शोध भूमि

शिक्षा एवं शिक्षण शास्त्र विषय की पूर्व समीक्षित शोध पत्रिका

Inductive Method in Teaching Grammar at Secondary Level English Classes

Man Bahadur Jora, PhD
Assistant Professor
Far Western University, Nepal

Hom Bahadur Basnet
Associate Professor
Tribhuvan University, Nepal

Sachin Kumar, PhD
Assistant Professor
Ranchi University, India

Bhupesh Joshi, MPhil
Teaching Assistant
Far Western University, Nepal

Abstract

This paper attempts to find out teacher perspectives or experiences on inductive method of teaching grammar in the secondary English classes. This study is a phenomenological research under the qualitative research design. In order to carry out this research, we collected the data from six English teachers of government aided schools from Doti district. We used purposive sampling to complete this study. The tool applied for collecting data was interview employing interview guidelines. We have analyzed and interpreted the collected data into themes. After description and interpretation of the data, different themes have been derived from them. The themes were creating situation and provision of encouraging students for self-learning. Teachers also viewed that inductive method of teaching grammar was ineffective for teaching grammatical rules. But, this method provided opportunity for automatic learning in the enhanced way to students. For the communicative purpose, inductive method has become a platform for teaching grammar and language. Finally, it was concluded that the inductive method has increased responsibility to learners in the classroom for their self-learning alongside

practice, self-correction, and peer-correction. It has been recommended that inductive method of teaching grammar has become a comprehensible way for practicing grammatical exercises and linguistic creativity.

Keywords: Creativity, peer-correction, example based learning, responsibility, communication

Introduction

Grammar teaching is an essential aspect in terms of language teaching. When we commenced teaching, we have been experiencing and dealing with various kinds of issues while teaching and learning grammar to secondary level students. As we joined in teaching, we applied inductive method for teaching grammar. In such situation some students felt comfortable and other felt difficulties in leaning grammar, but we could not continue the effort because of not getting any kind of motivation, interaction, and good effort from students' side. Then, we use inductive and deductive method of teaching according to the teaching item and the need of students. The very incident in our teaching made us think over beliefs of teachers on inductive method of teaching grammar.

Grammar is defined as the connections of words and word groups in an acceptable structure. It is one of the aspects of language which particularly concerns with combination and ordering of words into sentences using appropriate rules and examines the language from being deviated and makes the language understandable and meaningful (Harmer, 2008). In line with this, Lado ((1961) clarifies that grammar governs the central role of an utterance. Likewise, in Chomsky's (1957) words, behaviors of speakers on the basis of a finite and accidental experience can produce or understand infinite number of new utterances. It means, grammar is the way which helps to change, combine and manipulate the language within grammatical aspects (Richards, 2010). It is a set of formal patterns in which words of language are arranged to convey meaning (Richards, 2001) and students' desired medium of instruction can be implemented (Jora, 2020). It is a branch of linguistics which is concerned with the description, analysis and formalization of language pattern.

According to Brown (2000), an inductive approach is an inductive reasoning storing a number of specific instances and inducing a general law or rule or conclusion that governs or subsumes the specific instances. Learners must infer certain rules and meanings from all the data around them. In inductive approach, students learned by use of numerous examples of a structure (Cowan, 2010) until the use of that structure became automatic and inductive approach forwards students towards their discourse (Jora, 2024) and learner autonomy (Jora, 2020). They were not consciously aware of what structures there were learning unless at the end of the lesson the teacher gave them the appropriate rule to describe what they had already supposedly learned. The teacher role is to provide meaningful contexts to encourage demonstration of the rule, while the students extract rules from the examples (Rivers & Temperley, 1978; Celce-Murcia, et al., 1990). In English language teaching, the type that students need can be inserted through inductive way (Jora, 2019).

