

**EFFECTIVENESS OF DISCOVERY TECHNIQUE IN  
TEACHING GRAMMAR**

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

**Submitted by  
Pramila Adhikari**

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

**2014**

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## **DECLARATION**

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

Date : 18/03/2014

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Pramila Adhikari

## **RECOMMENDATION FOR ACCEPTANCE**

This is to certify that **Ms. Pramila Adhikari** has prepared this thesis entitled "**Effectiveness of Discovery Technique in Teaching Grammar**" under my guidance and supervision.

I recommend the thesis for acceptance.

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## **RECOMMENDATION FOR EVALUATION**

This dissertation has been recommended for evaluation by the following  
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# **DEDICATION**

Dedicated to

Through the corridor of my heart to my parents, my brothers, my husband  
and those who inspired me to pursue the infallible ways for getting success.

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Date: 24/03/2014

**Pramila Adhikari**

## **ABSTRACT**

This study **“Effectiveness of discovery technique in teaching grammar”** attempted to find out the effectiveness of discovery technique in teaching grammar. All the fifty two students of grade eight of Shree Janta Higher Secondary School, Kapilbastu are the sample of this study. I myself was involved in experimental teaching for the purpose of carrying out the research. Pre-test and post-test were the major tools for data collection. A pre-test was administered before actual classroom teaching and post-test was administered immediately after classroom teaching. The students were ranked first to fifty two positions on the basis of result of the pre-test. They were divided into two groups on the basis of odd and even ranking of individual score. Similarly, one group (group A) was taught through explanation technique and another group (group B) was taught through discovery technique. Twenty five lessons of tag question, tense, pronoun were taught to each group. Then a post- test was administered. Furthermore, the result of these two tests (pre-test and post-test) was compared to determine the effectiveness of discovery technique in teaching grammar. The result of this study shows that discovery technique is better, effective and motivating technique in teaching grammar than the explanation technique.

This thesis comprises five chapters. Chapter one deals with introduction which consists of general background, statement of the problems, rationale of the study, objectives of the study, research questions, significance of the study, delimitation of the study and operational definitions of the key terms. Chapter two deals with the review of related literatures and conceptual framework. It consists of review of related empirical literature, implication of the review for study, review of related theoretical literature and conceptual framework. Chapter three deals with methods and procedures of the study. It consists of design of the study, population and sample, sampling procedure, data collection procedure, data analysis and interpretation procedure.

Chapter four incorporates to the results and discussion of collected data. The last chapter consists of summary, conclusions and implications of the study. The implication is further presented into three levels as policy, practice and further research.

## **LIST OF ABBREVIATIONS**

Avr.score	:	Average score
D	:	Difference between the (avr.) marks of pre-test and post-test
D%	:	Difference in percentage
Dr.	:	Doctor
et al	:	et alia (other people or things)
i.e.	:	That is to say
M.Ed	:	Master of Education
Mr.	:	Mister
Mrs.	..	Mistress
No.	:	Number
Prof.	:	Professor

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# CHAPTER - ONE

## INTRODUCTION

The present research entitled "**Effectiveness of Discovery Technique in Teaching Grammar**" focused on students need and interest of learning grammar. It contains general background of the study, statement of the problem, rationale of the study, objectives of the study, research questions, significance of the study, delimitations of the study along with operational definitions of the key terms under separate headings.

### 1.1 Background

Language is a means of communication through which human ideas, feelings, thought and emotions are expressed. Every speech community has their own language. Language gives us our own identity too. Human beings are gifted with the power of speech because of which human civilization has developed. It is the unique possession of mankind. Human being is distinguished from all other living creatures because of its possession of language.

There are varieties of language in the world. Among them English is the most widely used language in the world because it has gained the status of international language. English is well known as a global or international lingua-franca. The contribution of English to globalization is often appreciated. The world is taken as a global village and the English language is taken as a global language. English is often called link language because it is used to communicate with the people who are of different linguistic backgrounds. It is not only among its native speaker but also between native and non-native speaker. As a matter of fact sound knowledge of English is basic need of these days. Now English is regarded as one of the most prestigious language in the world. So everybody wants to learn the English language.

In Nepal also the English language is occupying a significant role in every field including academic fields. Nepalese are interested in learning English in these days. It is universally accepted that English is the most dominant language in the world. In the context of Nepal the importance of teaching and learning the English language has been realized from the beginning and it has been taught as a foreign language. English has been considered as the mirror through which we can see and enjoy the every corner of the world. We can never pluck the fruit of rapid advancement and innovation in the field of science and technology, industrial development and international relationship unless we have the knowledge of English. So by considering the world wide and the great importance of the English language, Nepal has given a significant status to the English language and English is taught in Nepal from primary to university level. English has been prescribed in the curriculum of primary to university level. The students have to learn it whether they like it or not. It is important for the country since most of the sophisticated technical research works are published in English. Advertisement, name of the commercial goods and medicine are also written in English. Most of the books of different subjects at higher level are available in the English language. So English is important in Nepal because it offers a better chance for advancement in proficiency growth.

In terms of specific purpose English has its own role in different fields, e.g. business, executive need, English for international trade, students who are going abroad need English, and so they can communicate effectively. Nepal is a developing country, English is very essential for a developing country like Nepal. Because most of the people of Nepal want to study and settle in the foreign country like USA, Canada, UK, and Australia and to survive in these countries, knowing English is the first criteria. English is important in order to maintain a good connection between people. A large number of tourists are attracted to Nepal due to attractive and beautiful scenery. Nepalese people have to learn English to guide the tourists who come to Nepal for different purpose. Therefore, it is very essential to teach and learn the English language in Nepal.

## **1.2 Statement of the problem**

Technique is not used to refer to the theories and assumptions about the nature of language and language learning, more than this technique is used to refer to the activities which are used in the classroom in order to achieve the immediate goals of teaching and learning as guided by given method and approach.

Various researches have shown that discovery technique has a great role to improve the teaching learning activities. Students actually discover the information for themselves instead of passively listening to the rules of grammar from teachers. Many institutions of the world are applying the discovery technique to develop learner-autonomy and promote skills of self reliance and investigation over teacher-dependence. However, some institutions have also used both lecture method, explanation method and pair work technique, role play and discovery technique.

In the context of Nepal especially lecture method is given emphasis in comparison to discovery technique. Because of the explicit use of lecture or explanation method the actual behaviour of the learners have not been seen. If discovery technique is applied in the classroom, obviously it will be better to improve teaching learning activities effectively and provide the learners enough for being involved in interaction. Various studies show that discovery technique is good to teach grammar though it is not used by most of the teachers.

Whereas, discovery technique being one of the major requirement for grammar teaching, focuses on student's need and interest. Therefore, this study aims to find out the effectiveness of discovery technique in teaching grammar.

### **1.3 Rationale of the Study**

In the field of language teaching various approaches, methods and techniques have emerged and are emerging day by day so is the case with grammar teaching. It means to say there are various method approaches and techniques which are used in teaching grammar viz. communicating approach, inductive method, deductive method, teacher- centered techniques and learners centered techniques and so on. However in the context of Nepal teacher centered techniques are mostly used to teach grammar due to the change of time the activity which was treated as true yesterday might have become false today. It means to say that the techniques that we claimed appropriate to teach grammar in past may not be in present. In the recent time discovery technique seems one of the best techniques in grammar teaching. Moreover, this technique makes the students active and motivates them for learning grammar by discovering the rules of grammar. Therefore, in this present research I am keenly interested to find out the effectiveness of discovery technique in teaching grammar, meanwhile, it provides insight for grammar teacher to discover the rules of the grammar as a result they can use this technique in the classroom and help the students to discover the rules of grammar as well as make them active to learn the subject matter.

### **1.4 Objectives of the study**

The objectives of the study were as follows

- i. To find out the effectiveness of the discovery technique in teaching grammar.
- ii. To suggest some pedagogical implications.

## **1.5 Research Questions**

The following were the research questions of this study.

- i. How effective is discovery technique in teaching grammar?
- ii. Is discovery technique more effective than explanation technique in teaching grammar?
- iii. Do students perform well while teaching through discovery technique?
- iv. How will this study will be applicable in different levels of language?

