question was '*Are you satisfied with the inductive technique in ELT classroom?*' From the responses of this statement, I got different views of data which is given on the next page:

Figure 25

Satisfaction with the Inductive Technique

The above figure in the question of 25 shows that 23 teachers (i.e. 76.67%) said yes and 7 teachers (i.e. 23.33%) selected no with the question *on are you satisfied with the inductive technique in ELT classroom?* This question 25 has showed that 80% of the teachers had agreed on the question of 'are you satisfied with the inductive technique in ELT classroom?' Hence, this data shows teachers' perception is considering the language teaching process.

4.1.5.2 Different from the Deductive Technique

Here, in order to find out teachers' perception, they were given a statement, the statement was 'Inductive technique is different from the deductive technique because it demands and the teachers and learners to be context-sensitive.' In responses to this statement I got the following answer that is given in the figure on the figure 26:

Figure 26

Different from the Deductive Technique

As presented above figure in the question of 26 shows that, 13 teachers (i.e. 43.33%) strongly agreed, 15 teachers (50%) agreed and only 2 teachers (i.e. 6.67%) disagreed with the statement that was '*inductive technique is different from the deductive technique because it demands and the teachers and learners to be context-sensitive*. The50% of the teachers approached on the statement of 'Inductive technique is different from the deductive technique because it demands and the teachers and learners to be context-sensitive. Hence, this data shows teachers' perception is considering the language teaching process.

4.1.5.3 Inserting the Student-center Technique

Here, in order to find out teachers' perception, I gave a statement, the statement was 'Inductive technique inserts the student-centre technique to teach the present tense for L2 learners .' In response to this statement through the teachers' perceptions, I got data which is given on the figure 27:

Figure 27

Inserting the Student-center Technique

The above figure of question of 27 shows that, 12 teachers (i.e. 40.00%) put views on the strongly agree, where 17 teachers (56.67 %) shared agree and only 1 teacher (i.e. 3.33%) has said neutral with the statement of '*Inductive technique inserts the student-center techniques to teach the L2 learners for present tense*. The data have led that most of the teachers agreed on the statement was inductive technique inserts the student-center techniques to teach the L2 learners for present tense. Hence, this data has showed teachers' perception is inserting the student - center technique ELT.

4.1.5.4 The Learners get the Maximum Exposure

Here, in order to find out teachers' perception, they were given a statement, the statement was 'The learners get the maximum exposure from the teachers for the learning tense language classroom.' In response to this statement I got data that is given on the figure on the next page:

Figure 28

The Learners get the Maximum Exposure

As presented above figure that is question of 28 shows that 6 teachers (i.e. 20.00%) said Strongly agree, similarly, 16 teachers(i.e. 53.33 %) agreed, 6 teachers (i.e.20.00%) said neutral and only 2 teacher (i.e. 6.67%) disagreed with the statement on *the learners get the maximum exposure from the teachers for the learning tense language classroom.* figure shows that 60% of teachers have perceived on the learners get the maximum exposure from the teachers in inductive technique for the learning tense language classroom.

4.1.5.5 Addressing the Pedagogical Diversity

Specially, we know that inductive means an autonomous each other through verbal and orthographical during the language teaching. Here, a statement was given to the teachers which was 'Inductive technique addresses the pedagogical diversity of the language teachers in contemporary classroom situation.' In response to this statement, I got following data which is given in the figure on the next page:

Figure 29

Addressing the Pedagogical Diversity

As presented above figure of question 29 shows 9 teachers (i.e. 30.00%) responded on the strongly agree, 18 teachers (i.e. 60.00%) informed in 'agree' and only 3 teachers (i.e.10.00%) have answered 'neutral' with the statement on *inductive technique addresses the pedagogical diversity of the language teachers in contemporary classroom situation*. Therefore, it can concludes that 60% teachers perceived on inductive technique addresses the pedagogical diversity of the language teachers in contemporary classroom situation.