In Krashen's (2002) view, an inductive approach relates to learning and acquisition in SLA theory. Firstly, the inductive approach relates to subconscious

learning processes similar to the concept of language acquisition (Mallia, 2014). In this approach, learners learn the system of language, for example, grammar or sentence rules, in the same way as children acquire their first or second language. In this regard, meaningful interaction in the target language or natural communication is more important than knowing forms (Jora, 2020) in the inductive way of teaching grammar. In this work, we have tried to explore the perspectives of the secondary level English teachers towards the use of inductive method in teaching grammar in the classroom.

Review of Theoretical Literature

Grammar has always had a prominent position in the interests of researchers in second or foreign language teaching and learning process and becomes a boon in the discourse (Jora, 2022). Grammar has rather a complex nature. It is defined in different ways from various perspectives. Likely, grammar is aimed to help students to discover the nature of language. In the same vein, Ur (1991) states, "Grammar is the way language manipulates and combines words (or bits of words) in order to form longer units of meaning" (p. 4). Grammar is the structural foundation of our ability to express ourselves (Crystal, 2004). The more we are aware of how it works, the more we can monitor the meaning and effectiveness of the way we and others use language in the mechanism. It can foster precision, detect ambiguity, and exploit the richness of expression available in English. Additionally, it can help everyone, not only teachers of English, but teachers of anything for all teaching grammar is ultimately a matter of getting to grips with meaning. Larsen-Freeman (2001) argues, "Grammar is about form, and that one way to teach form is to give students rules; however, grammar is about much more than form, and it is ill served if students are simply given rules" (p. 251).

Some people say that learning grammar in L2 is not important, but in order to achieve higher levels of the language, it is obligatory to learn grammar. The more we are aware of how grammar works, the more we can control the meaning and effectiveness of our speech. In this context, Duff (2000) says that learning grammar enable learners to express meanings in the form of phrases, clauses and sentences and Long and Richards (1987) add that the role of grammar is crucial in terms of connecting four skills. Inductive method is known as modern and scientific than deductive one. It is the specific language teaching method which emphasizes the use of language rather than presentation of information about language. Examples are the pivotal parts in language teaching (Thornbury, 1999) and students discover rules themselves (Richards, 2001) in it. By applying this method, the teachers teaches the grammatical items by presenting the example and ask the students to form the rules from the example, after that teacher makes the students practice in oral and written way. While teaching a grammatical point, the teacher first demonstrates the meaning to the class. For example, they will hold up a book and say, this is a book. They will do the same showing other objects. Then, they hold up several books and say these are books. After giving several examples of the plural form they will contract the two forms. So, inductive approach means to move from specific to general. Thus, this approach is concerned with acquiring the rules of grammar which are helpful in communication process between

learners. It is specifically starts with particular examples to end up with a generalization of rules induced by learners.

Sociocultural Theory

Lev Vygotsky's Sociocultural Theory, a constructivist framework that emphasizes socially mediated learning within the zone of proximal development where students connect prior knowledge to new insights through peer interaction and teacher guidance aligns with the inductive method of teaching grammar. According to literature evaluations, this theory is the source of inductive techniques, which prioritize discovery learning above direct rule presentation in order to develop fluency and critical thinking. Lev Vygotsky's sociocultural theory highlights that rather than happening in a vacuum, cognitive development results from social interactions mediated by cultural tools like language and symbols (Vygotsky, 1978).

It emphasizes ideas such as the internalization of social processes into individual mental functions and the zone of proximal development, where learners achieve more with guidance from knowledgeable individuals (Vygotsky, 1978; Wertsch & Tulviste, 2013).Higher brain functions begin as external social contacts before becoming internal, and development is socially mediated and culturally changeable (Vygotsky, 1997). Culture offers intellectual resources that influence cognitive processes and learning (Simply Psychology, 2025). In addition to psychological understandings of how social settings impact behavior and identity, the idea informs educational strategies such as scaffolding and collaborative learning (Vygotsky, 1978).

As evidenced by research on teaching English at the secondary level, an inductive method is often associated with Vygotsky's theories in grammar pedagogy literature. The inductive approach contrasts with deductive approach and encourages active rule discovery for improved retention. Reviews emphasize its function in inquiry-based and problem-based learning, improving language application and cognitive depth in EFL scenarios similar to those secondary teachers study. Its applicability in titles that highlight the perspectives and experiences of instructors is explained by this theoretical foundation. In the case of this study, Socio-Cultural Theory (SCT) is relevant because it connects learning along with the context and realization.