## **1.6 Significance of the Study**

This study will be helpful to the people who are directly and indirectly related to the profession of teaching and learning. Teachers, students, researcher, educationists and curriculum designers will be benefitted from this study. This study is expected to be significant for the teachers who are teaching grammar. I hope this study will provide valuable insights for those who want to do further study in this field in future.

## **1.7 Delimitations of the Study**

The study had the following limitations:

- I. The area of the study was based only on government aided school (i.e.) Shree Janta Higher Secondary School, Kapilbastu, Lumbini.
- II. Only the students of grade eight were selected as sample population of the study.
- III. Among other techniques the study was limited to discovery technique only.
- IV. The primary data for the study were collected from written test of 30 marks and only depended on the test items (pre-test and post-test).

## **1.8 Operational Definitions of the Key Terms**

**Technique:** an activity which is used in the classroom in order to achieve the immediate goals of teaching and learning as guided by given methods and approaches.

**Discovery technique:** student centered technique, focuses on students needs and interest and ask students to discover the solution of the problems themselves. one of the useful technique to teach grammar.

**Controlled group:** the group in which the usual technique is used

**Experimental group:** the group in which the new technique is use while teaching.

**Pre-test:** the test which is taken before the real teaching

**Post-test:** the test which is taken at the end of the tea

## **CHAPTER-TWO**

### **REVIEW OF THE RELATED LITERATURE AND CONCEPTUAL FRAMEWORK**

This section incorporated review of different researches so far carried out. Similarly, different theoretical aspects were discussed under theoretical framework and finally conceptual framework was developed which showed how the present study was carried out.

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

##### **2.1.1 Teaching Grammar**

Grammar is defined as the connection of word groups in an acceptable structure. It is one of the aspects of language that should be taught and learnt. It is the description, analysis and formalization of language pattern. Knowing a language means the learner acquiring grammatical competence, communicative and language proficiency. Grammar is also known as the structure of a language. It is the science of language. Every language has its own grammar. It deals with function of words in a sentence. It is concerned with the general rules of syntax.

Grammar is defined variously. Cowan (2008, p.3) defines Grammar as "the set of rules that describes how words and groups of words can be arranged to form sentences in a particular language". He further says the grammar of English consists of all the rules that govern the formation of English sentences, and this is precisely what learners of English want to know. According to Thornbury (1999, p.15). "Grammar is a kind of sentence-making machine." It follows that the teaching of grammar offers the learners the means for potentially limitless linguistic creativity.

Grammar teaching sometimes happens as a result of other work the students are doing-for example, when they study language in a text they have been reading and listening to, or when a grammar problem presents itself unexpectedly in the middle of a lesson and we feel we have to deal with it on the spot. Grammar teaching may grow directly from tasks students are performing or have just performed as part of a focus-on-form approach. (Harmer 2008, p.210)

Grammar is a rule of language which governs the configuration that syntax and morphology of language assume. There are two objectives of teaching grammar; learning and acquisition. Learning of grammar refers to learning of grammatical facts which results into learning about language and being able to explain the grammatical rules. Acquisition of grammar refers to acquiring the ability to practice the language or to make use of language grammatically correct without any conscious attention of any of the grammatical facts.

### **2.1.2. Techniques of Language Teaching**

A technique refers to the classroom procedure that we implement to carry out certain teaching task effectively. It is an activity that takes place during teaching learning activities. Moreover, it achieves the immediate goals of teaching and learning as guided by method and approach. The techniques are the specific procedures used in the second language classroom that are chosen and designed according to the assumptions or approaches they are based on.

According to Anthony (1963 as cited in Richards and Rogers 2001, p.19)

"Technique is the level at which classroom procedures are described."

Generally, technique is an activity which is adopted by a teacher to achieve the objectives of particular lesson. A method can be applied in the classroom by using various techniques. There are two types of techniques in general teacher-centered and learner-centered.

### **a. Teacher-centered Technique**

Teacher plays an active role in teacher-centered technique. The teachers are remarkably active to deliver the contents through explanation and illustration. The teacher is found to be authoritative in the classroom and the teacher plays the dominant role. Teacher-centered techniques are more products oriented rather than process. In the context of Nepal teacher-centered technique is mostly used. Some teachers believe that if the students' number is high teacher-centered technique is more effective. Teacher-centered techniques includes: lecture, explanation, illustration, demonstration etc.

Teacher-centered techniques are more effective for factual information and its explicit elaboration. They provide the learners with better opportunities to get explicit ideas on the second language features. The students are trained better in listening and taking notes. Teacher-centered techniques may help the learners to memorize the facts and principles and they are economical, and a large class can be effectively managed through this technique.

### **b. Learner-centered Technique**

In traditional education methodologies, teacher direct the learning process and students assume a receptive role in their education, with the advent of progressive education in the 19th century, and the influence of psychologists, some educators have largely replaced traditional curriculum approaches with "hands-on" activities and "group work" in which a child determines on their own what they want to do in class. Theorists like John Dewey, Jean Piaget and Lev Vygotsky, whose collective work focused on how students learn, is primarily responsible for the move to student-centered learning. Learner-centered technique means inverting the traditional teacher-centered understanding of the learning process.

Learner-centered technique allows students to actively participate in discovery learning processes from autonomous viewpoint. Students spend the entire class

time constructing a new understanding of the material being learned in a proactive way. Unique, yet distinctive learning styles are encouraged in a learner-centered classroom, and provide students with varied tools, such as task and learning conscious methodologies, creating a better environment for students to learn. Both the techniques are equally employed in language teaching although learner-centered techniques are proved to be better. The learner-centered technique as its proponents tends to view language learning as a process of acquiring the skills rather than body of knowledge. They are more process oriented rather than product. They focus on the psychology of learners.

The learner-centered techniques include: Pair work, group work, role play, task performance, project work, drama etc. These techniques encourage the learners to be engaged in certain types of work and they learn by being involved rather than by being told.

### **2.1.3 Types of Learner-centered Techniques**

Learner-centered technique, also called student-centered technique or child centered technique is one of the most effective techniques in teaching learning activities. It mainly focuses on each student's needs, abilities, interests and learning styles, placing the teacher as a facilitator of learning. The learner-centered techniques involve the students in the activities that are suitable to their characteristics, such as age, gender, motivation, aptitude, personality etc. The learners are facilitated with negative evidence, positive evidence, scaffolding, feedback and recasts in learner-centered techniques.

The various types of learner-centered techniques are as follows.

#### **A. Pair work:**

Pair work is an important learner-centered technique commonly used in the second or foreign language classroom. The communicative language teaching and task based language teaching over emphasize the role of pair work in the

acquisition of L2. In pair work, students can practice language together. While performing in the tasks or activities, the roles of the participants should be changed. So that, both of the participant in the pair may get equal opportunities to participate in the learning process. During pair work the teacher has two roles; one is to act as a monitor, listening to a few of the pairs. The second role is that of a resource person, providing help, information and feedback upon request. Cross (2003, p.49) says that "organization of pair work is a management tasks, but one which presents no real difficulties."

Cross (2003, p.50) gives following steps to conduct a pair work;

1. Preparation
2. Teacher-student model
3. Public pairs
4. Timing
5. Private pairs
6. Public check

## **B. Group work:**

Group work is also one of the most important learner-centered techniques which allow the learners to interact, exchange and repair each other's communication skills. Group work also allows the students to do 'negotiation of meaning' through comprehensive checks, confirmation checks, clarification request, recasts and corrective feedback. During group work activities the teacher stays mainly at the front of the class. Sometimes teacher becomes active if the task becomes wrong, the teacher stops it and reverts to some form of practice before starting group work again and everyone gets chance to be the leader.

According to Celce-Murcia and Hilles (1988, p.74) "If group work is not well planned, students become confused and demand a great deal of attention simply because they are trying to understand the task." This type of techniques is most

effective because students work and interact with each other to complete the task by exchanging the information, they possess. The learners have equal access on the same information. They share different view and perspectives on the given information, and complete the required task. The goals and importance of given work in the L2 classrooms can be related to the acquisition features such as fluency, communicative strategies, contents, new language items, enriched input and so on.

### **C. Role play:**

Role play is also one of the most important classroom activity where students play different role according to the situation they are given. Role plays simulate the real world in the same kinds of way, but the students are given particular roles. They are told who they are and often what they think about a certain subject. They have to speak and act from their new characters' points of view. Role play sets up a dramatic situation and then gives the participants' role cards which tell them how they feel and what they want to achieve.