4.1.5.6 Determining the Problems and Solutions

Here, in order to find out teachers' perception, they had given a statement, the statement was '*Inductive technique helps the language teachers to overcome with the language related problems and determine solutions on the practical way in ELT classroom.*' In response to this statement I got various perceptions of the teachers which is given on the figure30:

Figure 30

Determining the Problem and Solution

The above figure of the question 30 shows that 12 teachers (i.e. 40.00%) strongly agreed, 13 teachers (43.33 %) agreed and 5 teachers (i.e. 16.67%) said neutral with the statement that was *inductive technique helps the language teachers to overcome with the language related problems and determine solutions on the practical way in ELT classroom.* This data have led that most of the teachers have agreed on the statement was inductive technique helps the language teachers to overcome with the language related problems and determine solutions on the

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practical way in ELT classroom. Hence, this data shows teachers' perception that inductive technique helps the determining the problems and solutions of ELT.

) Subjective Analysis and interpretation of results

I have analysed the five open ended subjective questions to collect data from the thirty secondary English teachers in the study. In this section, I

have analyzed the subjective perceptions of the teachers on these topics such as inductive technique is considered as an alternative, inductive technique consider the socio-linguistic. The inductive technique fulfils the thirst of teacher with Effective and context-sensitive sort of teaching.

4.1.6.1 Inductive Technique is consider as an Alternative

In this section I have analysed and interpreted on the topic of the

inductive technique is considered as an alternative to deductive technique

in teaching present tense.

 From the question 7, I had data that the 12 teachers had responded the inductive technique makes students more creative to change the theories in to life process and close interrelation, essential, as a coin as a uniqueness. On the other hand, 11 teachers had answered as the inductive technique issupportive and actual method, easy to eliminate the weakness and fault as well as dynamic technique. This technique helps to give proper tract as a scientific method as complementary and autonomy to the teaching.

The teachers have responded that the technique as an alternative approach, as social, useful to replace the old deductive technique into new inductive one , difference in order of presentation and it is related in example and   explanation it is also effective for advancement. The question was *Why is inductive technique*

considered as an alternative to deductive technique for the teaching present tense in ELT context? If yes how? Give your arguments the relationship between deductive and inductive technique in teaching present tense. Hence, teachers' perception is clear that means the inductive technique can be close relation with deductive technique for the teachers and students while teaching present tense.

4.1.6.2 Inductive Technique consider the Socio-linguistics

Inductive technique considers the socio-linguistic aspects in language teaching. Without Cultural awareness the teachers cannot be engaged in the language teaching. Before teaching, we need to prepare situation of the classroom. Here, in order to find out teachers' perception, they had given a statement the question was '*does inductive technique consider the socio-linguistic aspects of the teachers in teaching present tense? If yes how? In your opinion, what are the uses of inductive technique in teaching present tense?*' in this way, 10 teachers have responses that the inductive technique can be useful to create desire, realize, life experiences and it provokes the teacher in memorization with

Easiness and socialize the language aspects. In this way, 13 teachers have answered as the inductive technique is useful also to include different methods, to use words and sentence cards, to realise the ideas, for syntax, to reserve proficiency, to correspond the ELT class and to develop fluency. Similarly, 7 teachers have responded that the technique as in performance and empowerment, for better SLA, for pronunciation and to apply the role play. Hence, teachers' perception is clear that means the inductive technique can be useful technique for the teachers and students while teaching and learning present tense.

4.1.6.3 Inductive Technique Fulfils the Thirst of Teacher

Here, in order to find out teachers' perception, they had asked a question that was *'Does inductive technique fulfil the real thirst of the teacher in teaching aspects of present tense in ELT classroom? If yes how? If not, why not?'*:

As presented above, figure 27 shows that, 6 teachers have responses that the inductive technique can be useful to learn more easily, understandable, to realize the enlightening moment of the pedagogy, inductive technique does not fulfill the thirst of teacher but this technique is useful to modernize and to interact teaching present tense. In this way, 24 teachers have answered as the inductive technique is useful also ,yes, inductive technique fulfill the thirst of teacher for efficiency, fruitful and responsible, self- confidence, based on effort, as innovative, to understand the lesson, to create curiosity and fulfill the satisfaction , for actualization , communicative, stimulative and cognitive and to express the new free opinion. Hence, teachers' perception is clear that means the inductive technique can be useful technique for the teachers and students while teaching and learning present tense.