Research Methodology

To be specific, research methodology not only talk off the research methods but also considers the logic behind the methods that one uses in the context of his/her research study (Koumar, 2011). This study is based on hermeneutic phenomenological research within a qualitative research design employing the interpretive paradigm. The approach investigates the everyday experiences of human beings while suspending researchers' preconceived assumptions about phenomenon. This research study focused on phenomenological research design under the qualitative research method. Phenomenological design focuses on understanding essence of the common and shared experiences of phenomena which English language teachers faced different challenges in the language classroom. This study explores a phenomenological research design which describes the meaning for several individuals of their lived experiences of a

concept or phenomenon (Creswell, 2007). We carried out a phenomenological research study about the perspectives of English language teachers on inductive method of teaching grammar.

This study focused on secondary level English language teachers of public schools in Doti district. To accomplish this research, we selected six English language teachers who taught at secondary level from the government aided schools for collecting data and used interview guidelines for those selected participants using purposive sampling technique. We used interview guidelines to take interview of participants and provided them questions to find their perspectives on inductive method of teaching grammar at secondary level.

Results and Discussion

We collected data from teachers by visiting the field and analyzed thematically. As the research was based on qualitative approach, the data were analyzed rigorously. As a researcher, first we built the rapport with the concerned authority, and then we interviewed the participants. All the responses of the participants were transcribed, coded, categorized and analyzed stepwise. Alongside the themes have been derived from the collected data accumulated from interview.

Creating Situation and Provision of Encouraging Students for Self Learning

The inductive approach comes from inductive reasoning stating that a reasoning progression precedes from particular (i.e. observations, measurements or data) to generalities (e.g. rules, laws, concepts or theories) Felder and Henriques (1995). That is to say, unlike the deductive approach students observe a number of specific instances and from them a general rule of concept ids inferred. In inductive approach teachers should teach grammar by presenting a wide variety of examples and that students derive the grammatical rule from the examples.

Inductive grammar teaching refers to the grammar instruction in which the teacher firstly starts with giving examples and then followed by the presentation of the grammar rules. During the interview, all the teachers agreed that an inductive grammar teaching was the best way in delivering the grammar structure to the students. The teacher provided some examples, and asked the students to explore and construct the grammatical rules. T1 viewed as:

> *We teachers teach in accordance with our ways. Although I teach explicitly, but I am still following the modern stage in which I start up with the example and let the students find out the formula by themselves. Since I applied implicit grammar teaching, I prefer to let the students find out the form by themselves. In the same way, I give situations to the students by asking, discussing, and comparing to their friends' answers. After giving headings about grammar, I always give an example to the students and ask them to identify the structure and the language function.*

Based on the above verbatim, it was obviously denoted that the teachers also preferred inductive grammar teaching because the focus was more on the students - students-

centered learning. In the inductive grammar teaching, the students tended to be more active because they were also introduced with grammar rules simultaneously. The teachers also claimed that the purpose of teaching grammar was to help students find the rules by themselves from those provided examples. In grammar teaching, inductive reasoning can be of great value. It promotes experiential learning and trains learners to actively try to discover grammar rules by themselves. Once these rules fit their mental structures, they become more memorable because of the effort deployed. The inductive grammar teaching, however, is time-consuming and requires so much effort in the preparation and organization of the lesson. It may disappoint the type of learners who prefer traditional ways of teaching where the teacher presents and explains rules.

Ineffective Inductive Method for Teaching Grammatical Rules

Explicit grammar teaching refers to the grammar instruction which is seen to be technical, drilling, memorizing, and governed by rules in English classroom. It emphasizes on learning grammar purposefully. During the interview, two of the English teachers strongly believed that explicit grammar teaching was the best way in teaching grammar, especially at secondary level. They shaped their beliefs based on their teaching experiences in which English is taught as a foreign language and which emphasizes explicit grammar teaching. In addition, both teachers have been teaching grammar more than 10 years at secondary level in community schools in Nepal. The beliefs of T1 on inductive way of teaching grammar can be seen in this verbatim:

I have been teaching English grammar since 2012, so back then like 10 years ago. I started my career as an English Language teacher in community schools. So, my first encounter with students was about teaching grammar and also speaking.