According to Harmer (2008, p.352) "Role-play can be used to encourage general oral fluency or to train students for specific situations, especially where they studying English for specific purpose." Role plays are very important in classroom language teaching because they give students an opportunity to practice communicating in different social context and in different social values. Role plays can be set up so that they are very structured (for example, the teacher tells the students who they are and, what the situation is and what they are talking about, but the students determine what they will say). Role play is a drama like classroom activity in which students take the role of different participants in a situation and act out what might typically happen in that situation.

Most students need to play different roles in the foreign language situation. In role play each student must be free to play his/her role as s/he sees it. There is

no place in a role play for teacher direction interference or even guidance. The teacher simply selects the material and directs the language practice, for the pre-role play activity but once the role play starts the teacher direction must stop.

#### **D. Project work:**

Project work is one of the most important student centered teaching technique which is a longer piece of work involving investigation and reporting on the part of the students. It is taken as any activity which involves an individual or group over a period of time for the completion of task. Much of this work takes place outside the classroom. Students either individually or in a group move out of the classroom or investigate on some topic in which all the language skills are involved.

According to Richards et al. (1985, p.295) "project work is an activity which centers around the completion of a task and usually requires an extended amount of independent work either by an individual student or by a group of students."

Project work is one of the valuable means of extending communicative skills acquired inside the classroom. It provides the opportunity to utilize the knowledge in the practical field. Students participate in discussion, collaboration, negotiation and cooperation to reach the conclusion. It is one of the best techniques to enhance learners' autonomy making them responsible and confident.

#### **E. Drama:**

Drama is a creative activity. It provides a medium through which students can express their ideas, feelings, emotions and reactions. Drama is performed in groups/pairs by the students in the classroom for teaching and speaking skills, pronunciation and prosodic features like rhythm, stress and intonation. It

requires a long rehearsal and repetition before the performance takes place. It requires a mental and physical preparation together with a lot of imagination and creativity. A drama needs dialogue and dialogue must be accurate and natural. As students learn by doing, it really makes students competent in the L2 learning where the knowledge is long lasting.

Dramatization is equally effective from the lower level to higher level. It creates interest and exercises initiative and originality of the learners. It teaches voice culture, proper intonation and pronunciation, provides opportunity for learning. It encourages the genuine communication and involves the real emotions, use of body language, facial expressions and gesture. It is important for teaching the language structures, functions, vocabularies and conversation skills.

#### **F. Discovery technique:**

Discovery technique is a kind of problem solving approach convenient to apply in teaching grammar. Students discover the information for themselves instead of passively listening to the rules of grammar from the teacher. They are engaged in observing, predicting and communicating with each others. In this technique, teachers give students a listening or reading text and then ask them to discover how the language works. It makes students active. First of all, students are exposed to the new language structure but they do not concentrate on it at this stage. In discovery technique students are engaged in planning, conducting and evaluating their own learning where the teacher plays just the supportive roles.

According to Harmer (2008, p.216) "In discovery technique students are encouraged to work out for themselves how language forms are constructed and used. They then go on to do exercises using the language they have uncovered." In discovery technique students are given examples of language and ask them discover the grammar rules. It aims to give students a chance to

take charge earlier. In this technique, teachers give students a listening or reading text and then ask them to discover how the language works. It makes students active.

Discovery technique is of great importance to teach vocabulary materials which allows students to activate their previous knowledge. According to Richard et al. (1985, p.297) discovery technique is based on the following principles:

- Learners develop processes associated with discovery and inquiry by observing, inferring, formulating hypothesis, predicting and communicating.
- Teachers use a teaching style which supports the processes of discovery and inquiry
- Textbooks are not the sole sources of learning.
- Conclusions are considered tentative and not final.
- Learners are involved in planning, conducting and evaluating their own learning with a teacher playing a supportive role.

### **G. Strip story:**

Strip story is one of the most important student-centered techniques of teaching a story in the communicative language teaching (CLT) classroom. It is a kind of teaching and learning procedure used to help students gain communicative abilities in it. First of all, the teacher makes the proper selection of the story/picture/anecdote considering the number of students. Each stripe is distributed to the students in the class and they memorize the particular sentence provided to them. After this, the teacher collects back the stripes from the students. Students then move throughout the classroom in order to ask and obtain the information to develop a whole story. Teacher remains silent and facilitates where necessary.

Strip story is a highly motivating and advantageous technique for teaching and learning a language. It encourages the active interaction and participation on

the part of the students. Everybody is compelled to speak and participate in the interaction so that language learning of all the students in the classroom can be ensured.

#### **2.1.4. Characteristics of Grammar**

The body of rules, which underlies language, is called its grammar. The grammar includes rules, which govern the structure of words to form clauses and sentences that are acceptable to educated native speaker. Grammar is core to language and the language learning process. It is claimed that there are universal characteristics common to all grammars in addition to the characteristics of grammar specific to individual languages. O'Grady and Dobrovolsky (1997 pp.1-10) have identified the following characteristics of grammar;

##### ) Generality:

No two languages have exactly the same grammar; there are no languages without a grammar. This is to say that different languages may constitute grammar which displays different rules and pattern but they obviously govern a particular language. The particular variety of English found within each of these communities has its own characteristic pronunciation, vocabulary and sentence pattern. There is just another way of saying that each variety of English has its own grammar.

##### ) Equality:

All languages are absolutely equal in worth so long as they fulfill the basic function, and they deserve the same level of respect. Linguistically, no language is inherently superior or inferior to others. The fact that one language may lack a rule of contrast

found in another does not indicate that it has simpler or more primitive grammar.

#### ) Changeability

Change is a natural phenomenon, and no language and its grammar can escape this reality. Old features disappear and new ones appear. Change in grammar is the deviation from the established norms. Grammar change is a natural process of a living language.

#### ) Universality:

The term 'Universality' refers to a property claimed to be common for all languages. There are many differences among languages in their surface level, however, they are alike in their basic or deep level. We have semantic universals, phonological universals and syntactic universal.

#### ) Tacitness :

Tacitness refers to the native speakers' knowledge of their language. The first language is acquired without any conscious efforts. Children acquire their first languages without the benefit of formal instruction. Their knowledge resides in the unconscious zone of mind. Native speakers use their language fluently but may fail to talk about the mechanism underlying their language. This is because their grammatical knowledge is implicit.

### **2.1.5 Approaches to Teaching Grammar**

An approach of language teaching includes the theory and principles of language teaching and learning. Approaches are defined as the sets of correlative assumptions that deal with the nature of language teaching and learning. Approaches are framed according to the principles of learning and the

methods, techniques and activities are designed according to the assumptions of the approaches.

There are generally two main approaches to teaching grammar. They are as follows.

### **i. Deductive Approach**

The deductive approach to teaching is one of the most useful and mostly used approaches in teaching grammar. According to Thornbury (1999, p. 29). "A deductive approach starts with the presentation of a rule and is followed by examples in which the rule is applied". The deductive approach to language teaching is traditionally associated with grammar translation. In deductive method of teaching grammar, learners are first taught rules and given specific information about language. Then they apply the rules when they use language. Learners are solely guided by the presented rules; this approach is also called a rule-driven approach. The main goal of this approach is to help learners possess explicit knowledge of the target language. The deductive approach is old, it does not mean that it is out dated. According to Thornbury (1999, p. 29) following steps or procedures come under deductive approach.

- a. Presentation of rules
- b. Description and explanation of rules
- c. Providing some examples
- d. Explaining underlying rules mostly by using mother tongue
- e. Asking students to practice the rule orally or in writing
- f. Contrasting the areas of difference between mother tongue and target language

Deductive approach is the traditional approach, yet widely used in our context. Many language teachers have been taught in the same method and they still prefer this method to teach their students as well. The language teachers find it convenient as it puts fewer burdens on the part of the teachers and it is less time

consuming. It is easily applicable in large class and is simple and easy to plan. Most of the class time is occupied by the teachers so that the students are passive listeners.

## **ii Inductive Approach**

The inductive approach is sometimes called indirect method. This method of teaching grammar came in existence to fulfill the demands of new and scientific method of teaching. This method views language teaching as the process of the generalization through observation and experience. The teacher presents examples and illustration in a systematic order, so that they may lead to generalization. The students observe and analyze the examples and illustrations then they are asked to produce similar type of sentences. In this way the students generalize the rules of the grammar.