4.1.6.4 Be More Effective, Context-Sensitive

Here, in order to find out teachers' perception, they have asked a question that was *'How can inductive technique be more effective, context- sensitive and useful in Nepalese context in present tense teaching? According to your opinion, what are the importance of inductive technique in teaching aspects of present tense?*

In response to this question, I got 13 teachers had responsed that the inductive technique is important to know about present things , to learn more faster and active, creative and participatory, to facilitate the students, to internalise socio-cultural and linguistic issue, to all the hidden outcome and effective in teaching for

the present tense teaching. On the other hand, 15 teachers had answered the this technique is very important to teach with playing and enjoying, example based and practical, useful, effective, relevant, social, analyse the rules, student centre, picture using, to make teaching meaningful, effective, applicable and to train the teachers.

Similarly, the teachers have responded that the inductive technique plays very important role for the based on the interest, for face to face, better up-graded and to apply the sufficient material .This technique helps to give proper tract as a scientific method as complementary and autonomy to the teaching. Therefore, teachers' perception is clear that means the inductive technique is an important technique because technique can be more effective, context- sensitive in teaching present tense teaching in ELT classroom.

4.1.6.5 Sort of the Teaching Inductive Technique

Here, in order to find out teachers' perception, they were asked a question that was '*What sort of teaching activities do you conduct for making the English language learners more active and autonomous in teaching present tense?*'.Hence, teachers' perception is clear that means the inductive technique can be useful technique for the teachers and students while teaching and learning present tense.

CHAPTER FIVE

FINDINGS, CONCLUSION AND RECOMMENDATIONS

This chapter presents the main findings of the study. Regarding the objectives of the study, it was intended to find out the teachers' perceptions towards the use of the inductive technique in the teaching present tense. To fulfil the objectives, a survey was made to elicit the data. The findings of this study derived the analysis and interpretation of the data which are collected through questionnaire; the main findings of the study are listed below.

) Findings

From the analysis and interpretation of the information according to the research objectives, as a researcher I have obtained the following findings:

) The teachers viewed unsatisfied in question of, 'are you satisfied with deductive technique in teaching present tense in ELT classroom?' In this way, the 80% of the teachers had satisfied on the inductive technique in teaching present tense.

) The 70% of the teachers had given their views that there is ability of inductive technique to address the real social problems.

ᒧ The 60% of respondents had viewed an inductive technique is the cultural and context-sensitive.

ᒧ The 50 % of the teachers had agreed on the example emphasizes the lived experiences and socio-cultural aspects in teaching present tense using the inductive technique.

ᒧ The figure of question 19 shows that the 25 of the teachers (i.e. 85%) approached 'yes' on the question of *Does inductive pedagogy consider the language awareness of the teachers while teaching present tense?* Hence, this data shows that the inductive technique is considering for purpose of the teaching language awareness. Without considering the language awareness the grammar teaching cannot be meaningful.

ᒧ The question 5 leads to conclude the 80% teachers perceived that there is the significant gap between deductive and inductive technique in terms of teacher-student interaction in teaching present tense.

ᒧ The data analysis showed that the inductive teachers can be treated as active and autonomous participant in teaching the aspects of present tense. The data shows that the most of the respondents' perception on using inductive technique that makes the class more dynamic and effective as an active and autonomous process.

ᒧ In this way, 24 of the teachers had answered that the inductive technique is useful also ,yes, inductive technique fulfill the thirst of teacher for efficiency, fruitful and responsible, self- confidence, based on effort, as innovative, to understand the lesson, to create curiosity and fulfill the satisfaction , for actualization , communicative, stimulate and cognitive and to express the new free opinion. Hence, teachers' perception is clear

that means the inductive technique can be useful technique for the teachers and students while teaching and learning present tense.