In community schools, grammar should be taught explicitly because they are going to be English teachers. To be effective English teachers, they must learn grammar. Thus, grammar should be taught explicitly because we need to dig out, expose a lot more theories about grammar and the concept of grammar to students. I have been teaching grammar more than 10 years. I always believe that grammar should be taught explicitly, because they have habit of reading memorizing the rules of grammar. They are expected to be able to speak and write English correctly. So, teaching grammar explicitly can help students understand the grammar rules and prescriptions better.

The teacher responses indicated that they believed that grammar should be taught in an explicit way, especially at English class. The teachers stated that explicit grammar teaching aims to draw the students' attention to the grammar structure. That is why the teaching of grammar should be explicitly because they do better performance in their real life situation. The teachers revealed that the students of public schools have lack of required language learning environment when learning English, so they must master the rules of grammar. Explicit grammar teaching can make students more profoundly understand the grammar items. In addition, students will keep clear when learning grammar concepts. Explicit grammar teaching refers to the teaching methods making

form as the center, it emphasizes to learn the grammatical rules purposeful, so as to efficiently and accurately use language ingredient. Which is also called "express method", known as the main thinking method of deduction. Explicit grammar teaching is a main method in the traditional grammar teaching, represented by grammar - translation method. Explicit grammar teaching, which achieve the objective of the master grammar by studying grammar rules, emphasize the awareness purpose and controllability in the process of learning grammar. Explicit grammar teaching can make students grasp more the grammatical items, and it has strong systemic. Additionally, students will have explicit ideas when studying grammar.

Opportunity for Automatic Learning in the Enhanced Way

Implicit grammar teaching is one of the grammar instructions in which the teacher teaches grammar indirectly. The research finding showed that the teacher believed that grammar should be taught implicitly. The teacher preferred to use an implicit way of teaching grammar by considering the students' ability. T3 expressed the beliefs as:

> *In my grammar lessons, I focus on examples and example based works. I have been teaching English grammar for a long time. In the same way, I teach grammar to students in classes. I prefer to use the implicit way in teaching grammar although the students may need the explicit way. I am still considering they are beginners. The implicit grammar teaching, i.e. inductive method, provides learners the chance to learn automatically. .*

The data showed that the implicit way of teaching grammar is also needed in order that the students can produce the language unconsciously without being afraid of making mistakes. The teacher believed that implicit grammar teaching is the best way for the students, depending on the students' needs and situation. Regarding the students' language proficiency, it was found that the teacher had to understand whether the students were beginners – having very low language ability, intermediate having the knowledge of grammar better, or advanced in which the comprehension of the students were mostly at high level. In that way, the teacher believed that the grammar instructions could be successful. The teacher proposed that the main aim of implicit grammar teaching was focused on finding out whether this kind of instruction helped the students effectively acquire the structures they had been taught. T5 said that:

> *Teachers highlight the activities which can encourage students for solving themselves. If we (.) teachers teach implicitly, students develop the concept in their mind. We are not only teaching grammar but we can ask them to produce the language automatically or subconsciously. It is better and more enhanced than the explicit one if we deliver the material in an implicit way. I believe that the students can acquire the grammar structure and generation of sentences tacitly and simultaneously.*

When students get the learning based on examples, they involve in learning more. Then, they also engage in grasping rules within them. Time and again, they practice the

exercises themselves. As a result, they become habited to learn things self and learn something conceptually. They have conceptualized the framework of learning conceptually. The learning is acquired cognitively and tacitly. Finally, grammar is acquired automatically by students.