According to Thornbury (1999, p.29). "An inductive approach starts with some examples from which a rule is inferred."The learners study examples and from these examples derive an understanding of the rule. In other words, it is a rule- discovery path in which learners are provoked into exploring rules from the language they are exposed to. The inductive approach is often identified with the experiential methods/approaches such as the direct method, situational language teaching and discovery learning. Cowan (2008, p.32) states that "inductive instruction involves having students formulate rules from natural language and it is perhaps more useful in teaching intermediate and advanced students."

Thus, while teaching grammar in inductive approach, learners are not taught grammatical or other types of rules directly but are left to discover or induce rules from their experience of using language. Teachers following the inductive method induce the learners to realize grammar rules without any form of prior explanation. These teachers believe that the rules will become evident if learners are given enough appropriate examples.

According to Thornbury (1999, p. 49) following are the stages of inductive approach:

- a. Presentation/observation of examples
- b. Hypothesis formation or rule induction
- c. Practice/Application of rule
- d. Analysis of examples
- e. Rule formulation
- f. production

In inductive approach, students themselves are actively involved in deriving the rule using conscious, cognitive process, the learning is long lasting. There is a room for students' creativity and a lot of interaction. It develops self reliance and creates interests among the students. It is more communicative and humanistic in nature where students' thinking power and creativity are fostered.

## **2.2 Review of Related Empirical Literature**

Literature review is the central and most important task for a researcher in an educational research. It is a written summary and critique of research relating to a particular issue or question. It expands the body of knowledge and acquaints the researcher with the available literature in the area of the study. It further provides the information about the methods and procedures that other researchers have used in such similar studies. While reviewing literature, the researcher studies books and previous dissertations on the same area and makes summary of them to impart the theoretical knowledge on the respective field. We know that every new work needs the knowledge of previous background which can help to reach our goal and find out new ideas and views. The review of related literature to present study is as follows:

Ghimire (2000) conducted a research entitled "Teaching Tag question in English Inductively and Deductively". The aim of his study was to determine the inductive and deductive methods for teaching question tag in English. Pre

test and post test were the major tools for data collection. After interpretation and analysis of data, the results of two tests were compared and it was found that inductive method was more effective and meaningful than the deductive one in teaching question tag.

Pokhrel (2000) carried out a research entitled "Teaching Communicative Function Inductively and Deductively". The aim of his 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. Results of two tests were compared and it was found that inductive method is more effective than deductive method for teaching communicative functions of English.

Sharma (2002) carried out a practical study entitled "Effectiveness of the Role Play Technique in Teaching Communicative Function". The objective of the study was to find out effectiveness of role play technique in teaching communicative function. He used both primary and secondary sources for data collection. He selected 84 students of grade X from a school of Kapilbastu district. Questionnaire was used as a tool for data collection. The study showed that students assigned to play roles inside the classroom could be better in communicative functions than those who were not assigned to.

Likewise, Pandey (2004) carried out a research entitled "Effectiveness of Language Games in Teaching Grammar". The objective of the study was to determine effectiveness of language games in teaching grammar. A set of test was designed as the major tool for data collection and result of two tests were compared and it was found that teaching grammar using games was relatively more effective than teaching grammar without them.

Panta (2004) carried out a research entitled "Effectiveness of Discovery Technique in Teaching Subject-Verb agreement". The objective of his study was to determine the effectiveness of discovery technique in teaching subject-verb agreement in English. He used both the primary and secondary sources for

data collection. Thirty students of grade IX from a government school of Rupendehi district were selected as a sample. The study showed that the students taught through discovery technique have done relatively better in comparison to those taught through explanation technique.

Likewise, Lamsal (2010) conducted a research on "Techniques used by the Teachers in Teaching Listening Skills". The objective of the study was to find out the techniques of teaching listening adopted by secondary level teachers. Observation and questionnaire were the major tools for data collection. Ten English teachers teaching in the secondary level schools in Kathmandu district were the sample population. The finding showed that most of the teachers tried to involve the students in listening practice.

Similarly, Kafle (2011) conducted an experimental research on "Effectiveness of Discovery Technique in teaching Causative and Modal Verb". The objective of the study was to find out the effectiveness of discovery technique in teaching causative and modal verbs. Questionnaire was the major tools for data collection. Forty students studying at Panchakanya Higher secondary school of Syangja district were selected as the sample. In conclusion; he found that discovery technique was more effective than explanation technique.

In the same way, Achhame (2012) conducted a research on "Use of Learner centered Techniques by Secondary level English Teachers". The objective of the study was to identify and find out learner centered techniques used for teaching language skills and aspects by secondary level English teacher. Observation, check-list and structured interview were the major tools for data collection. In conclusion, he found that teachers who used learner-centered technique in their everyday classroom were more effective than the teachers who used teacher-centered approach.

Beside these, there are so many other researches carried out on different methods, approaches and techniques, none of the studies deal with the

effectiveness of discovery techniques in teaching grammar. This study is different from all other studies that it aims to find out the effectiveness of discovery technique focusing on students' needs, abilities, interests and learning styles, placing the teacher as a facilitator of learning and analyze either discovery or explanation techniques is useful in the classroom. I would like to claim that none of the studies compare discovery technique or explanation technique is better to teach grammar.

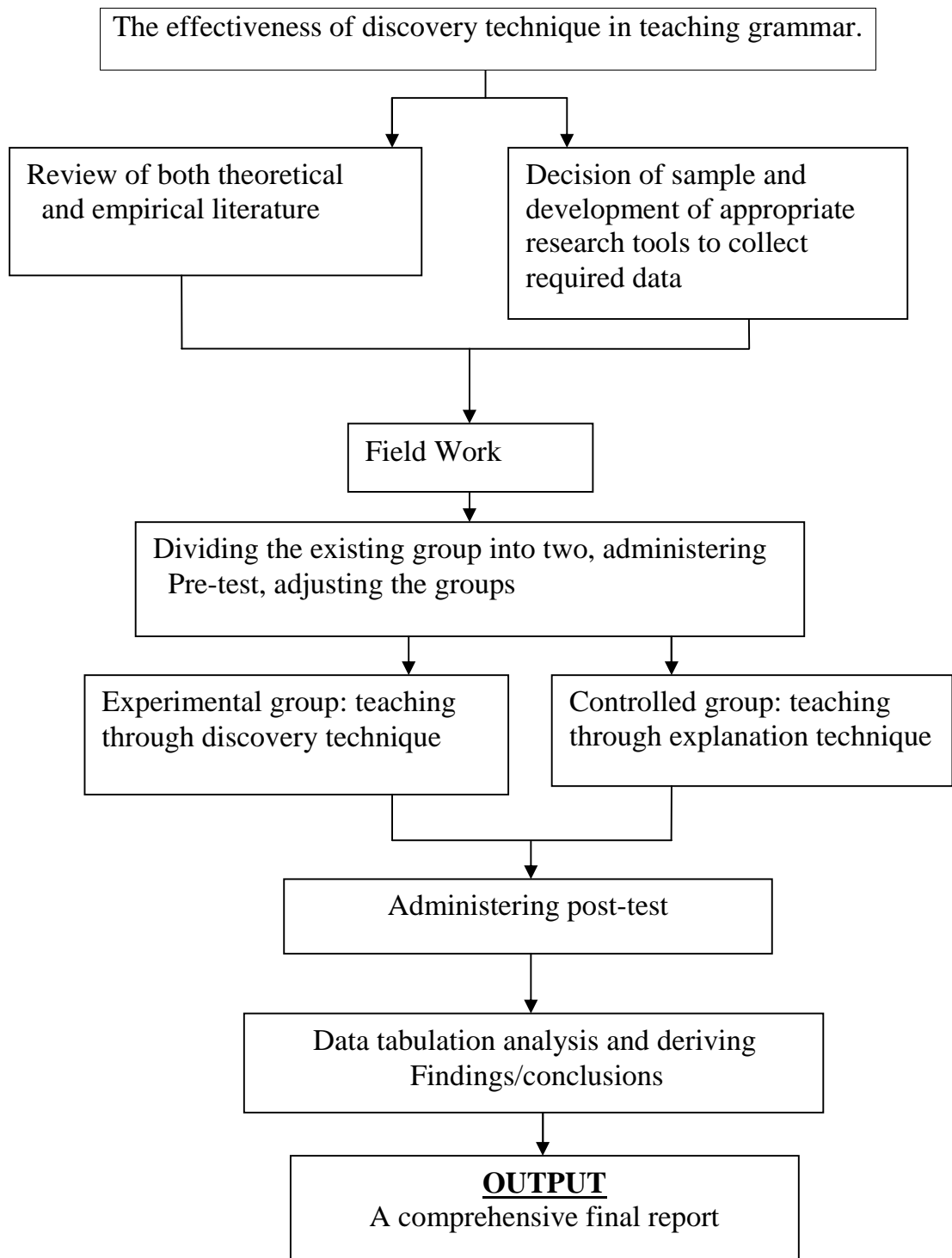
### **2.3 Implication of the Review for the Study**

