

**TEACHERS' PERCEPTIONS TOWARDS AND USE OF  
THE EXPLICIT TEACHING OF GRAMMAR**

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

**Submitted by**

**Padam Bahadur Dangi**

**Faculty of Education**

**Tribhuvan University, Kirtipur**

**Kathmandu, Nepal**

**2015**

**TEACHERS' PERCEPTIONS TOWARDS AND USE  
OF THE EXPLICIT TEACHING OF GRAMMAR**

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

**Submitted by**

**Padam Bahadur Dangi**

**Faculty of Education**

**Tribhuvan University, Kirtipur**

**Kathmandu, Nepal**

**2015**

**T.U. Regd. No: 9-2-489-80-2008**

**Second Year Examination**

**Roll No: 280448/070**

**Date of Approval of the**

**Thesis Proposal: 2015-06-24**

**Date of Submission: 2015-09-22**

## **DECLARATION**

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

**Date:** 2015-09-21

---

Padam Bahadur Dangi

## **DEDICATION**

**Dedicated to**

**My parents whose illiteracy and honesty always mockingly inspired**

**me to get where I am today.**

## **RECOMMENDATION FOR ACCEPTANCE**

This is to certify that **Mr. Padam Bahadur Dangi** has prepared this thesis entitled '**Teachers' Perceptions towards and Use of the Explicit Teaching of Grammar' Level**' under my guidance and supervision.

I recommend this thesis for acceptance.

Date: 2015-09-22

**Dr. Anju Giri (Supervisor)**

Professor

Department of English education

Faculty of Education T.U.

Kirtipur, Kathmandu

## RECOMMENDATION FOR EVALUATION

This thesis has been recommended for evaluation by the following Research Guidance Committee:

**Signature**

**Dr. Anjana Bhattarai**

Professor and Head  
Department of English Education  
University Campus  
T.U. Kirtipur, Kathmandu

\_\_\_\_\_

Chairperson

**Dr. Anju Giri (Supervisor)**

Professor  
Department of English Education  
University Campus  
T.U. Kirtipur, Kathmandu

\_\_\_\_\_

Member

**Dr. Purna Bahadur Kadel**

Lecturer  
Department of English Education  
University Campus  
T.U. Kirtipur, Kathmandu

\_\_\_\_\_

Member

Date:

## EVALUATION AND APPROVAL

This thesis has been evaluated and approved by the following Thesis

Evaluation Committee:

**Signature**

**Dr. Anjana Bhattarai**

Professor and Head

Department of English Education

University Campus

T.U. Kirtipur, Kathmandu

\_\_\_\_\_  
Chairperson

**Dr. Anju Giri (Supervisor)**

Professor

Department of English Education

University Campus

T.U. Kirtipur, Kathmandu

\_\_\_\_\_  
Member

**Dr. Purna Bahadur Kadel**

Lecturer

Department of English Education

University Campus

T.U. Kirtipur, Kathmandu

\_\_\_\_\_  
Member

Date:2015-09-24

## ABSTRACT

The present thesis entitled '**Teachers' perception towards and use the explicit teaching of grammar**' aimed to find out the perceptions of lower secondary level teachers towards the explicit teaching of grammar, which method do they use in the classrooms and to see the differences between their saying and doing. For this study, twenty teachers from twenty different schools of Dang districts were selected for answering questionnaire. And their classes were observed as well. The teachers were sampled through non random purposive sampling procedure. A set of questionnaire having both open ended and closed ended questions and observation checklists were the tools for data collection. After the analysis and interpretation of the raw data, it was found that most of the teachers do not have positive attitude towards explicit teaching because of its different characteristics like traditional, less creativity, mechanic learning, meaningless learning, exam oriented and abstract. Similarly, it was found that almost 95% of the teachers use the explicit instruction in their classroom whereas only 5% of the teachers use the implicit instruction, this shows the difference between their saying and doing.

This thesis has been divided into five chapters viz. introduction, review of related literature, methods and procedures of the study, results and discussion of the study and summary, conclusion and implications of the study. The first chapter focused on the background information of the research, statement of the problem, objectives of the study, research questions and theoretical concepts which support the study. In the second chapter, the researcher has mentioned the review of theoretical literature, review of the empirical literature related to research, implication and conceptual framework. The third chapter deals with methods and procedures of the study under which design of the study, population and sample, sampling procedure, data collection tools, data collection procedures, analysis and interpretation procedure are mentioned. The fourth chapter involves the results and discussion of the study. Finally, the fifth chapter includes the whole summary, conclusion and implications of the study. Implication of the study at policy level, practice level and further research level are suggested.

## ACKNOWLEDGEMENTS

I am too much delighted to offer my sincere gratitude to my research guide and supervisor **Dr. Anju Giri**, Professor of the Department of English Education, Tribhuvan University, Kirtipur for guiding me with regular encouragement, inspiration and insightful suggestions throughout the study. I would like to acknowledge her invaluable instructions, suggestions, guidance and cooperation in completing this research work.

I am too much grateful to **Dr. Anjana Bhattarai and Mr. Khem Raj Joshi**, department of English Education, Trubhuvan University, Kirtipur for their invaluable comments and suggestions while conducting the viva of the proposal of this research which raised my awareness for carrying out this thesis.

I owe a debt to **Prof. Dr. Anju Giri, Dr. Anjana Bhattarai, Prof. Dr. Laxmi Maharjan, Mr. BHesh Raj Pokhrel, Mrs. Madhu Neupane, Mr. Resham Acharya, Mr. Laxmi Ojha, Mr. Guru Prasad Paudel, Mr. Ashok Sapkota** and other readers, lecturers and teachers of the Department of English Education, Tribhuvan University, Kirtipur Kathmandu for their invaluable and inspirational lectures.

I would like to thank **Ms. Madhavi Khanal and Ms. Nabina Shrestha** for their kind help in library study.

I cannot forget the help and encouragement of my friend **Mr. Bala Ram Adhikari**. And my special thanks goes to my families and the respondents who supported and encouraged me throughout the entire endeavor.

**Padam Bahadur Dangi**

## TABLE OF CONTENTS

<b>Title page</b>	<b>i</b>
<b>Declaration</b>	<b>ii</b>
<b>Dedication</b>	<b>iii</b>
<b>Recommendation for Acceptance</b>	<b>iv</b>
<b>Recommendation for Evaluation</b>	<b>v</b>
<b>Evaluation and Approval</b>	<b>vi</b>
<b>Abstract</b>	<b>vii</b>
<b>Acknowledgments</b>	<b>viii</b>
<b>Table of Contents</b>	<b>ix</b>
<b>List of Tables</b>	<b>xii</b>
<b>List of Figures</b>	<b>xiii</b>
<b>List of Abbreviations</b>	<b>xiv</b>
<b>CHAPTER ONE: INTRODUCTION</b>	<b>1-5</b>
1.1 Background of the Study	1
1.2 Statement of the Problem	3
1.3 Objectives of the Study	3
1.4 Hypothesis or Research Question	4
1.5 Significance of the Study	4
1.6 Delimitations of the Study	4
1.7 Operational Definitions of the Key Terms	5
<b>CHAPTER TWO: REVIEW OF THE RELATED LITERATURE AND CONCEPTUAL FRAMEWORK</b>	<b>6-19</b>
2.1 Review of Theoretical Literature	6
2.2 Review of Empirical Literature	16
2.3 Implications of Review for the study	18
2.4 Theoretical/Conceptual Framework	19

<b>CHAPTER THREE: METHODS AND PROCEDURES OF THE STUDY</b>	<b>20-22</b>
3.1 Design and Method of the Study	20
3.2 Population, Sample and Sampling Strategy	21
3.3 Study Area/Field	21
3.4 Data Collection Tools and Techniques	21
3.5 Data Collection Procedure	22
3.6 Data Analysis and Interpretation Procedure	22