) The more than 50 % of the respondents perceived inductive teacher treats the teachers as a active teachers in teaching present tense. It shows that most of the teachers had disagreed on the inductive teacher treats the learners as a passive learner in teaching present tense

) There is 60 % of the respondents agreed inductive technique supports the teaching present events and imperfect aspects of the tense for the teachers in teaching simple present tense in English language teaching.

) On the other hand, 60% of the teachers perceived that teaching speaking means able to make speak with appropriate words and sentences according to situation.

) The 70 % of the teachers had perceived that teaching present tense can be taught through the inductive technique which is difficult in the language teaching.

) On the basis of objectives, the performing with the inductive teaching should be long- term. But all the deductive tecniques are not equally important to teach the present tense ELT.

) On the basis of findings, the way of using different teaching inductive technique teaching should be language usage and use in inductive pedagogy are shaped by communicative -context.

) The respondents perceived that inductive technique makes the class more dynamic and effective. Similarly, they had viewed that inductive technique should be encouraged the students and teachers in ELT classroom.

⟩   The teachers have responded that cultural awareness helps the both teacher and student to engage in the steps and processes of teaching present tense enthusiastically.

⟩   On the basis of findings, inductive technique integrates four language skills in teaching present tense.

⟩   The data of question 25 has showed the 80% of the teachers had agreed on are you satisfied with the inductive technique in ELT classroom? Hence, this data show teachers' perception is considering the language teaching process.

⟩   The respondent inductive technique is different from the deductive technique because it demands and the teachers and learners to be Context-sensitive. So, the examples can be process of expressing thoughts, feelings and emotions for the both learner and teachers.

⟩   The 50% of the respondents perceived that the inductive technique helps the language teachers to overcome with the language related problems and determine solutions on the practical way in the ELT classroom.

⟩   This question 25 has showed that 80% of the teachers had agreed on are you satisfied with the inductive technique in ELT classroom? Hence, this data shows teachers' perception is considering the language teaching process.

⟩ Conclusion

The research was carried out to find out teachers' perceptions on the use of inductive techniques in teaching present tense. As a researcher, I used open ended and close ended questionnaire as a research tool to collect the primary data. I collected the data from 30 secondary English teachers. My research area was

Lalitpur District. I used purposive non-random sampling procedure to select my population.

The data analysis showed that the inductive teachers can be treated as active and autonomous participant in teaching present tense.

After collecting data I analysed and interpreted data, I came to find out that the teachers viewed that different types of teaching techniques can change teaching and learning techniques. The 60.00% teachers had responded that they used inductive technique that are speaking and group discussion, role play, game, discovery and communicative) technique for grammar teaching. Similarly, majority of the teachers opined that inductive technique has played great role through the technique for the teaching present tense and the teaching materials make the teaching and the learning effective in the technique. The teachers 60% teachers had satisfaction of on inductive technique in teaching present tense. On the other hand, respondent teachers had also responded that teaching examples are important tools and techniques for develop inductive technique steps in the ELT classroom. The 50 % teachers had agreed on example of particularly emphasizes the lived experiences and socio-cultural aspects of teachers in teaching present tense using inductive technique.

The teachers responded that the inductive technique helps to increase students and teachers to induce something while the teaching present tense in ELT classroom.

5.3 Recommendations

Every research study should have implications in one or another way. Therefore, this research work has also some implications to be recommended the findings would be utilized in the various levels; policy level, practice level and further

research level. The implications on these levels have been presented separately below.

5.3.1 Policy Related

This is the highest level of implementation. The things that are implemented at this level can change the entire education system. The following recommendations have been made from this study at this level:

i. The study should be highly beneficial to the policy makers in the field of education and in the field of ELT.

ii. It should be effective for ministry of education to design education plans and to implement them.

iii. Curriculum development centre should be take benefit from the study for designing new curriculum.

iv. School should provide various resources and materials to the teachers.

v. For the professional development of the teachers' engaging them a teachers' training and helps them their techniques development.

5.3.2 Practice Related

This is the level at which theories and principles are put into practice. This means policies are implemented in the classroom. The following recommendations have been made at this level.

ʃ   The good English teachers should update their knowledge for the professional development.