In the aforementioned topic I had reviewed nine different literatures which had conducted regarding the effectiveness of grammar teaching under Department of English Education. Those research works were to some extent related to my study. The reviewed research works were similar with the present research in the sense that their works tried to look for the effectiveness of different techniques and methods in teaching grammar. However, this works was different from the aforementioned reviewed research works in the sense that it tried to find out the effectiveness of discovery techniques in teaching grammar.

After reviewing the previous studies, I got lots of ideas regarding different techniques and methods and effectiveness of techniques and methods in teaching grammar. In order to conduct the research they used experimental research designed which helped me to follow this design i.e. experimental research design in my study. Moreover, I got more ideas regarding the process of conducting experimental research design. I used pre test and post test to elicit the data from the population of the study. Thirty questions were used to elicit the required information. These were some of the implications of the review of the literature to my study

### 2.3.1 Conceptual Framework

The study on the effectiveness of discovery techniques in teaching grammar was based on following conceptual framework



## **CHAPTER-THREE**

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

The following methodology and procedures were adopted to carry out this research:

#### **3.1 Design of the study**

A research design is a plan, structure and strategy of investigation so conceived as to obtain answers to research questions. The plan is the complete scheme or program of the research. This step answers the questions of how to investigate.

The study design of this research is experimental in nature. The experimental research method is an approach to educational research in which certain hypothesis is verified or tested by setting up experimental situation. This sort of research is carried out in order to see the cause-effect relationship between variables. Deliberate control and manipulation of variable is a part of an experimental method. Experimental research is a systematic and logical method of testing certain hypothesis or verifying existing body of knowledge. Experiment is a scientific method of discovering truth in a laboratory setting. However, the experiment carried out in the science and the social sciences are not similar. Experimental research in social sciences needs an artificial situation to test or verify its presumptions which is created by introducing an independent (change) variable.

Kumar (2006, p.100) says, "In an experimental study the independent variable can be observed, introduced, controlled or manipulated by the researcher or someone else; whereas in non experimental study this cannot happen as the assumed cause has already occurred." On the basis of the definitions mentioned above we can clearly say that an experimental research is a research in which research introduces an intervention. The term experiment as a cover term comprises its three main variants: pre experimental, quasi-experimental and

true experimental study design. The experimental research as a whole comprises of the pre-test and post tests, experimental and control group as well as random assignment of subject. Researcher in an experimental research, concerns with establishing the external validity. Experimental research is a systematic and logical method for answering the research questions. It tests/verifies the hypothesis and discovers the truth being based on the collected data.

There are many designs of experimental research. Various scholars have given various experimental designs. Best and Kahn (2006, p.177) have divided the experimental design into three categories. They are as follows:

**a. Pre-Experimental Design**

It is the least effective design. It may have pre and post treatment test but lacks a control group.

**b. True-Experimental Design**

It provides randomization to provide for control of equivalence of groups and exposure to treatment. It is the strongest type of design.

**c. Quasi-Experimental Design**

It provides a less satisfactory degree of control, used only when randomization is not feasible.

Among these designs my study was based on true experimental design. We normally understand experimental research as a true experimental design. Best and Kahn (2006, p.179) say, "In a true experiment the equivalences of the experimental and control groups is provide by random assignment of subject to experimental and control treatment." There are three other designs of true experimental design. They are as follows:

### **a. The posttest only, Equivalent Groups Design**

This is design where two groups i.e. experimental and control are equated by random assignment. In this design the researcher first divides the sampling population into two groups by random assignment. Both the group should be of equal level. Out of two groups one group receives special treatment whereas another does not. After treatment, a post-test is administered to both the groups and effectiveness of the special treatment is measured.

R	X	O <sub>1</sub>
R	C	O <sub>2</sub>

### **b. The Pretest-posttest Equivalent Groups Design**

In this design the researcher divides the population into two groups and administers the pretest to both before the treatment. After pretest one group is taught with special treatment while another is not. After treatment posttest is administered and the difference between the groups is obtained. This design is different from the first one only in terms of the pretest administered to the subject.

R	O <sub>1</sub>	X	O <sub>2</sub>	O <sub>1</sub> O <sub>3</sub> = Pretest
R	O <sub>3</sub>	C	O <sub>4</sub>	O <sub>2</sub> O <sub>4</sub> = Posttests

### **c. The Solomon four group Design**

The subjects are randomly assigned into four groups in this design. Out of four two groups receive special treatment but two do not. Pre-test is administered to one control and one experimental group whereas posttest is administered to all the groups. This design is the combination of the posttest only equivalent groups design and the pretest-posttest equivalent groups design.

R	O <sub>1</sub>	X	O <sub>2</sub>
R	O <sub>3</sub>	C	O <sub>4</sub>
		X	O <sub>5</sub>
		C	O <sub>6</sub>

Among these design of true experimental, my study was based on the pretest-posttest equivalent groups design because while doing this study pre-test was taken at the beginning of the experiment then according to the obtained marks students were divided into two groups. They were taught through discovery technique and explanation technique and finally post-test was administered.

### **3.2 Population and the Sample**

All fifty two students of grade eight of the Shree Janta higher secondary school, Kapilbastu were the sample of my study.

### **3.3 Sampling Procedures**

I selected all fifty two students of grade eight studying at Shree Janta Higher secondary school. They were selected as the sample by using non-random judgmental sampling procedure. The students were divided into experimental and controlled groups. All fifty two students were divided equally in both the groups. Therefore, twenty six students were in each group.

### **3.4 Data Collection Tools**

I used only a set of tests items as tools to elicit the required information for my study. The test consisted of both pre-test and post-test. The test items which were objective in nature comprised 30 full marks. The grammatical items included tag questions, tense, pronouns (See the test items in appendix-1). The lesson plan is in appendix-2. I found out students' grammatical achievement by administering a set of written test of 30 marks.

### **3.5 Data/information Collection Procedures**

To conduct the experimental research, I used the following procedures to collect the required data.

- a. At first I prepared a set of test items to measure the proficiency of the students and went to the selected school. I asked the authority for permission to carry out the research. After getting the permission of the school authority, I built rapport with the subject teacher and students and explained them the purpose and process of my research.
- b. After explaining the purpose of my study, I requested the students to take part in pre-test in the classroom for 40 minutes. The process was the same as is practiced in achievement tests.
- c. After that, the students' written responses were marked and were ranked and their positions were determined. Then, I divided the students into two groups on the basis of odd and even numbers. The students with odd numbers were put in group 'A' and even ones in group 'B'.
- d. I started teaching separately in control group (=Group A) and experimental group (Group B).
- e. I taught the students in control group through explanation technique and experimental group through discovery technique. I taught them for six days in a week, one period a day and each period at least forty minutes a day. It took almost one month to finish it.
- f. After completion of the classroom teaching, I used the same set of test items in the post-test to both groups. Then the results of both tests were compared to determine the effectiveness of discovery technique in teaching grammar.

### **3.6 Data Analysis and Interpretation Procedures**

The process of data analysis started with collection of marks according to pre-test and post –test of the students.

Analysis of data or interpretation of data can be seen as the process of bringing order, structure and meaning of the mass of collected data. In this research, data analysis are taken from the marks of pre-test of all the students of grade eight and comparing all those marks with post-test marks. Three items of grammar were included and all their marks were analyzed separately. Simple statistical tools were used to analyze the data obtained from the pre-test and post-test of the students.