<b>CHAPTER FOUR: ANALYSIS AND INTERPRETATION OF RESULTS</b>	<b>23-31</b>
4.1 Results	23
4.2 Analysis of and Interpretation of the Data	25
4.2.1 Analysis of Teachers' Perception towards Grammar Teaching weather It should be Taught or not.	25
4.2.2 Analysis of Teachers' Perception towards Grammar Teaching weather in Context of in Isolation.	26
4.2.3 Analysis of Teachers' Perception towards the Method of Grammar Teaching	27
4.2.4 Analysis Grammar Teaching through Text or Literature	27
4.2.5 Analysis of the Reasons of Using Explicit Instruction	29
4.2.6 Analysis of Teachers' Perception towards Grammar Teaching: Challenging of not	30
4.3 Summary	30

<b>CHAPTER FIVE: CONCLUSIONS AND RECOMMENDATIONS</b>	<b>32-34</b>
5.1 Conclusions	32
5.2 Recommendations of the study	33
5.2.1 Policy Level	34
5.2.2 Practice Level	34
5.2.3 Further Research Level	34

**WORKPLAN**  
**REFERENCES**  
**APPENDICES**

## **LIST OF TABLES**

Table 1: Teachers' Perception towards Grammar Teaching

Table 2: Analysis of Teachers' Perception towards Grammar Teaching Whether  
in Context or Isolation.

Table 3: Teachers' Perception towards Methods of Grammar Teaching

Table 4: Teachers' Perception towards the Use of Text in Teaching Grammar

Table 5: Teachers' Perception towards the Use of Literature in Teaching  
Grammar

Table 6: Analysis of the Reasons of Using Explicit Instruction

Table 7: Analysis of Teachers' Perception towards Grammar Teaching:  
Challenging or not.

## **LIST OF FIGURES**

Figure 1: Conceptual Framework of the study

## LIST OF ABBREVIATIONS

CUP	-	Cambridge University Press
DEO	-	District Education Office
ELT	-	English Language Teaching
e.g	-	For Example
etc.	-	et cetera
i.e.	-	That is
M. Ed.	-	Master of Education
No.	-	Number
S. N.	-	Serial Number
T.U.	-	Tribhuvan University
U.K.	-	United Kingdom
Viz.	-	Namely

## **CHAPTER: ONE**

### **1. INTRODUCTION**

This study is on “Teachers’ Perception towards and Use of Explicit Teaching of Grammar” This study consists of five interrelated chapters. This is the first chapter which consists of background of the study, statement of the problem, objectives of the study, research questions, significance of the study, delimitation of the study, and operational definition of the key terms.

#### **1.1 Background of the Study**

English language is one of the most widely used in the world now. It has enjoyed its privilege as an international language in almost all the corner of the world. The English language has been used in various sectors such as education, science and technology, trade, transportation, tourism, art, hospital, hotel and so on. So, English language is taken as a global language.

According to National Reading Panel Report (2000),

The importance of English in the present day world increased and no one can be an exception of it. One who has a good command of English can easily survive in any part of the world. It is a narrow window through which a broad world can be watched. As a result, English holds a very important position in our educational system and is taught as a compulsory subject from primary level to higher level of education.

The demand of English language teaching and learning in Nepal has been increasing day by day despite various constraints like resources, diverse needs, expectations and heterogeneity of learners and opportunities for exposure to and the use of English in Nepalese context. The English language in Nepal has

been used for various purposes such as survival, functional, professional and academic, etc. (Khanya, 2005)

Grammar is taken as the backbone of the language, because in the absence of grammar, language becomes handicapped. Grammar includes all the mechanisms which are needed to form better communication like: phonology, morphology, syntax, pragmatics and discourse. Grammar has been defined variously by different scholars. Lyons (1971) defines grammar as one of two major levels of language which describes forms of world and “the manner of their combination in phrases, clauses and sentences” (p.54). This definition confines grammar to the compass of morphology and syntax.

Cowan (2009) advances a workable definition of grammar as “the set of rules that describes how words and groups of words can be arranged to form sentences in a particular language.” (p. 3)

Similarly, Thornbury (1999) defines grammar as “a description of the rules for forming sentences, including an account of the meaning that these forms convey. (p.1)

From these definitions above, grammar can be regarded as a set of rules that describes the way in which language forms are arranged and patterned systematically for the communication of meanings.

Every bit of communication relies on the grammatical system of a language. It makes no sense to isolate grammar from language teaching, for grammar lies at the heart of language and language use. So as talking about grammar teaching, there have been many researches carried out to find out which technique of teaching grammar is appropriate – whether explicit or implicit. Many researchers have shown that an explicit way of teaching grammar is favored more than an implicit way except the study by Vanpatten (1996), and Tomasello and Herron (1988). However, there has not been any study carried out yet for finding out whether the teachers implement this technique or not in

the real field and if they implement, then to what extent they implement in their classes. Thus, this research work is an attempt to find out the extent to which the teachers implement the explicit way of teaching grammar at lower secondary level.

## **1.2 Statement of the Problem**

Grammar teaching is one of the challenging jobs, even for the native speakers because grammar is not totally guided by definite rules or formulas as there are many exceptional cases such as in article, preposition, plural and singular forms and so on. So, many of the teachers are afraid of teaching grammar. They neglect grammar teaching. Many studies have been done regarding the technique of grammar teaching; however, there is still a gap to be fulfilled. Thus, this research focuses on explicit way of teaching grammar. Explicit instruction gives direct structures and examples related to language. So, this research entitled “teachers’ perception towards the explicit teaching of grammar in lower secondary level” was an attempt to see the teachers' perceptions towards the explicit way of teaching of grammar, to see which method is used in teaching grammar at lower secondary level and to see the differences between their perceptions and their actual teaching way.

## **1.3 Objectives of the Study**

This study had the following objectives:

1. To find out the teachers' perceptions toward the explicit way of teaching grammar at lower secondary level.
2. To see which method is practiced in teaching grammar at lower secondary level.
3. To see the differences between teachers' perceptions and their actual teaching way.
4. To suggest some pedagogical implications.

#### **1.4 Research Questions**

This research work was an attempt to identify how the teachers perceive the explicit way of teaching grammar at lower secondary level. It had the following research questions:

- a. How do the teachers perceive the explicit way of teaching grammar at lower secondary level?
- b. How frequently do the teachers use the explicit way of teaching grammar?
- c. What are the reasons of their using explicit way of teaching grammar?

#### **1.5 Significance of the Study**

Since this study is based on the teachers' perception towards the explicit teaching of grammar, it provides an insight to the teachers. This study will be significant and helpful for the English teachers, administrators, policy makers, trainers and the people who are interested in carrying out research on different techniques or strategies of grammar teaching. Also it will be useful to the teachers, students, researchers, and educationists as well as curriculum designers. It may also be guideline for language teachers. Moreover, the research can be significant to curriculum designers to select and include methods in curriculum. The findings of this work will suggest some pedagogical implications in the field of teaching and learning.

#### **1.6 Delimitations of the Study**

The study had the following delimitations:

1. The study was delimited to twenty lower secondary schools located in Dang district.
2. The study was delimited to twenty teachers teaching at lower secondary schools.
3. The study was delimited to survey questionnaire and observation checklist as tools to elicit the data.

4. The study was delimited to find out the teachers' perceptions towards the explicit way of grammar teaching, the method used in teaching grammar at lower secondary schools and to see the differences between their perceptions and their actual teaching way.

### **1.7 Operational Definitions of Key Terms**

**Perception:** In this study, the term 'perception' refers to the way that the teachers think about explicit instruction or impression they have of it and the deeds according to their thoughts.

**Explicit:** Here, the term signifies the direct way of teaching where the focus is on formal discussion of grammatical rules directly.