ʃ   The good English teachers should motivate the students for better learning.

)   Teachers should practice their inductive techniques and modern teaching methods in the classrooms.

)   The good English teachers should make lesson plans and collect various types of supporting materials for effective teaching.

5.3.3 Further Research Related

Due to the delimitations of my research, I could not include some area in my study. Some of those areas can be recommendation as follow:

)   This study will provide valuable secondary source for the teachers.

)   This research study is limited only in the Lalitpur District. Other researcher can carry out from other part of the country.

)   It will provide new research areas which are left to be investigation.

)   The new researchers who are interested in this field would certainly be benefited by this study.

)   One can have researched to find out the effectiveness of recent methodologies in Nepalese context at present time.

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PARTICIPANT INFORMATION STATEMENT

Thesis Supervisor

Dr. Ram Ekwal Singh (Reader and Head)

Department of English Education

T.U.Kirtipur, Kathmandu,Nepal

1. **What is this study about?**

    You are invited to take part in a research entitled **Teachers' Perceptions on theUse of Inductive Technique in Teaching Present Tense** which aims to find out the uses of the inductive technique for present tense teaching.

2. **Who is carrying out the study?**

    Thestudy is being carried out by Santosh Sanba, M. Ed 4th Semester student at Tribhuvan University. This study will take place under the supervision of Reader Dr. Ram Ekwal Singh.

3. **How will the study involve for me?**

    This study involves completing a set of questionnaire.

4. **How much of my time will the study take?**

    It will take you about 15 minutes to complete the questionnaire.

5. **Who can take part in the study?**

    All the secondary English Teachers who are currently teaching English in different schools of Lalitpur district.

6. **Do I have to be in the study? Can I withdraw from the study once I've started?**

Participation is in this study is completely voluntary. Your decision whether to participate will not affect your current or future relationship with the researchers or anyone else at Tribhuvan University. If you decide to take part in the study and then change your mind later, you are free to withdraw from the study?

7. **Are there any risks or costs associated with being in the study?**

   Aside from investing your time, there will not be any risks or costs associatedwith taking part in this study.

8. **Are there any benefits associated with being in the study?**

   This study will help you in integrating inductive technique in the classroom based teaching.

9. **What will happen to information about me that is collected during the study?**

   Your information will only be used for the purposes outlined in this Participant.Information Statement, unless you consent otherwise. Your information will be stored securely and your identity/ information will be kept strictly confidential, except as required by law. Study findings may be published, but you will not be individually identifiable in these publications.

10. **Can I tell other people about the study?**

    Yes, you are welcome to tell other people about the study.

11. **What if I would like further information about the study?**

If you would like to know more at any stage during the study, please feel free to contact [Santoshsanbamg@gmail.com for results](mailto:Santoshsanbamg@gmail.com)of the study

12. **Will I be told the results of the study?**

You will get the summary of the overall findings of the study through the department

APPENDIX-II

PARTICIPANT CONSENT FORM

Thesis Supervisor   Faculty of Education,

Dr. Ram Ekwal Singh   Department of English Education,

(Reader and Head)   T.U. Kirtipur, Kathmandu, Nepal

Teachers' Perceptions on the Use of Inductive Technique in Teaching Present Tense

I…………………., agree to take part in this research study. In giving my consent, I state that:

I understand the purpose of the study, what I will be asked to do, and any risks/ benefits involved.

1. I have read the participant information statement and have been able to discuss my involvement in the study with researcher if I wished to do.

2. I have got any answers to any questions that I had about the study and I am   happy with the answers.

3. I understand that being in this study is completely voluntary and I do not have to take part.

4. I understand that I can withdraw from the study at any time before I submit my responses to the researcher.

5. I understand my personal information about me that is collected over the course of this study will be stored securely and will only be used for purpose that I have agreed to understand that information about me will only be told to my permission, accept as required by law.

6. I understand that the result of this study may be published, that publications will not contain my name or any identifiable information about me.

    I consent to:

Signature: …………………

Name: ……………………

 Date: ……………………….