All the items given to the students were analyzed by categoring on the table and through description of all those items. Three items were categorized on the table as tag question, tense, and pronoun. The marks were analyzed and put in a tabular form and were converted into percentage according to the items. The marks were analyzed separately under three different heading.

- a. Holistic comparison
- b. Group-wise comparison
- c. Item-wise comparison

Similarly, I have used simple statistical approach and description approach to analyze the marks of the students. All the detailed information of analysis and interpretation lies on chapter four.

## CHAPTER - FOUR

### RESULTS AND DISCUSSION

This chapter consists of detailed analysis and interpretation of the data collected from the students. Similarly, results and discussion of analysis have been stated.

#### 4.1 Results

The purpose of this study was to find out that effectiveness of discovery technique in teaching grammar. This study further sought to investigate the difference between explanation technique and discovery technique. After analysis of the data from the students some of the major findings derived are given below.

1. In holistic comparison group 'B' was found to be better than group 'A'. The group 'B' had an average increase of 45.88% whereas group 'A' had only increased by 25.48%. The difference in percentage between group 'B' and group 'A' shows that discovery technique is better than explanation technique in teaching grammar.
2. In group wise comparison group 'B' increased their marks by 68.97% in tag question but in tense and pronoun there was less increase (41.62% and 32.02% respectively) whereas group 'A' performed better in tense and tag question (i.e.38.93% and 38.76 % respectively). There was a less increase in pronoun 9% only. While comparing between group 'A' and group 'B'. The group which was taught through discovery technique performs better in the post-test than the group which was taught through explanation technique.
3. Item-wise comparison showed that the students of group 'B' had improved their marks and percentages in the post-test. Group 'B' had increased their percentage by 68.97% whereas group 'A' increased by

38.76% in tag question. While in tense also group 'B' increased their percentages by 41.62 and group 'A' increased by 38.93%. Likewise in the case of pronoun group 'B' increased their percentages by 32.02 while group 'A' increased only by 9.44%. From the above data we can say that discovery technique is more useful, meaningful and effective technique to teach all the items of grammar.

4. While teaching through discovery technique students seem active in the classroom and they are curious to discover the rules by themselves but students seem lazy and feel bored while teaching through explanation technique.

## **4.2 Discussion**

This is mainly concerned with the analysis and interpretation of the collected data. The data collected from the students were analyzed and interpreted to explore the effectiveness of discovery in teaching grammar. This analysis is mainly carried out on the basis of the marks of the student. For this study I collected data through pre-test and post-test.

All the questions have been grouped into the following three thematic grounds to meet the objective of the study and the data has been analyzed and interpreted respectively.

1. Holistic comparison
2. Group wise comparison
3. Item-wise comparison

While analyzing the data the individual score of both pre-test and post-test have been given and tabulated group wise. Then, the average score of both groups on the two tests are computed. The difference between the average scores of two tests is determined.

If the difference between two groups is found greater than zero, it shows the improvement in learners' study during the teaching. The result is then converted into percentage.

The two groups have been compared on the basis of percentage the student obtained. The marks or score of each student in pre-test were subtracted from the mark of post-test to find out the difference between them. The group which has got higher percentages is thought to be better than the one which got lower percentages. The detail analysis and interpretation of the data have been presented as follows.

#### **4.2.1 Holistic comparison**

In this section, I compared the average score obtained in the pre-test and post-test of two groups.

**Table NO. 1**

#### **Holistic Comparison**

<b>Group</b>	<b>Pre test Avr score</b>	<b>Post test Avr. Score</b>	<b>D</b>	<b>D%</b>
A	14.76	18.33	3.76	25.48
B	14.23	20.76	6.53	45.88

The above table shows the average score of group 'A' was 14.76 in the pre- test and 18.33 in the post -test. The difference between two average score is 3.76 and increased percentage was 25.47. On the other hand the student of group 'B' had secured the average scores of 14.23 in pre- test and 20.76 in the post- test. The difference between two average score was 6.53 and increase percentage was 45.88.

From the above table it is clearly seen that the student of group' B' had better performance than the students of group A. Therefore we can conclude that discovery technique is better than explanation technique to teach grammar.

#### 4.2.2 Group wise comparison.

After making the holistic comparison I compared the average score of two groups. The following table shows the average score.

**Table NO. 2**

#### **Average score of group A**

<b>Item</b>	<b>Pre test Average score</b>	<b>Post test Average score</b>	<b>D</b>	<b>D%</b>
Tag	4.54	6.30	1.76	38.76
Tense	3.57	4.96	1.39	38.93
Pronoun	6.46	7.07	0.61	9.44
Total	14.76	18.33	3.76	25.47

The above table shows that group A has an average score of 4.54 in the pretest and 6.30 in the post test in the tag questions. Their marks increased by 1.76 and different percentage was 38.76. Likewise the average score of group A in the tense was 3.57 in the pretest and 4.96 in the post test. The difference between two tests was 1.39 and 38.93 percent. On the other hand in the case of pronoun the average score of group A is 6.46 in pre test and 7.07 in post test. The difference between pre-test and post-test was 0.61 and 9.44 percent. The total score of group A in the pre-test was 14.76 and 18.33 in the post-test. The difference between two tests was 3.76 and 25.47 percent.

The students of group A performed better in post-test than the pre-test in all three items but there was less improvement in all the items. Therefore we can conclude that explanation technique is less effective than discovery technique to teach grammar.

**Table No. 3**

**Average score of group B.**

<b>Item</b>	<b>Pre test Avr. score</b>	<b>Post test Avr. score</b>	<b>D</b>	<b>D%</b>
Tag	4.19	7.08	2.89	68.97
Tense	4.442	6.26	1.84	41.62
Pronoun	5.62	7.42	1.8	32.02
Total	14.23	20.76	6.53	45.88

The above table shows that group 'B' has an average score of 4.19 in the pretest and 7.08 in the post test in tag question. The different between pre test and post test was 2.89 and 68.97 percent. In the same way group 'B' has an average score of 4.42 in the pre test and 6.26 in the post test in tense. The different between two tests was 1.84 and 41.62 percent. Likewise, the average score group 'B' in the pre test was 5.62 and 7.42 in the post test in pronoun. Their mark increased by 1.8 and increased percentage was 32.02. The total score of group 'B' in pre test was 14.23 and 20.76 in the post test. The difference between two tests was 6.53 and the different percentage was 45.88.

The students of group B performed better in all three items than the students of group A so, we can say beyond any doubt that discovery technique is better than explanation technique to teach grammar.

### 4.2.3 Item wise comparison

In this section, the average score of pre-test and post-test of two groups in three different items (tag question, tense, pronoun) are shown in three different tables.

#### Item No: 1

**Table No: 4**

#### **Result of Tag Questions**

Group	Pre test Avr. score	Post test Avr. Score	D	D%
A	4.54	6.30	1.76	38.76
B	4.19	7.08	2.89	68.97

The tag question consisted of ten test items. Each item carried one mark. The result showed that the average score of group A was 4.54 in the pre-test and 6.30 in the post-test. Their marks increased by 1.76 and increased percentage was 38.76. On the other hand the average score of group B in pre-test was 4.19 and 7.08 in the post-test. The increased mark was 2.89 and the increased percentage was 68.97. The difference percentage between two groups was 30.21.

While comparing the marks and percentage of group A and group B, it is clearly seen that group 'B' had done better performance than group 'A' in tag question. Therefore it is concluded that discovery technique is better than explanation technique in teaching tag question.

## Item No: 2

**Table No. 5**

### **Result of Tense**

Group	Pre test	Post test	D	D%
	Avr score	Avr score		
A	3.57	4.96	1.39	38.93
B	4.42	6.26	1.84	41.62

The student in group A had secured 3.57 in pre test and 4.96 in post test. The difference between two tests were 1.39 and difference percentage was 38.93. On the other hand the student of group B had an average score of 4.42 in the pre test and 6.26 in post test. The group made improvement of 1.84 mark or 41.62%.

While analyzing and interpreting two groups, the student of group B had secured more marks than the students of group A. Hence, it can be concluded that discovery technique is better than explanation technique in teaching tense.