**Implicit:** Here, this term signifies the contextual teaching or learning of grammar.

## **CHAPTER: TWO**

### **2. REVIEW OF RELATED LITURATURE AND CONCEPTUAL FRAMEWORK**

There can be found number of research works carried out in the field of techniques of grammar teaching. However, the researchers did not carry out any study that could address the issues relevant to the teachers' perception towards the explicit instruction in real field –whether they do according to their perception or not. The related theoretical literature, empirical literature, implication of the review and conceptual framework of the study are mentioned in this chapter.

#### **2.1 Review of Related Theoretical Literature**

This sub chapter deals with different theoretical perspectives related to the factors that directly or indirectly associate with the explicit instruction of grammar teaching. The theoretical review of the related literature is mentioned as below.

##### **2.1.1 Perception: An introduction**

Generally, perception refers to the way that one thinks about someone or something or the impression one has of it. To be precise, it means the understanding of somebody about something. There might be both positive and negative perceptions according to different people. Sometimes, if the perception is positive towards something, it helps to bring about the expected changes in the fields of interest.

According to Hornby, (2010), perception refers to:

1. The ability to see, hear, or become aware of something, through the senses,
2. A way of understanding or interpreting something, and
3. The ability to understand the nature of something; insight.

All in all, perception refers to the way one behaves and/ or believes in a particular way. Hence, the very term in this study indicates how the teachers understand and behave with the explicit instruction in teaching grammar in the classrooms.

### **2.1.2 Grammar Teaching**

Communication is the heart and soul of the human experience as mentioned in Cowan (2009). Language is the system of human communication. To be systematic, specific rules should be implied, in this way, those specific rules of language are termed as grammar.

According to Krashan (1985), we do not study grammar of our own mother tongue to use it for daily speaking. But when we need to polish our mother tongue, we have to study its grammar and we usually do that. Even if it is not much necessary to learn grammar for our mother tongue, the importance of grammar cannot be neglected for learning foreign language like English.

Every bit of communication relies on the grammatical system of a language. It makes no sense to isolate grammar from language teaching, for grammar lies at the heart of language and language use.

" As it is at the heart of all human activity- declaring war, writing a love poem, or a prescription, sentencing a prisoner to life imprisonment, advertising soap powder, praying, whatever their difference of motivation of seriousness, all would effectively be impossible without grammar." (Cook, 2008)

"A sound knowledge of grammar is essential if pupils are going to use English creatively." Huchinson (as cited in Thornbury, 1999)

From all these statements above by different scholars, the importance of grammar can be noticed.

Grammar is a set of rules that describes how words and group of words can be arranged to form sentences in a particular language. Grammar is important

because people might not understand what you are saying without proper grammar.

Each language has its own grammar and each has its own distinctive features. According to O'Grady and Dobrovolsky (1997), there are following characteristics of grammar:

1. Generality: All languages have a grammar.
2. Changeability: All languages change over time and so do their grammar.
3. Equality: All grammars are equal.
4. Universality: Grammars are alike in basic ways.
5. Tacitness: Grammatical knowledge is implicit.

Grammar has a significant role to play in learners' language development. "there is no doubt that a knowledge...implicit or explicit... of grammatical rules is essential for the mastery of a language."(Ur, as cited in Thornbury, (1999) p. 14)

In question of 'why teach grammar?' Thornbury (1999) advances the following seven arguments to answer:

1. The sentence making argument:  
Grammar is a set of finite rules which can generate an infinite number of grammatically well formed and acceptable sentences.
2. The fine-tuning argument:  
With the help of sound knowledge of grammar, one can construct their own well formed sentences, correct, standard, and fine the sentences and so on. They can also monitor, check, and repair the ambiguous and wrong sentences produced by others.
3. The fossilization argument:

If we ignore the grammar in the name of pure communicative activities and due to constant use of incorrect and inappropriate expressions, our learners' linguistic ability will be fossilized.

4. The advance-organizer argument:

When our learners learn forward system of language from beginning, they see some kind of progress in the use of their language. Moreover, the sound knowledge of grammar can enhance learners to organize their language can be called as advanced type of language.

5. The discrete item argument

Teaching grammar means making learners familiar with the items like subject, verb, noun, adverb and so on of a language in particular and organizational aspect of language in general.

6. The rule of low argument:

In such level of language we can see the rules, structure, system etc. so, grammar teaching can make the learners familiar about language as the system of system or language is rule government phenomenon.

7. The learner expectation argument:

Grammar is kept in language classroom simply because of learners' expectations to learn grammar.

"Teaching grammar facilitates second or foreign language learning enabling the learners to learn the language within limited period of time. The limited number of rules of grammar enables them to generate unlimited number of sentences and monitors and correct their own performances themselves. The systematic analysis of the language is only possible if the analyzer possesses thorough knowledge of the language in question." (Giri, 2007).

### **2.1.3 Instruction: Explicit**

There is a debate whether instruction should be implicit or explicit. As mentioned by Cowan (2009) "in explicit grammar teaching, rules are explained to learners, or learners are directed to find the rules by looking at linguistic

examples, sentences that embody the rules. Implicit teaching, on the other hand, makes no overt reference to rules.” (p.31)

Basically instruction can be direct (explicit) or indirect (implicit). This debate outlines two major camps of educational philosophy. Those that advocate explicit instruction generally adhere to the traditional design of instruction. In this method, the teacher is perceived as the expert and responsible for transferring his/her knowledge to the students in explicit ways. Explicit instruction is generally teacher centered, meaning that the teacher directs the students' learning. A great deal of research in recent years has demonstrated the value of explicit instruction in certain reading skills like decoding, fluency and vocabulary (National Reading Panel Report, 2000)

According to Cowan (2009), “Explicit teaching directs students' attention towards specific learning in a highly structured environment.” It is a teaching that directs the students in a particular way and focus on producing specific learning outcomes.

According to Bygate (1994) another important characteristic of explicit teaching involves modeling skills and behaviors and modeling thinking. Explicit instruction is skill based, but students are active participants in the learning process. It is holistic. It integrates smaller learning units into meaningful wholes. Explicit instruction is developmentally appropriate. Instruction is tailored specifically to students' learning and intentional needs. The teacher constantly monitors understanding to make sure students are deriving meaning from instruction. Explicit instruction is used in diverse contexts and curricular areas.

Explicit techniques include consciousness-raising tasks during which learners are encouraged to determine grammar rules from evidence presented and the focused communicative task. (Ellis, 2001, p.21)

Explicit technique focuses on language form presentation and explains the grammar rules and practice through drilling. Teachers equate language to grammar mastery and accurate usage and create the students who can produce correct forms on exercises and tests, but consistently make errors when they try to use the language in context. Explicit instruction is a technique of teaching where the instructor clearly outlines what the learning goals are for the students, and offers clear, unambiguous explanation of the skills and information of structures they are presenting. Topics are taught in a logical order directed by the teacher through demonstration, explanation and practice. It is based on identified curriculum content and connects to prior knowledge and skills when beginning a learning sequence. The teacher maintains and establishes clear goals and expectations for each lesson. And the teacher asks the questions to continually monitor the understanding and progress of the students and to conform immediate feedback.

Norris and Ortega (2000) have mentioned two modes of instruction. These are as follows:

### **I. Deductive instruction**

In deductive instruction, the teacher explains to learners and present examples that conform to the rules. The whole process can be summarized as:

- a. The teacher presents different structures/rules.
- b. Learners practice them in different types of exercises such as transformation, true/false, and activities such as memorizing, dialog, reading simplified texts, etc.
- c. Learners get explicit/direct negative feedback on their work.

The main problem of this mode of instruction is that it is mechanical, teacher centered and de-contextualized. Cowan has summarized Long's criticism of this teaching in the following points:

- a. It focuses on forms rather than form,
- b. It teaches more than necessary (lack of relevance),
- c. It does not respect learner grammar,
- d. It falsely treats language learning as incremental process (learning one item at a time).