A Platform for Teaching Grammar Communicatively

Communicative language teaching was developed in the era of revolutions in British language teaching traditions from late 1960s which focused on communication. Before communicative language teaching, situational language teaching was in practice in Britain for language teaching. Communicative language was actually developed in the opposition of audio-lingual method which focuses on drilling and memorization. Communicative language focuses on developing the ability of communication in learners in real life situations. It focuses on meaning rather than accuracy (Richards & Rodgers, 2001).

Communicative language teaching is a widely used approach in the field of English language teaching. Communicative competence is the essential goal in language learning (Celce-Murcia, et al., 1997) which is gained through inductive teaching. The real life situation change every day; therefore, the students ' learning motivation comes from their desire to communicate in the ways and topics which they are interested in. Communicative approach of teaching refers to the grammar teaching in which the teacher teaches grammar in a communicative context. The findings showed that the teachers are agreed that teaching grammar in a communicative way could bring the students participate actively in the class rather than being passive during the teaching and learning activities. The teacher also stated that learning language should be acquired through natural exposure. The T6 forwarded the views as:

> *I always challenge my students to speak or communicate in grammar class. For making students centered, inductive method works satisfactorily. In learning a language, we do not need to focus more on grammar, but the main thing is the content and the way we communicate with each other. By following the examples, students can talk to other for the solutions of the problems. (..) Students become activated in doing things conversely.*

Based on the above vignette, the teachers believed that communicative grammar teaching can also be considered as one of the best ways of teaching grammar. When students were concentrated too much in its grammatical form but less in the communicative form teaching, it will not be enough for students to become more proficient in terms of native-like. The aim of functional language communicative context was that the students might no longer focus on the rules of grammar structure, but rather having the ability to communicate and having the capability of applying them in the real life context. In addition, the teachers also stated that the students could acquire English without teaching grammar explicitly, and grammar could be taught naturally through communication.

Responsibility to Learners for Practice and Peer-Correction

In general, the participants are likely to learn things very seriously. That is, they do not believe that errors should only be corrected when they interfere with comprehensibility. It may be inferred that the participants believe that teachers should correct grammatical mistakes in class even when such mistakes do not affect the comprehensibility of their utterance. In the same vein, it was found that the teachers surveyed do not ignore grammar mistakes for the sake of students' confidence and fluency. Most importantly, they, in some sense, do not tend to strongly believe in using recasts in error correction. Put it another way, the participants do not stop their students, when they make mistakes while talking, to repeat what they have just said in a corrected version to indirectly raise their awareness about the mistakes. Furthermore, the teachers in the sample generally disagree with the statement that they will correct students' grammar mistakes immediately when they occur.

Throughout their studies, students will make lots of mistakes. It is an important part of the learning process. If they are not making mistakes then they are not being given difficult enough topics and structures to work with. They have to choose material that is challenging but manageable for your class and correct mistakes in positive ways. Singling out students who make errors will make students feel self-conscious and shy so some tact when correcting mistakes is important. Following are the ways to correct students' grammatical mistakes. In line with this, T4 presented the view as:

> *Students learn by the provided examples and can elicit the rules considering them again and again. In this method, students are taught by presenting the ample examples. The concept of this method is to make students solve the problems and other grammatical exercises empirically. The readymade rules are less effective teaching grammar to secondary level students. Students get chances to produce sentences themselves and trace out structure from the assigned sentences.*

Students can promote their learning being independent on the span of doing activities. For doing activities and class works, they consider the examples and do work on their own. From the finite illustrations, lots of activities become students friendly in classes. Consequently, students perform better and more effectively in this method than deductive method. In the process of learning language, students become responsible to enhance their style of learning and performance. In the same vein, students look at the examples given and solve other activities in the comprehensible way. Along with this, the view of T4 clarifies that students get the opportunity of becoming responsible for accomplishing their tasks.

When introducing new vocabulary, emphasize correct pronunciation and during the drilling exercises have students practice using choral repetition. This means students are not immediately singled out to pronounce new and unfamiliar words and they can become accustomed to the sound of the words together. The next step is generally to call on students or have students volunteer to pronounce words or phrases. It is an important step to check pronunciation on an individual basis however it means that a student is being singled out to perform independently in front of the entire class.