## Item No. 3

**Table No.6**

### **Result of Pronoun**

Group	Pre test	Post test	D	D%
	Avr score	Avr score		
A	6.46	7.07	0.61	9.44
B	5.62	7.42	1.8	32.02

The above table shows that the average score of group A was 6.46 in the pre test and 7.07 in the post test. The difference between two tests was 0.61 and different percentage was 9.44. Likewise the average score of group B was 5.62 in the pre test and 7.42 in the post test. The difference between two tests was 32.02 percent. The difference between two groups clearly shows that group B did comparatively better than group A in their performance in post-test. Therefore it is concluded that discovery technique is better than explanation technique in teaching pronoun.

## **CHAPTER- FIVE**

### **SUMMARY, CONCLUSION AND IMPLICATION**

#### **5.1 Summary**

This is the summary of the whole study so far carried out. The present study entitled as ‘Effectiveness of Discovery Technique in Teaching Grammar’ was carried out with the aim to find out the effectiveness of discovery technique in teaching grammar. The first chapter introduction includes the background of the study about the English language and its role in different fields, statements of the problem shows the use of discovery technique and explanation technique, rationale of the study shows how importance is the discovery technique to teach grammar. Research questions are selected that are to be answered in the study, significance of the study helps the people to do future study and delimitations of the study show about the limitation of the study. Operational definition of the key terms defines the vocabulary used in the text.

In the second chapter I attempted to review the store house of knowledge of the theories which could guide my study. I reviewed the previous works done in the department applying the theories related to my topic. In this chapter, I have tried to provide authenticity to my study by presenting theoretical literature empirical literature and conceptual framework developed on the basis of the review.

The third chapter deals with the methods and procedure employed to conduct the study. It gives information about the design of the study, (i.e. experimental research). Population and the sample were fifty two students of grade eight; the students were divided into two groups by using non-random judgmental sampling procedures. Data collection tools, data collection procedures, and data analysis and interpretation procedures are included in this chapter.

The chapter four describes the results of the study, collected data are presented, analyzed and interpreted. It is divided into two sections. In the first section the finding of the study are presented on the basis of holistic comparison, group wise comparison and item-wise comparison, and in the discussion section analyzed and interpretation are done on the basis of these three comparisons.

The last chapter summary, conclusion and implication give the summary of the whole study and conclude the study. Some implications of the study are categorized under the policy level, practice level and further research. The chapter is followed by references and appendixes to make the study reliable, valid and authentic.

## **5.2 Conclusion**

This research began with the need of discovery technique in teaching grammar. Many schools, colleges and institutions in Nepal are applying explanation technique in teaching grammar which is proved be to less effective. As there are limited researches in this field so this research is thought to be significance.

The finding of my study helped me to figure out the conclusion. It can be concluded that all the students of Shree Janta Higher Secondary School performed better in post-test than the pre-test. Moreover, the students who were taught through discovery technique performed far better than the students who were taught through explanation technique. In addition to this, the students who were taught through explanation technique could only explain the rules of grammar but were less able to imply in practical. It was also seen that discovery technique mainly focused on students' need, interest and abilities and made the student more creative and active to discover the rules by themselves.

In the same way, I have also realized and come to the conclusion that by using discovery technique we learn more about their knowledge and abilities eliciting information from them rather than telling things to them. Giving students' chances to expose to, or to attempt to use, language above their parent level of

knowledge of grammar is extremely useful and greatly aids future works on grammar.

To be more specific, through this study it is clear that there is great role of discovery technique in teaching grammar. Many teachers in the context of Nepal are still using explanation technique to teach grammar which could not produce good results. Most of the teachers are not familiar with discovery technique. They don't know to implement it in the classroom also. If we give training to the teacher to use discovery technique it will bring good results.

Therefore, teaching is an art practice or art that requires spontaneity and creativity. Teaching grammar requires training, knowledge of different approaches, methods and techniques. Different skills are used to implement those approaches methods and techniques in the classroom. Teaching through discovery techniques helps the students to become active and discover the solution of the problem by themselves. Result of this study also pointed out the similar facts that students who were taught through discovery technique perform better in the test than the students who were taught through explanation technique.

### **5.3 Implications**

There are few researches conducted on the effectiveness of learner-centered techniques in teaching grammar. There results shows that learners centered techniques such as pair work group work, role play, project work, drama, discovery technique are better than teachers centered technique such as lecture, explanation, illustration, demonstration etc. In the context of Nepal most of the teachers are not trained and they have no knowledge about learners centered techniques. They are still teaching in a traditional way (ie through lecture, explanation, illustration,) techniques. So to outline the needs of discovery techniques in teaching grammar is the most essential aspects of any educational policies. Likewise, the finding of this study shows that discovery technique is

better than explanation technique in teaching grammar. There is lack of effective policies and formal practice of using discovery technique in teaching grammar.

Here we can point out some of the policy and practice level implications under the following sub heading.

### **5.3.1 Implications at the policy level**

Policy is a plan of action agreed or chosen by a political party, a business, education etc. Every country or state has its own policy. Teaching is also highly influenced by the policies formed by the nation. To implement the discovery technique for teaching grammar proper policy should be formed from the national level which helps to enrich the education standard of the country. In Nepal there is no proper policy in education. In this regard, I would like to point out some of the implications at the policy level below.

- a. The government should bring separate policy to use learner-centered technique for teaching grammar.
- b. Curriculum of school level should be made according to the need of student.
- c. Government should formulate special types of policy for the teachers who are far from the access of resources and materials for teaching and learning.
- d. Government should provide sufficient numbers of trainers, supervisors, resources to apply discovery technique in teaching grammar.

### **5.3.2 Implication at the practical level**

Grammar teaching itself is a tough job, whereas teaching through the discovery technique is the toughest one. To talk about the practical level, the first and foremost thing is to apply discovery technique in teaching grammar. Discovery technique should be given importance in the class room so that student can

develop the habit to solve the problem by themselves. Teachers should be trained to use discovery technique in the class room. Some of the practical level implementations are as follows.

- a. Discovery technique should be use according to need and interest of the students.
- b. Still discovery technique is ignored by the grammar teachers. So teachers should be encouraged to use this technique in the classroom.
- c. Experienced teachers should help novice teachers to teach grammar through discovery technique.

### **5.3.3 Implication for the further research**

There is nothing perfect and complete in this world. Regarding the further researches in discovery technique it is important that a large scale of qualitative research should be carried out using more items. Students from all government schools of Nepal should be taken as a sample population to find out the effectiveness of discovery technique in teaching grammar. The main implications in this level are as follows.

- a. This study can work as a step of ladder by stepping on it other researchers can reach in their destination.
- b. This study will be useful for new researcher to identify the use of discovery technique in the classroom.
- c. In addition to this it can be a tool for an educational researcher to conduct experimental research and for analysis and interpretation of the data.
- d. This research work is predicted to be beneficial for those people who are going to conduct researches in related topic.

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## Appendix-1

### Questionnaires for the students

I carried out a research entitled "Effectiveness of learner-centered techniques in teaching grammar under the supervision of Prof. Dr. Anju Giri, a Prof. of Department of English Education, Faculty of English, T.U., Kritipur. I had experimented the students of Grade eight by using test items.

**Name:**

**Roll no:**

**Time:**

**Fullmark:**

**Passmark:**

**Attempt all the questions:**

**Q.N.1. Choose the right alternatives.**

- a. I am right.....?
- i. am I      ii. amn't I      iii. aren't I      iv. are you
- b. They have bought a car.....?
- i. have they      ii. don't they  
iii. haven't they      iv. has they
- c. She sang well.....?
- i. did she      ii. didn't she      iii. does she      iv. doesn't she
- d. He was not late.....?
- i. was he      ii. wasn't he      iii. does he      iv. has he
- e. Ram works hard.....?
- i. does ram      ii. does he      iii. doesn't he      iv. do he

- f. They can come.....?
- i. can't they                      ii. can't they  
iii. can they                      iv. could they
- g. They won't go.....?
- i. will they                      ii. won't they  
iii. shall they                      iv. can they
- h. read the book.....?
- i. shall we                      ii. don't we  
iii. will you                      iv. do you
- i. Palpa is a historical place.....?
- i. is it              ii. isn't it              iii. hasn't it              iv. was it
- j. Have a cup of tea.....?
- i. will you      ii. have you              iii. haven't you              iv. do you