### **I. Inductive instruction**

The teacher presents relevant examples and learners are directed to study these examples to work out rules for themselves.

- a. It focuses on form rather than forms,
- b. It provides more opportunities for relating grammatical rules to their context.

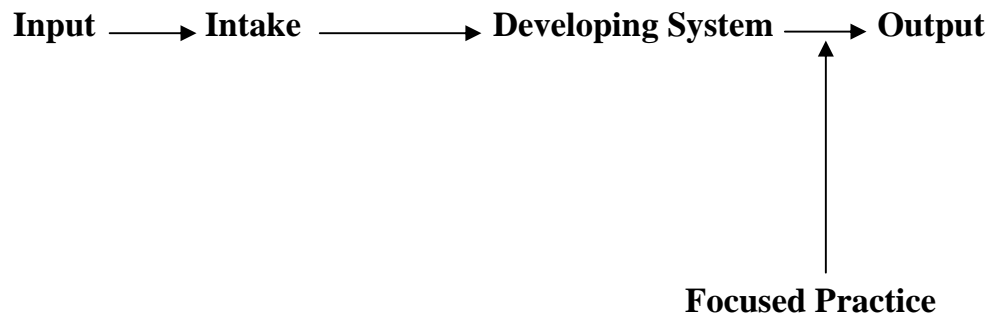
To sum up, explicit instruction is more effective than implicit instruction.

Explicit instruction gives students a sense of direction. Based on Norris and Ortega's (2000) study, Cowan writes "Explicit teaching produces better and longer lasting learning than implicit teaching."(p.31)

VanPatten and Cadierno (1993) carried out an experimental study to find out the effects of two different types of explicit grammar instruction: traditional instruction and processing instruction.

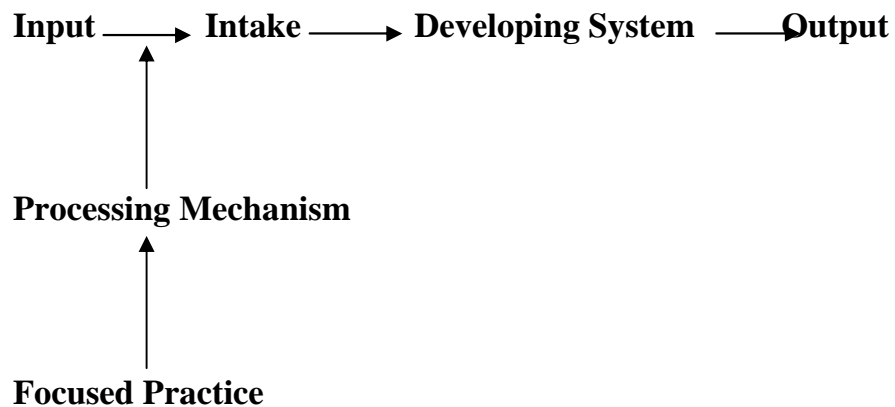
#### **i. Traditional Instruction**

In VanPatten and Cadierno's (1993) study, traditional instruction consisted of a contextualized presentation of grammar point. There was an explicit focus on form followed by controlled practice. It is shown in the following figure.



**i. Processing Instruction**

**VanPatten (1996,p.2)** defines processing instruction as "a type of grammar instruction whose purpose is to affect the ways in which learners attend to input data. It is input-based..." It aims to improve the quality of the input received by the learners. The following figure shows the processing instruction model.



In their experimental research, VanPatten and Cadierno used the traditional instruction model in one group of learners and processing in another group. Their results showed that processing instruction yielded better results than traditional instruction.

Tomasello and Herron (1988, 1989) conducted a study that they referred to as 'Garden Path Studies'. They compared the effects of two kinds of instruction. They investigated what the effect of formal correction has on language acquisition or role of corrective feedback in language acquisition.

In one treatment, the problems were explained and illustrated to the students. The students were warned of areas in which overgeneralization and errors were likely to occur. In other words, corrective feedback was provided before a faulty generalization was made. An attempt was made to prevent the errors.

In other treatment (which Tomasello and Herron referred to as the 'Down the Garden Path' treatment), the typical errors were induced and then corrected. In other words corrective feedback was provided after learners had been led down the 'garden path' and induced into making an overgeneralization and commit errors so that they could then be corrected.

From these studies, they found that formal correction or corrective feedback was more effective after learners had committed errors. Cure was found to be more effective than prevention

Dekeyser (1997) found positive effects for explicit rules presentation. In their latter study, explicit rule presentation was accompanied by two other important ingredients: input and practice. On the other hand, studies such as those by Rosa and O'Neill (1999) and VanPatten and Cardiero (1993) did not show positive effects. In the case of the former study, the issue of task-demand came into play.

However, explicit teaching should be made relevant and meaningful by addressing learners' grammar needs. Explicit presentation and practice should be taken as just the beginning but not the end.

#### **2.1.4 Implicit instruction**

Implicit instruction is indirect way of teaching or learning which does not seek any help from the rules. Cowan, (2009) writes "In implicit learning there is no overt reference to rules of forms. Implicit instruction replicates the environment. It does not replace any focus on formal discussion of grammatical properties of the language."

Grammar is not separated from the context. The students learn grammar along with the context. “Literature is the best way to give implicit instruction.” (Thornbury1999). Learners examine the living speech in real communication rather than analyzing written examples in the classroom. They are exposed to substantial doses of grammatical rules implicitly when they engage in the communication. They pick up the rules as they go along. Implicit teaching does not divorce from the context where they occur. In Harmer (1992)’s term “covert grammar teaching is where grammatical facts are hidden from the students – even though they are learning the language...with covert grammar, teachers help the students to acquire and/or practice the language, but they do not draw conscious attention to any of the grammatical facts of the language.” Students can acquire language without any overt grammar instruction much in the same way children learn their mother tongue. Conscious use of language form may result in high affective filter and consequently poor language proficiency and fluency. Instructor does not outline such goals or make such explanation overtly like in explicit instruction but rather simply presents the information or problem to the students.

### **2.2.3 Direct instruction**

Direct instruction is one of the many teacher centered strategies used in teaching where a teacher delivers a subject matter in a highly structured format and he/she directs the classroom activities focusing on academic achievement. Mostly lectures and demonstration are common forms of direct instruction. This strategy is also called ‘explicit’ or ‘chalk.’ (Killan, 2003).

According to Killan (2003), there are following characteristics:

- a. The learning outcomes are clear to the students,
- b. The teacher controls the time for various instructional activities,
- c. The teacher organizes and controls the sequencing of lesson activities,

- d. Emphasis on academic achievement,
- e. The teacher carefully monitors the students, and
- f. Feedback to students is academically oriented.

The teacher prefers to use direct instruction because this strategy gives them maximum control over what, when and how the students learn. It is also appropriate strategy to use, to give basic knowledge before giving in depth knowledge through problem solving and experiment. Sometimes it is better for a teacher to explain and demonstrate things directly rather than learning them to discover knowledge from students.

## **2.2 Review of Empirical Literature**

Various researches have been done in the field of techniques of grammar teaching. In order to find out the gap that the researches has not completed, and for the further study, related research works need to be reviewed, some of them are as follows:

Sitaula (1999) carried out a research on “Teaching Paassivisation in English Using Inductive and Deductive Methods.” The primary objective of this study was to determine the effectiveness of inductive and deductive methods. He had selected thirty students for the study. He used test as the major tool for data collection. In his study, he found that deductive method was more effective than inductive method.

Pokhrel (2000) carried out a research entitled “Teaching Communicative Function Inductively and Deductively.” This was an experimental research. The main objective of the study was to develop certain communicative abilities on the part of the learners. Pre test and post test were the major tools for data collection. Forty students of grade ten were selected for the study. He found, in his study, that inductive method is more effective than deductive functions in English.