APPENDIX-III

Questionnaire for Teachers

Dear informant,

This questionnaire has prepared to collect data for the research study entitled **Teachers' Perceptions on the Use of Inductive Technique in Teaching Present Tense** which is carried out under the supervision of **Dr. Ram Ekwal Singh,** Reader and Head, Department of English Education, T.U., Kirtipur, Kathmandu. Your co-operation in completing the questionnaire will be great value to me. Please feel free to put your responses required by questionnaire. You are humbly requested to provide the necessary information for completing questionnaire. The information provided will be fully confidential and none of it will be used for other than the purpose of the topic mentioned above. I owe you a great deal for taking your invaluable time and for your kind support.

Thank you!   Researcher

                                                                        Santosh Sanba

Please provide your personal information.

Name of English Teacher: …………………………

Name of the School:……………………………...

Qualification:…………………………………….

Experience: ………………………..Address:………………………

[Teachers are kindly requested to tick in answer of the following questions according to their own experience.]

A. Close ended Questions:

Deductive technique in language teaching

1) Are you satisfied with deductive technique in teaching present tense in ELT classroom?

   a) Yes   ( )   b) No   ( )

2) Deductive technique is still relevant in language teaching.

   a) Strongly agree   ( )   b) Agree   ( )

   c) Neutral   ( )   d) Disagree ( )

3) Can the deductive technique address the real problems of the teachers in grammar teaching?

   c) Yes   ( )   b) No   ( )

Relationship between inductive and deductive techniques in teaching present tense

4) There is the significant gap between deductive and inductive technique in terms of teacher – student interaction in teaching present tense.

   a) Strongly agree   ( )   b) Agree   ( )

   c) Neutral   ( )   d) Disagree ( )

5) Deductive teaching techniques have been transformed to the inductive technique era because of Social problems.

   a) Strongly agree   ( )   b) Agree   ( )

   c) Neutral   ( )   d) Disagree ( )

6) There is no single technique to teach the English language in EFL context.

   a) Strongly agree   ( )   b) Agree   ( )

   c) Neutral   ( )   d) Disagree   ( )

Concept of inductive technique in teaching present tense

7) Inductive technique is alternative technique in teaching present tense.

    a) Strongly agree   ( )   b) Agree   ( )

    c) Neutral   ( )   d) Disagree   ( )

8) Inductive technique is the cultural and context-sensitive in ELT classroom.

    a) Strongly agree   ( )   b) Agree   ( )

    c) Neutral   ( )   d) Disagree   ( )

9) Example of particularity emphasizes the lived experiences and socio-cultural aspects of teachers in teaching present tense using inductive technique.

    a) Strongly agree   ( )   b) Agree   ( )

    c) Neutral   ( )   d) Disagree   ( )

10) Inductive technique is not part of the structure and syntax.

    a) Strongly agree   ( )   b) Agree   ( )

    c) Neutral   ( )   d) Disagree   ( )

11) Inductive technique focuses example in teaching present tense in ELT classroom.

    a) Strongly agree   ( )   b) Agree   ( )

    c) Neutral   ( )   d) Disagree   ( )

12) Inductive learner is treated as active and autonomous participant in teaching the aspects of present tense.

    a) Strongly agree   ( )   b) Agree   ( )

    c) Neutral   ( )   d) Disagree ( )

13) The inductive teacher is a theorizer as well as reflective practitioner in teaching present tense.

    a) Strongly agree   ( )   b) Agree   ( )

    c) Neutral   ( )   d) Disagree ( )

14) The inductive teacher treats the learners as a Passive learner in teaching present tense.

   a) Strongly agree   (   )   b) Agree   (   )

   c) Neutral   (   )   d) Disagree (   )

Uses of inductive technique in teaching aspects of present tense

15) Inductive technique supports the teaching present events and imperfect aspects of the teachers in teaching simple present tense in English language teaching.

   a) Strongly agree   (   )   b) Agree   (   )

   c) Neutral   (   )   d) Disagree (   )

16) Inductive technique minimizes technical mismatches that means to compensate the gap between Teacher interpretation and learner intention in teaching present tense.