Correcting mistakes at this level is the most challenging but they can use the same process to correct errors in any situation.

When a student is unable to self-correct, peer correction might be appropriate. If a student raises his hand while they are waiting for a student to self-correct, they may want to call on that student for the correct answer or, after waiting a short time for a student to self-correct. They could ask the whole class the same question and encourage a choral response. Especially with challenging questions, this is a good method because then it is unknown who in the class has the right answer and who does not. Just repeat and emphasize the correct answer by writing it on the board and explaining why it is correct. This is a good method of correcting mistakes because it shifts focus away from the student that provided the original incorrect answer. In this regard, T6 forwarded his views as:

> *In my class, I tell students to write sentences and find out their structure. Then, students are told to share their notebooks with their peers in classes. Students check the exercises which promote their habit of peer-correction. After students get finished checking, I tell the answers and I try to involve students in checking likewise.*

Students learn from each other in the process of learning grammar. The best way to correct mistakes is to have students correct themselves. Ideally a student will realize a mistake has been made and fix it automatically but that is not always the case. If a student answers a question incorrectly teachers can gently prompt them to revisit their answer. One of the ways to do this is to repeat what the student said placing emphasis on the incorrect portion, for instance "*I have play baseball.*" and saying it in a questioning way. At this point the student has an opportunity to think about and revise his initial response. The teachers may have their own method of prompting students with a facial expression or phrase which they associate with being incorrect but avoid saying words such as *wrong*, *incorrect*, or *no* in response to mistakes. They are negative and will have ill effects on their students' confidence in the classroom.

Conclusion and Recommendations
Conclusion

After analyzing and interpreting data, we came to discover that the teachers viewed that different types of teaching techniques can change teaching and learning techniques. The 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 grammar and the teaching materials make the teaching and the learning effective in the technique. The teachers had satisfaction of on inductive technique in teaching grammar. 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 teachers agreed on example of particularly emphasis, the lived

experiences and socio-cultural aspects of teachers in teaching grammar using inductive method. The teachers responded that the inductive technique helps increase students and teachers to induce something while the teaching grammar. Inductive method for teaching grammar activates language learning. Similarly teachers viewed that students learn effectively through inductive approach of teaching grammar.

Recommendations

This research study would be useful for the policy makers to provide the things that they need to take in consideration while planning the language policies or provisioning the language as the medium of instruction. It needs to be effective for ministry of education to design education plans and to implement them to train teachers, provide various resources and materials, and enhance the professional development of the teachers. It would work as the guideline or the supportive tool for the curriculum designers, teacher educators, textbook writers, teachers, and the future researchers. This method provides more examples which help students to form rules themselves. This work can help researchers to deal with techniques and ways of teaching grammar at secondary level schools.

References

- Brown, H. D. (1994). *Principle of language learning and teaching*. Prentice Hall.
- Celce-Murcia, M., & Hilles, S. (1988). *Techniques and research in teaching grammar*. Oxford University Press.
- Celce-Murcia, M., & Larsen-Freeman, D. (1990). *The grammar book for ESL/EFL teachers*. Heinle & Heinle.
- Celce-Murcia, M., Dörnyei, Z., & Thurrell, S. (1997). Direct approaches in L2 instruction: A turning point in communicative language teaching? TESOL Quarterly, 31(1), 141–152. https://doi.org/10.2307/3587979
- Chomsky, N. (1957). *Syntactic structures*. Mouton.
- Cowan, R. (2010). *The teacher's grammar of English*. Cambridge University Press.
- Creswell, J. W. (2012). *Educational research: Planning, conducting, and evaluating quantitative and qualitative research* (4th ed.). Pearson.
- Felder, R. M., & Henriques, E. R. (1995). Learning about learning styles. *Proceedings of the Frontiers in Education Conference, 2*, 199–203.
- Harmer, J.   (2001).*The Practice of English Language Teaching* (3ʳ ᵗed). Malaysia: Longman
- Harmer, J. (1998). *How to Teach English: an Introduction to the Practice of English Language Teaching*. Malaysia: Longman.
- Harmer, J. (2008). *The practice of English language teaching*. Longman.