Dhital (2010) carried out a research on “Teaching Strategies Employed by Secondary Level English Teachers.” The objective of the study was to find out the extent to which secondary level English teachers use different teaching strategies employed by Killan (2003). The nine strategies are: direct instruction, discussion, small group work, cooperative learning, problem solving, student research, role play, case study and student writing. The main finding of the study was that all the nine strategies were good, average and below average in most of the cases. He used questionnaire and observation checklist as the tools for collecting data.

Sharma (2012) conducted a study on “Perceptions of Secondary Level English Teachers on Deductive and Inductive teaching methods.” The primary objective of the study was to find out perceptions of secondary level English towards the use of deductive and inductive teaching. The study was conducted in twenty secondary schools located in Kailali district where forty teachers were selected in through purposive non-random sampling procedure. The main findings were: most of the teachers used deductive method in ELT classroom and nearly 97.5% of the teachers believed inductive teaching method to be effective and suitable in the secondary level.

Dhakal (2012) carried out a research on “Teachers’ perception towards the Use of Inductive method in Grammar Teaching.” The main objective of the study was to find out the teachers’ perception towards the use of inductive method in grammar teaching and to find out the applicability of inductive method in teaching grammar. Fifty English teachers teaching at Sangja district were selected for the study. Questionnaire was the tool for data collection. The main findings of the study was that above 80% of the teachers felt difficulty in using inductive methods whereas 12% of them did not find so. 94% of the teachers responded that this method should be replaced in time and again according to the situation whereas 6% of the teachers said that this method should be replaced by another method. The teachers were interested to implement inductive method in grammar teaching.

Dhami (2014) carried out a research on “Effectiveness of Explicit over Implicit Learning while teaching Grammar.” The primary objective of the study was to find out the effectiveness of explicit instruction and implicit learning while teaching grammar at higher secondary level. Only forty students of grade twelve in Bal Jagritee College, Kanchanpur district were selected for the study. The data were collected through observation and test as tools. It was found that teaching grammar through explicit way is far better than teaching through implicit way as they felt comfortable to do the exercise when they are informed what they are going to study than presenting the text indirectly.

### **2.3 Implications of the Review of the Study**

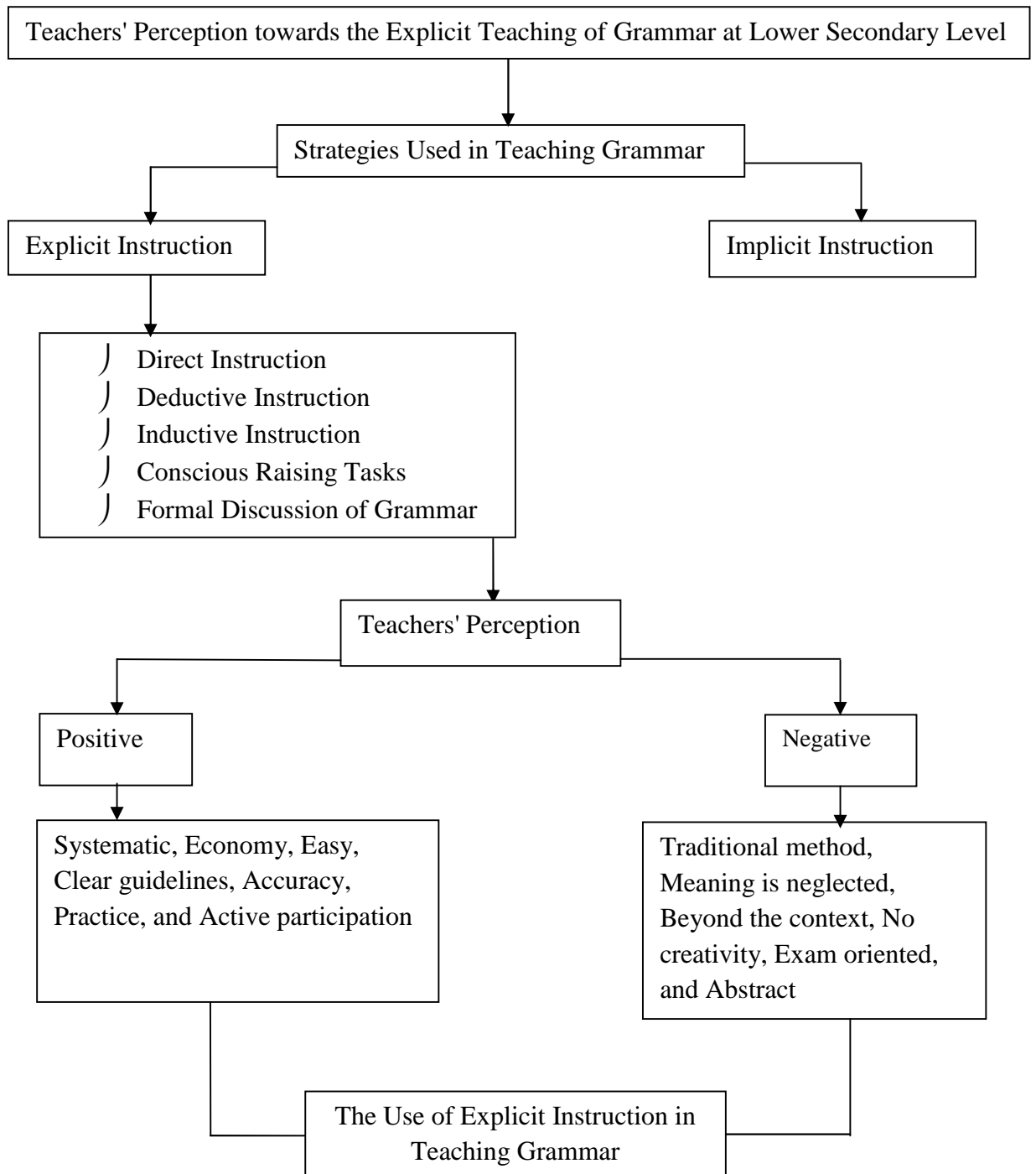
Through the intensive review of the study of the aforementioned and other related literature, I found that there are various researches carried out which are related to this study, however, there has been pinpointed the fact that the previous researchers missed the investigation on the use of explicit way of teaching grammar at lower secondary level in Dang district. The review of the related literature made the researcher feel the need to carry out this study.

Dhital (2010), Dhami (2014), Sharma (2012), Dhakal (2012), Sitaula (1999), and Phokhrel (2000) have conducted the researches, which have been reviewed in my study. All these researches provided me guidelines and framework for my survey study. They provided me lots of ideas regarding the study.

The researches carried out by Dhital (2010) and Dhami (2014) have provided deep insights and information about the techniques of grammar teaching, especially about explicit instruction. The research by Sharma (2012) has provided the idea and process of survey research. The researches by Dhakal (2012), Ditaula (1999) and Pokhrel (2000) have provided much information about inductive and deductive method of grammar teaching.

## 2.4 Conceptual Framework

Through the review of the related literature mentioned in previous section, the researcher is curious to carry out the study to find out the perception of the teacher towards the explicit teaching of grammar at lower secondary level. The conceptual framework of this study is given below.



## **CHAPTER: THREE**

### **3. METHODS AND PROCEDURES OF THE STUDY**

The researcher adopted the following methodological procedure to achieve the objective of the study.

#### **3.1 Design of the Study**

To find out the perception of teachers towards the explicit way of teaching grammar at lower secondary level and to see which method is used by them, the researcher followed the survey research design. The research topic itself reveals the nature of the research to be undertaken.

Various scholars have put their unique views forward. According to Cohen, et al,(2000). Surveys are the most commonly used descriptive methods in educational research and may vary from large scale government investigation to small studies carried out by a single researcher. The purpose of a survey is generally to obtain a snapshot of condition, attitudes and/or events at a single point in time.

According to Cohen, et al (2010), the following processes are adopted while carrying out survey research.