   a) Strongly agree   (   )   b) Agree   (   )

   c) Neutral   (   )   d) Disagree (   )

17) Inductive pedagogy focuses on Teacher- student interaction.

   a) Strongly agree   (   )   b) Agree   (   )

   c) Neutral   (   )   d) Disagree (   )

18) Inductive pedagogy demands teacher and learner autonomy.

   a) Strongly agree   (   )   b) Agree   (   )

   c) Neutral   (   )   d) Disagree (   )

19) Does inductive pedagogy consider the language awareness of the teachers while teaching present tense?

   a) Yes   (   )   b) No   (   )

20) Inductive pedagogy helps the teachers to internalize and understand the grammatical rules from the examples to topics in English language teaching.

   a) Strongly agree   (   )   b) Agree   (   )

c) Neutral   ( )   d) Disagree ( )

21) Language usage and use in inductive pedagogy are shaped by Communicative -context.

     a) Strongly agree   ( )   b) Agree   ( )

     c) Neutral   ( )   d) Disagree ( )

22) Teachers should be sensitive to the social, political, economic and educational environment while teaching the L2 learners for the teaching present tense in the ELT classroom.

     a) Strongly agree   ( )   b) Agree   ( )

     c) Neutral   ( )   d) Disagree ( )

23) Cultural awareness helps the Teacher and student to engage in the steps and processes of teaching present tense enthusiastically.

     a) Strongly agree   ( )   b) Agree   ( )

     c) Neutral   ( )   d) Disagree ( )

24) Inductive technique integrates four language skills in teaching present tense.

     a) Strongly agree   ( )   b) Agree   ( )

     c) Neutral   ( )   d) Disagree ( )

Importance of inductive technique in teaching aspects of present tense

25) Are you satisfied with the inductive technique in ELT classroom?

     a) Yes   ( )   b) No   ( )

26) Inductive technique is different from the deductive technique because it demands and the teachers and learners to be Context-sensitive.

     a) Strongly agree   ( )   b) Agree   ( )

     c) Neutral   ( )   d) Disagree ( )

27) Inductive technique inserts the student-centre techniques to teach thepresent tense for L2 learners.

a) Strongly agree   ( )   b) Agree   ( )

  c) Neutral   ( )   d) Disagree   ( )

28) The learners get the maximum exposure from the teachers for the learning tense language classroom.

a) Strongly agree   ( )   b) Agree   ( )

c) Neutral   ( )   d) Disagree   ( )

29) Inductive technique addresses the Pedagogical diversity of the   language teachers in contemporary classroom situation.

a) Strongly agree   ( )   b) Agree   ( )

c) Neutral   ( )   d) Disagree   ( )

30) Inductive technique helps the language teachers to overcome with the language related problems and determine solutions on the practical way in ELT classroom.

a) Strongly agree   ( )   b) Agree   ( )

c) Neutral   ( )   d) Disagree   ( )

[You are humbly requested to provide the response to the following questions in your own words].

B. Open ended Questions:

31) Does inductive technique consider the socio-linguistic aspects of the teachers in teaching present tense? If yes how? In your opinion, what are the uses of inductive technique in teaching present tense?

Ans:……………………………………………………………………………………

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32) Does inductive technique fulfil the real thirst of the teacher in teaching aspects of present tense in ELT classroom? If yes how? If not, why not?

Ans:………………………………………………………………………………………

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33) Why is inductive technique considered as an alternative to deductive

technique for the teaching present tense in ELT context? If yes how? Give

your arguments the relationship between deductive and inductive technique in

teaching present tense.

Ans:………………………………………………………………………………………

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34) What sort of the teaching activities do you conduct for making the English

language learners more active and autonomous in teaching present tense?

Ans:………………………………………………………………………………………

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35) How can inductive technique be more effective, context- sensitive and useful

in Nepalese context in present tense teaching? According to your opinion,

what are the importance of inductive technique in teaching aspects of present

tense?

Ans:………………………………………………………………………………………

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Thank you very much for your kind cooperation!