- Jora, M. B. (2020). Ethnic group parents' beliefs toward English medium instruction in school: A case of Kailali district. *Siddhajyoti Interdisciplinary Journal*, *1*, 74–83. https://doi.org/10.3126/sij.v1i0.34922
- Jora, M. B. (2020). Multilingual turn and the need of multilingual education in the Nepalese context. *Sotang, Yearly Peer Reviewed Journal, 2*(1), 99–109. https://doi.org/10.3126/sotang.v2i1.47602
- Jora, M. B. (2020). Students' beliefs on learner autonomy in English language classroom. *Journal of NELTA Gandaki*, *3*(1-2), 12-24. https://doi.org/10.3126/jong. v3i1-2.33139.
- Jora, M. B. (2022). Classroom discourse in the English language class. *Siddhajyoti Interdisciplinary Journal, 3*(1), 101–114. https://doi.org/10.3126/sij.v3i1.46277
- Jora, M. B. (2024). Student Discourse: A use of the Nepali language in the classroom. *Africa ELTA Newsletter*, 14, 12-15.
- Jora, M.B. (2019). Globalization, Englishes, global English, and features of Nepalese English. *International Affairs and Global Strategy, 69*, 1-6. https//doi. org/10.7176/IAGS
- Krashen, S. (2002). *The input hypothesis: Issues and implications*. Laredo Publishing Company.
- Kumar, R. (2011). *Research methodology: A step by step guide for beginners*. Sage Publications.
- Lado, R. (1961). *Language testing*. Longman.
- Larsen-Freeman, D. (2001). Teaching and assessing grammar. In B. Spolsky & S. H. Shohamy (Eds.), *The handbook of language testing* (pp. 251). Oxford University Press.
- Long, M. H., & Richards, J. C. (Eds.). (1987). Methodology in classroom discourse analysis: Final report. University of Hawaii, National Foreign Language Resource Center.
- Long, M. H., & Richards, J. C. (Eds.). (1987). Methodology in classroom discourse analysis: Final report. In *Issues in second language teaching* (pp. 1-25). University of Hawaii, National Foreign Language Resource Center.
- Long, M. H., & Richards, J. C. (Eds.). (1987). Methodology in language teaching: An anthology of current practice. Cambridge University Press.
- Mallia, J. G. (2014). Inductive and deductive approaches to teaching English grammar. *Arab World English Journal*, 5(2), 221–235.
- Nunan, D. (2010). *Research methods in language learning*. Cambridge University Press.
- Richards, J. C., & Lockhart, C. (2010). *Reflective teaching in second language classrooms*. Cambridge University Press.
- Richards, J. C., & Rodgers, T. (2009). *Approaches and methods in language teaching*. Cambridge University Press.
- Richards, J. C., & Rodgers, T. S. (2001). *Approach and methods in language teaching: A description and analysis*. Cambridge University Press.

- Richards, J. C., & Rodgers, T. S. (2001). Approaches and methods in language teaching (2nd ed.). Cambridge University Press.
- Rivers, W. M., & Temperley, M. S. (1978). *A practical guide to the teaching of English as a second or foreign language*. Oxford University Press.
- Simply Psychology. (2025, October 15). *Vygotsky's sociocultural theory of cognitive development*. cognitive development. https://www.simplypsychology.org/vygotsky.html
- Thornbury, S. (1999). *How to teach grammar*. Pearson Longman.
- Ur, P. (1991). *Language teaching methodology: A textbook for teachers*. Macquarie University.
- Vygotsky, L. S. (1978). *Mind in society: The development of higher psychological processes*. Harvard University Press.
- Vygotsky, L. S. (1997). *The collected works of L. S. Vygotsky: Vol. 4. The history of the development of higher mental functions*. Springer.
- Wertsch, J. V., & Tulviste, P. (2013). L. S. Vygotsky and contemporary developmental psychology. In *Developmental psychology: A reader* (pp. 123-145). Routledge.