1. Define the objectives
2. Decide the kind of survey required
3. Formulate research questions or hypothesis
4. Decide the issues of which to focus
5. Decide the information that is needed
6. Decide the sampling required
7. Decide the instrumentation
8. Generate the data collection instruments
9. Decide how the data will be collected
10. Pilot the instruments and refine them
11. Collect the data

12. Analyze the data
13. Report the results

This study is of survey type because of the following reasons:

1. This study was conducted to find out the perceptions of teachers towards the explicit instruction of grammar in lower secondary level.
2. This study represents the whole Dang district.
3. Population sample was collected from large number.
4. Data were collected at a single time
5. The findings were generalized to the whole population.

### **3.2 Population, Sample and Sampling Strategy**

All the English teachers of Dang district teaching at lower secondary level were the population of the study. Twenty teachers from twenty schools were the sample of the study. The researcher used purposive non- random sampling procedure.

### **3.3 Study Area/Field**

The study area is Dang district.

### **3.4 Data Collection Tools and Techniques**

For collecting data, the researcher used questionnaire with both open-ended and closed-ended questions and observation checklist as tools. The researcher visited each respective institution and after building rapport with authorities and respondents, the researcher distributed the questionnaire to twenty teachers and observed the twenty classes of the same teachers and collected the data from respondents.

### **3.5 Data Collection Procedures**

I used the following step-wise methodological procedure to collect the required data.

- ) First of all, I visited the District Education Office (DEO) in Dang where I found the list of schools and selected the schools using purposive non-random sampling technique.
- ) I visited the respective schools and took permission from the concerned authority, and established rapport with respondents – English teachers.
- ) I explained them about the purpose of this study and distributed the questionnaire, and I requested them to allow me to observe their classes.
- ) Finally, I thanked the respondents for their participation.

### **3.6 Data Analysis and Interpretation Procedure**

Most of the survey researches are qualitative and quantitative in nature. Being a survey research it has the characteristics of both qualitative and quantitative analysis. In this study, the researcher has analyzed the raw data descriptively and statistically. Simple statistical tools such as measures of frequency and percentile are used to record, analyze and interpret the data.

## CHAPTER: FOUR

### 4. ANALYSIS AND INTERPRETATION OF THE RESULTS

In this chapter, the researcher has presented the analysis and interpretation of the data which were collected from the sample. The raw data were analyzed and interpreted both qualitatively and quantitatively. On the basis of their nature, the qualitative data were analyzed and interpreted descriptively in a narrative form. On the contrary to it, the quantitative data were analyzed and interpreted using simple statistical tools such as measures of frequency and percentile. The researcher has presented the data in frequency tabulation, cross tabulation and diagrams as per their nature and need.

#### 4.1 Results

The results of the study are listed below:

- a) It was found that most of the teachers do not have positive attitudes towards the explicit way of teaching grammar. In study, thirteen out of twenty teachers (i.e.65%) perceived that grammar should be taught in context, only five out of twenty teachers (i.e.25%) perceived that grammar should be taught in isolation or as a separate subject and only two teachers (i.e.10%) perceived that teachers should go according to the subject matter or lesson.
- b) It was found that almost all teachers use the explicit way of teaching grammar, because the study found that nineteen out of twenty teachers (i.e.95%) use the explicit instruction in teaching grammar but only one out of twenty teachers (i.e.5%) use the implicit instruction in teaching grammar.
- c) It was found the differences between their saying and doing. Even though, most of the teachers perceived that grammar teaching should be contextual, they neglected so in their classrooms. As only twenty

percent of the teachers suggested to follow explicit instruction but in reality, ninety five percent of them used the explicit instruction.

- d) Nineteen out of twenty teachers (i.e.95%) viewed that grammar should be taught and one out of twenty teachers (i.e.5%) viewed that grammar should not be taught but no teachers were found to view that grammar should not be taught.
- e) Four out of twenty teachers (i.e.20%) suggested that teaching grammar in explicit way is better than in implicit way, seven out of twenty teachers (i.e.35%) suggested that teachers should use implicit way of teaching but nine out of twenty teachers (i.e.45%) suggested that teachers should use both according to the nature of grammatical items and classroom environment.
- f) Nineteen out of twenty teachers (i.e.95%) viewed that grammar teaching is a challenging job but only one out of twenty teachers (i.e.5%) blamed the teachers themselves because it is challenging only for those who are less confident, untrained and lazy teachers.
- g) The main reason of using explicit teaching was its easiness and systematicity. Sixteen out of twenty teachers (i.e.80%) agreed that it is an easy way, fourteen out of twenty teachers (i.e.70%) agreed that it is systematic way, eight out of twenty teacher (i.e.40%) agreed that it is economic and follow accuracy in learning, seven out of twenty teachers (i.e. 35%) agreed that it is practice-oriented and provides clear guidelines, four out of twenty teachers (i.e.20%) agreed on its active participation.

## 4.2 Analysis and Interpretation of the Data

This section includes the presentation, analysis, description, and discussion of the collected data. The discussion of the elicited data is mentioned in the sub-heading overleaf:

### 4.2.1 Analysis of the teachers' perceptions towards grammar teaching.

From the data collected through the use of questionnaire and observation checklist, it was found that out of twenty teachers, nineteen teachers said that grammar should be taught and one out of twenty teachers said that it should be according to the nature of the grammatical subject matter but no teachers were found there to view that grammar should not be taught. The following table shows this:

**Table 1: Teachers' perception towards grammar teaching**

No. of Teachers	Percentage	Agree	Disagree	Both
19	95%	✓		
0	0%		✓	
1	5%			✓
Total	100%			

In this table mentioned above, the indicators, 'agree', 'disagree' and 'both' respectively refers to grammar should be taught, grammar should not be taught and both according to the grammatical items that is some items must be taught and some items are not necessary. It showed that 95% teachers (i.e. 19 teachers) agreed that grammar should be taught and 5% (i.e. 1 teachers) neither agree nor disagree but viewed differently and said that it should be based on the nature of subject matter of grammar but no teachers said that it should not be taught.

It can be generalized that most of the teachers favors the grammar teaching as a separate subjects in an explicit way. This shows variation in perception, teaching process and personality factors.

**4.2.2 Analysis of teachers' perceptions towards grammar teaching whether in context or in isolation**

The respondents were asked to write their perceptions towards grammar teaching whether it should be in context or in isolation (i.e. as a separate subject). It was found that all the teachers do not have the similar or same understanding. Five out of twenty teachers (i.e. 25 %) said that grammar should be taught as a separate subject or in isolation. Thirteen out of twenty teachers (i.e. 65%) favors the grammar teaching in context. But two out of twenty teachers (i.e. 10%) favors both but that should be according to the nature of grammatical items. This can be shown in the following table.

**Table 2: Teachers' perceptions towards the grammar teaching**

No. of teachers	Percentage	Context	Isolation	Both
5	25%		✓	
13	65%	✓		
2	10%			✓
Total	100%			

The table no. 2 shows that 25% of the teachers favor the separate teaching of grammar and 65% of the teachers favor the contextual teaching of grammar. And, there are 10% of teachers who don't totally disregard either of the two.

### 4.2.3 Analysis of teachers' perceptions towards the method of grammar teaching

Through the analysis of the collected data with the help of questionnaire and observation checklists, the researcher came to find that out of twenty teachers, nineteen teachers (i.e.95%) follow the explicit way of grammar teaching. But only one out of twenty teachers (i.e.5%) follows the implicit way of teaching grammar. This has been shown in the table below.

**Table 3: Teachers' perceptions towards methods of grammar teaching**

No. of Teachers	Percentage	Explicit	Implicit
19	95%	✓	
1	5%		✓
Total	100%		

From the table no.3 above, it is obvious that almost all teachers follow the explicit way of teaching grammar which is very easy to follow, systematic, economic and it gives clear guidelines. But only 5% of the teachers try to follow the natural way of teaching grammar that is implicit instruction.

### 4.2.4. Analysis of Grammar Teaching through Text and Literature

Through the analysis of collected data with the help of closed ended questionnaire, it was found that ten out of twenty teachers (i.e.50%) sometimes use the text in teaching grammar, seven out of twenty teachers (i.e.35%) never use text to grammar and three out of twenty teachers (i.e.15%) use frequently. Similarly, five out of twenty teachers (i.e.25%) sometimes use literature to teach grammar and fifteen out of twenty teachers (i.e.75%) never use literature to teach grammar. The following table summarizes this.

**Table 4: Teachers' perceptions towards the use of text in teaching grammar**

Medium	No. of Teachers	Percentage	Sometimes	Never	Frequently
Use of Text	10	50%	✓		
	6	30%		✓	
	3	15%			✓
	Total	100%			

This table no. 4 shows that 50% of the teachers sometimes use texts to teach grammar, 15% use frequently but 30% of the teachers never use so. It can be analyzed that maximum number of teacher favors the explicit teaching.

**Table 5: Teachers' perceptions towards the use of literature in teaching grammar**

Medium	No. of Students	Percentage	Sometimes	Never
Use of Literature	15	75%		✓
	5	25%	✓	
	Total	100%		

It is analyzed that only five out of twenty teachers (i.e.25%) sometimes use literature in teaching grammar and fifteen out of twenty teachers (i.e.75%) never use literature to teach grammar. It clearly shows that very few

teachers follow the implicit instruction in teaching grammar. Thus from these both analysis, it was found that maximum number of teachers do not use the text and literature to teacher grammar.

#### **4.2.5 Analysis of the Reasons of Using Explicit Instruction**

The respondents were requested to provide information about why teachers chose explicit instruction in teaching grammar in the class rooms. There were many reasons found: it is easy to use, it is systematic, economy, easy, gives clear guidelines, accuracy, provides opportunities for practicing, and active participation. The schematic presentation of the data obtained is a below.

**Table 6: Analysis of the reasons of using explicit instruction**

S.N.	Responses	No. of Teacher	Percentage
1	Very easy to use	16	80%
2	Systematic	14	70%
3	Economy	8	40%
4	Provides clear guidelines	7	35%
5	Accuracy	8	40%
6	Chance to practice	7	35%
7	Makes active participation	4	20%

The table no. 6 shows the maximum number of teachers follow the explicit instruction because of its easiness. But the teachers do not have only one reason rather they have more than one reasons of using explicit way of teaching. It can be analyzed that the teachers have positive attitudes to explicit instruction because of these reasons.

#### 4.2.6 Analysis of Teachers' Perceptions towards Grammar Teaching: Challenging or not.

Regarding English grammar, it is said that some of the grammatical items are so difficult to grasp even for the native speakers because of its' exceptional cases. This is why it is a challenging job to teach grammar. Twenty teachers were surveyed In order to find out whether they found grammar teaching a challenging job or not. The schematic presentation of the data obtained is below.

**Table 7: Teachers' perceptions towards grammar teaching**

No. of Teachers	Percentage	Agree	Disagree
19	95%	✓	
1	5%		✓
Total	100%		

The table no. 7 shows that nineteen out of twenty teachers (i.e.95%) agreed that grammar teaching is a challenging job and most of them opined that it is because of exceptional cases of grammar. Only one out of twenty teachers (i.e.5%) disagreed that grammar teaching is a challenging job. He opined that it depends on teachers.

#### 4.3 Summary of the Study

The research was carried out to find out the perceptions of teachers towards the explicit teaching of grammar at lower secondary level, to see which method is practiced and to see the differences between the teachers' perceptions and their actual teaching way in classroom. The researcher has elicited the views of lower secondary level teachers towards the explicit teaching of grammar. He collected the data not only from their view points but also by observing their actual classroom presentations. The researcher

made the use of questionnaire and observation checklist as research tools to collect the primary data. He selected twenty different government schools of Dang district and purposive non random sampling was the procedures of data collection.

The researcher has listed the major findings and implications of the study after the rigorous analysis of the collected data. Both descriptive and statistical methods have been used to analyze the data. The respondents i.e. teachers were asked to fill the questionnaire and requested them to allow the researcher to observe the class.

After the analysis and interpretation of the raw data, the researcher came to find out that most of the teachers do not have positive attitudes towards the explicit teaching of grammar because it is a traditional one, it neglects students' creativity, it is exam oriented and it focuses on mechanic and parrot learning. However some of the teachers argued that explicit teaching is useful, because, it is easy method, systematic, practice oriented, emphasizes on accuracy and so on. It was found vast differences between their saying and doing. That is because, most of the teachers viewed that grammar teaching in context and in implicit way is far better but actually, it was found that they themselves neglect the contextual teaching rather they use the explicit way of teaching. About forty five percent of the teachers suggested both explicit and implicit way of teaching grammar to use in the classroom but that should be according to the nature of grammatical items, classroom environment, level and interest of the students and so on.

## **CHAPTER: FIVE**

### **5. CONCLUSIONS AND RECOMMENDATIONS**

This chapter consists of the whole summary of the research, conclusion of the research and the implications of the study on the basis of presentation, analysis and interpretation of the collected data. The following conclusions and implications of the study have been drawn on the basis of the analyzed. The researcher has presented the conclusions and implications in the separate headings so that it will be comprehensible for the concerned readers.

#### **5.2 Conclusions of the Study**

The major conclusions of the study are as below.

1. Most of the teachers do not have positive attitudes towards the explicit instructions because of its traditional nature, negligence of creativity of the students, negligence of meaning and so on. However, some of the teachers favored explicit instruction because of its easiness, systematicity, accuracy and so on.
2. It was found that there is vast difference between teachers' saying and doing. Even though, thirteen out of twenty teachers (i.e.65%) opined that grammar teaching in context is a better way than in isolation, most of them neglected the contextual teaching in the classroom (e.g. 95% of the teachers follow explicit instructions in their classrooms.)
3. Most of the teachers and the students are found to be very much exam oriented, as they only follow explicit instruction.
4. Even though, the teachers have much experience in teaching, most of them seem less confident mostly because of exceptional cases in grammar. This is because grammar is a set of rules but rules do not always work for all.

5. Nineteen teachers out of twenty teachers (i.e.95%) do follow the explicit way of teaching grammar mostly because of its easiness and systematicity. So, it can be argued that principle is one thing and behavior or practicality is another.
6. There are very few teachers who use the student centered method like role play, problem solving, discussion, interaction and so on.

### **5.3 Recommendation of the Study**

On the basis of the above conclusions, following implications have been suggested.

#### **5.3.1 Policy Level**

1. Only the traditional method of teaching is practiced much in the classroom. So, in order to discourage the traditional method, the curriculum should include such activities like role play, problem solving, discussion, interaction, and teaching through games so that learning can be better, sustainable and practical.
2. Even though, teachers have much experience in teaching, they do not seem to be much confident in teaching. In order to develop their confident, proper training should be launched time and again by the government level.
3. There should be proper school environment in terms of physical facility, social facility, educational facility, instructional material and technology in every school so that teachers can transform their principle into behavior.
4. Most of the government teachers are less updated to new practice, strategies, methods technology and so on, so, there should be proper provision of teacher assessment and training. So that teacher can always go for searching for better results rather than easy and economic way.

### **5.2.2 Practice Level**

1. The teacher should not forget the ultimate goal of grammar teaching so the teacher should discourage the students' exam oriented learning
2. In order to promote the students' actual performance the teacher should use the techniques like problem solving, role play, discussion, interaction, using games in teaching.
3. Lack of interaction between the teachers and students in and out of the classroom makes students passive so there should be interaction and collaboration among the students and teachers and there should be friendly environment.
4. Teachers should be smart enough so that they can follow both explicit and implicit instruction according to the nature of grammatical items.

### **5.2.3 Further Research Level**

1. This research will provide valuable secondary source for the researchers.
2. It will provide new research areas which are left to be investigated.
3. It seems to be important to carry out a research in the field of implicit instruction, reasons of using explicit and implicit instructions and so on.

## REFERENCES

- Adhikari, B.R. (2011). *English grammar for teachers: Theories & Activities*.  
Kathmandu: Oriental Publication House.
- Bygate, M, Tonkyn, A, & Williams, E. (1994). *Grammar & the language teacher*. UK: Prentice Hall.
- Cohen, L., Maniun, L. & Morrison, K. (2010). *Research methods in education*.  
London: Routledge.
- Cook, V. (2008). *Effects of the second language on the first*.  
Cleven UK: Multilingual matters.
- Cowan, R. (2009). *The teachers' grammar of English*. New Delhi:  
Cambridge university Press.
- Dekeyser, R. (1997). *Beyond explicit rule learning*. Oxford UK: Blackwell.
- Dhakal, J (2012). *Teachers' perception towards the use of inductive method in grammar teaching*. An unpublished M.Ed. thesis, T.U., Kirtipur, Kathmandu.
- Dhami, N (2014). *Effectiveness of explicit over implicit learning while teaching grammar*. An unpublished M.Ed. thesis, TU., Kirtipur, Kathmandu.
- Dhital, K (2010). *Teaching strategies employed by secondary level English teachers*. An unpublished M.Ed. thesis, TU., Kirtipur, Kathmandu.
- Ellis, R (2001). *Principles of instructed language learning*. England London
- Giri, A. (2007). Why teach grammar. *Journal of Young voices in ELT*  
(Kathmandu) volume-6:pp 9-12

- Hornby, S. (2010). *Oxford English dictionary*. London: Oxford University press.
- Khaniya, T. R. (2005). *Examination for enhanced learning*. Kathmandu: author.
- Killan (2003). *Effective teaching strategies*.(London) volume-2:pp5-6
- Krashen,S. (1985) *The input hypothesis: Issues & Implications*. London: Longman.
- Lyons, J. (1971). *Theoretical linguistics*. Cambridge: CUP.
- National Reading Panel Report*. (2000). Journal of AAL 1:2,p.4-3.
- Norris, T & Ortega, L. (2000). *Effectiveness of L2 Instruction: A Research synthesis & qualitative Meta-analysis*. Oxford: Blackwell.
- O'Grady, W. & Dobrovolsky, M. (Eds), *Language: A preview*. In O'Grady, w., Dobrovolsky, M (Eds), *Contemporary Linguistics: An introduction* (pp.5-10). New York: St. Martin's Press.
- Pokhrel, O (2000). *Teaching communication function inductively and deductively*. An unpublished M.Ed. thesis, TU., Kirtipur, Kathmandu.
- Rosa, E., & O'Neill, M. D.(1999). Explicitness, intake & the issue of awareness. *Studies in second language acquisition*, 21,511-556.
- Sharma, S. (2012). *Perception of secondary level English teachers on deductive and inductive teaching methods*. An unpublished M.Ed. thesis, T.U., Kirtipur, Kathmandu.
- Sitaula (1999). *Teaching passivization in English using inductive and deductive methods*. An unpublished M.Ed. thesis, TU., Kirtipur, Kathmandu.
- Thornbury, J. (1999). *How to teach Grammar*. England. London.
- Tomasello, M. and Herron C.(1988) *Down the garden path: Inducing and*

*correcting overgeneralization errors in the foreign language classroom.*

*Applied Psycholinguistics. Volum-p.3-4.*

VanPatten, B. (1996). Input processing and grammar instruction. NJ: Ablex Publishing Corporation.

Vanpatten, B. (1995). *Input Processing and Second Language Acquisition: On the relationship between form and meaning.*

## **Appendix-1**

### **Questionnaire**

Dear sir/madam,

This questionnaire is a research tool for getting information for my research entitled "Teachers' perception towards the explicit teaching of grammar at lower secondary level" under the supervision of Pr. Dr. Anju Giri, Department of English Education, T.U. Your co-operation in responding the questionnaire and your responses will have a great value in accomplishing my research. I would appreciate your honest answers and assure you that your response will be completely anonymous. The responses made by you will be exclusively used for the present study and will remain confidential.

#### **Researcher**

**Padam Bahadur Dangi**

#### **Personal Details:**

**Name:**

**Name of Institution:**

**Qualification:**

**Experience:**

**Training (if any):**

Please go through the questionnaire and feel free to answer the questions that seek what you actually do in the classroom not only your perception.

#### **Open-ended questions**

1. How long have you been engaged in the field of English Language Teaching?

.....  
.....

2. How many periods do you have for grammar teaching in a week?  
.....  
.....
3. Do you think the grammar teaching is a challenging job? Give reason.  
.....  
.....
4. What do you think about grammar whether it should be taught or not?  
.....  
.....
5. Should grammar be taught in context or in isolation? Give reason.  
.....  
.....
6. Which method do you use in teaching grammar? Direct or indirect?  
Why?  
.....  
.....
7. What activities do you do while teaching tense aspect?  
.....  
.....
8. What are the weaknesses of direct teaching of grammar?  
.....  
.....
9. What are the strengths of direct teaching of grammar?  
.....  
.....
10. Please suggest any ways of teaching grammar based on your experience.  
.....  
.....

### **Closed-ended questions**

- 1) How often do you teach grammar as a separate subject?
  - a. Always
  - b. Frequently
  - c. Sometimes
  - d. Never
- 2) How often do you use direct method in teaching grammar?
  - a. Always
  - b. Frequently
  - c. Sometimes
  - d. Never
- 3) How often do you present examples and rules first in teaching voice?
  - a. Always
  - b. Frequently
  - c. Sometimes
  - d. Never
- 4) How often do you use direct instruction to teach grammar?
  - a. Always
  - b. Frequently
  - c. Sometimes
  - d. Never
- 5) How often do you provide the students with the chance to practice?
  - a. Always
  - b. Frequently
  - c. Sometimes
  - d. Never
- 6) How often do you teach the grammar through texts without explaining the rules?
  - a. Always
  - b. Frequently
  - c. Sometimes
  - d. Never
- 7) How often do you use literature in teaching grammar?
  - a. Always
  - b. Frequently
  - c. Sometimes
  - d. Never

## Appendix-II

### TEACHERS' PERCEPTION TOWARDS THE EXPLICIT TEACHING OF GRAMMAR AT LOWER SECONDARY LEVEL.

#### Checklist for Class Observation

School's name:

Address:

Teachers' Name:

Teaching Class:

Unit/Lesson/Teaching Item:

Date of Observation:

S.N.	Activities	Yes	No
1.	Did the teacher introduce the lesson first?		
2.	Did the teacher ask the students some questions about the topics?		
3.	Did the teacher focus on grammatical items?		
4.	Did the teacher present examples?		
5.	Did the teacher explain the rules first?		
6.	Did the teacher emphasize on the context?		
7.	Did the teacher neglect the grammatical items?		
8.	Did the teacher ask the students to work out the rules themselves?		

9.	Did the teacher pick out the grammatical item separately?		
10.	Did the teacher correct errors directly?		
11.	Did the teacher make the students follow the prescriptive rules?		
12.	Did the teacher make the students practice?		
13.	Did the teacher focus on meaning?		
14.	Did the teacher provide direct negative feedback on the students' work?		
15.	Did the teacher make the students produce sentences with the help of definite rules?		
16.	Did the teacher use the techniques like role play, simulation and problem solving?		
17.	Did the teacher provide the students with opportunities for collaborating with each other?		
18.	Did the teacher focus on written forms?		
19.	Did the teacher focus on speech?		
20.	Did the teacher summarize the text?		

**THANK YOU**