**Q.N.2. Choose the correct tense.**

- a. He usually.....in the morning.
- i. walk              ii. walks              iii. walked              iv. is walking
- b. wait! The bus.....
- i. is coming              ii. comes              iii. will come              iv. came
- c. It .....soon. The sky is covered with dark clouds.
- i. will rain              ii. is raining              iii. is going to rain              iv. rains
- d. I.....in Butwal since last year.
- i. lived              ii. have lived              iii. live              iv. will live
- e. The sun always.....in the east.
- i. rise              ii. rises              iii. has rise              iv. is rising

- f. walking.....good for health.  
 i. be            ii. is            iii. was            iv. are
- g. He.....a picture now.  
 i. is painting            ii. has painted            iii. paints            iv. painted
- h. We..... English for two hours.  
 i. have been reading            ii. have read  
 iii. is reading            iv. read
- i. As soon as the bell.....they stopped playing.  
 i. rings            ii. is ringing            iii. rang            iv. has rung
- j. The students .....the quiz contest program last Friday.  
 i. has organized            ii. organized  
 iii. was organizing            iv. organize

**Q.N.3. Choose the correct forms of the pronouns.**

- a .....went to the movie. (I, me)
- b. This is .....book. (him, he, his )
- c. The boss helped..... (we, us)
- d. The man saw .....outside. (them, they)
- e. ....school is far from there. (me, my)
- f. They feed ..... (themselves, themselves)
- g. The bag is ..... (yours, your)
- h. He cut..... .(his self, himself)
- i. They themselves carried .....bag. (their, theirs)
- j. I saw.....at the door.(she, her)

## Appendix-1

### Control Group

#### MODEL LESSON PLAN NO. 1

**SCHOOL : Shree Janta Higher Secondary School**

**Date:**

**Group : A**

**Time:**

**Class : Eight**

**Period:**

**Topic: Tag questions**

**Teaching item : Grammar**

#### **I). Objectives :**

on the completion of this lesson, the students will be able to :

- add tag question on the sentence given to them.

#### **ii).Teaching Materials:**

-Usual classroom materials

#### **iii) Teaching activities:**

##### **Activities -1:**

First of all the teacher starts her class by showing the duster and marker and produces the following sentences.

a. This is a duster.

b. That is a marker.

##### **Activity- 2:**

Then the teacher tells the students that:

) if there is affirmative sentence then the question tag is 'negative'.

) if there is negative sentence then the question tag is 'positive'.

**Activity-3:**

Then the teacher writes some sentences on the board and asks the students to add question tag at the end of each sentence.

**Activity-4:**

The teacher goes round the class and helps the students if they feel difficulty.

**Activity-5:**

The teacher indicates to individual students to tell their answer in the class and asks other students to correct them if there are any mistakes

**Evaluation:**

**Activity -6:**

Then she gives some sentences and asks them to supply correct question tag.

**Homework:**

**Activity-7:**

They teacher gives the following sentences to supply correct question tag.

- a. I am right.....?
- b. She sang well.....?
- c. Ram works hard.....?
- d. They can come.....?

## **Appendix-1**

### **Experimental group**

#### **Model lesson plan No.2**

**School : Shree Janta Higher Secondary School**

**Date:**

**Group : B**

**Time:**

**Class : Eight**

**Period:**

**Topic : Tag question**

**Teaching Item : Grammar**

**Technique : Discovery**

#### **Objectives:**

On the completion of this lesson, students will be able to:

- Discover the rules of tag question.
- Add tag questions at the end of the statements.

#### **Teaching Materials:**

- a. Usual Classroom Materials
- b. Sentence Cards
- c. pictures
- d. Realia

#### **Teaching Activities:**

##### **Activity 1:**

First of all, the teacher starts her class showing the sentence cards and asks the students to guess the topic.

##### **Activity 2:**

Then the teacher asks the students to add a tag question at the end of each sentences if they feel any difficulty the teacher will help them.

### **Activity 3:**

Then the teacher asks the students to discover the rules of tag questions.

### **Activity 4:**

The students will discover the rules such as:

- If there is affirmative sentence then the question is negative and
- if there is negative sentence then the question tag is positive.
- If the students feel difficulty while discovering the rules, the teacher will help them.

### **Activity 5:**

Again the teacher shows the sentence cards and asks the students to add tag question. The teacher goes round the class and checks the answer of the students.

## **Evaluation**

### **Activity-6:**

Then the teacher shows the realia to the students and asks to add tag question orally in the classroom.

## **Homework:**

### **Activity-7:**

The teacher will give following sentences to supply correct question tag.

- a. I am right.....?
- b. she sang.....?.
- c. Ram works hard.....?
- d. They can come.....?

## **Appendix-1**

### **Experimental group**

### **Model lesson plan No.3**

**School : Shree Janta Higher Secondary School**

**Date:**

**Group : B**

**Time:**

**Class : Eight**

**Period:**

**Topic : Tag question**

**Teaching Item : Grammar**

**Technique :Pair work**

### **Objectives**

On the completion of this lesson, students will be able to:

- Add tag question to the affirmative statements.
- Add tag question to the negative statements.

### **Teaching Materials:**

- a. Usual Classroom Materials
- b. Sentence Cards
- c. pictures
- d. Realia

### **Teaching activities:**

#### **Activity 1:**

First of all, the teacher starts her class by showing duster and students and produces the sentences like.

It is a duster      isn't it?

It is not a marker      is it?

They are students      aren't they?

**Activity-2:**

The teacher asks the students to guess the topic.

**Activity-3:**

The teacher divides the class into pair and writes some sentences on the board. She asks the students to discuss in pair and add question tag at the end of each sentence. If the students feel any difficulty the teacher will help them.

**Activity-4:**

Then the teacher asks the students to discuss in pair and find out the rules of tag question.

**Activity-5:**

The students will discuss with each other and find out the rules:

- e.g. If there is affirmative sentence then the question is negative and
- if there is negative sentence then the question tag is positive.

If the students feel difficulty about the rules, the teacher will help them.

**Evaluation****Activity-6:**

The teacher shows the pictures of books, cups, nurse with sentences and asks the students to add tag question at the end of each sentence orally in the classroom.

**Homework:****Activity-7:**

The teacher gives following sentences to add question tag.

- a. I am right.....?
- b. she sang.....?.
- c. Ram works hard.....?
- d. They can come.....?

## **Appendix-1**

### **Experimental group**

#### **Model lesson plan No.4**

**School : Shree Janta Higher Secondary School**

**Date:**

**Group : B**

**Time:**

**Class : Eight**

**Period:**

**Topic: Tag question**

**Teaching Item: Grammar**

**Technique: Group work**

#### **Objectives:**

On the completion of this lesson the students will be able to:

- add tag question to the affirmative statements.
- add tag question to the negative statements.

#### **Teaching Materials:**

- a. Usual Classroom Materials
- b. Sentence Cards
- c. pictures
- d. Realia

#### **Teaching activities:**

##### **Activity 1:**

First of all, the teacher starts her class by showing pictures of ball, nurse, books and writes some sentences on the board adding question tag.

e.g. It is a ball                      isn't it?

She is a nurse                        isn't she?

These are books                    aren't they?

### **Activity 2:**

The teacher divides the class into groups and asks them to discuss in group and guess the topic.

### **Activity 3:**

The teacher distributes the sentences cards to all the groups and asks them to discuss in group and add tag question at the end of the given statements.

### **Activity 4:**

The students will discuss in groups and add tag question to the given statements. They will select the leader of each group themselves and the leader of each group will tell the answer to the whole class.

### **Activity 5:**

Again, the teacher asks the students to discuss in groups and find out the rules of tag question.

- e.g. If there is affirmative sentence then the question is negative and
- if there is negative sentence then the question tag is positive.

If any groups feel difficulty about the rules, the teacher will help them.

Evaluation:

### **Activity 6:**

The teacher shows the realia to the students and asks some students of each group to add tag

### **Homework**

question orally in the classroom.

**Activity 7:**

The teacher will give following statements to add question tag.

- a. They have bought a car.....?
- b. Ram works hard.....?
- c. He wasn't late.....?
- d. They can come.....?
- e. They won't go.....?

## Appendix II

### 1. Rank of the students according to pre-test

Roll no.	Name	pretest
1	Sapana Sunar	24
2	Karina Tharu	22
3	Ayush Reshmi Magar	21
4	Kabita Neupane	21
5	Komal Reshmi Magar	20
6	Bishnu Rokha Magar	20
7	Bishnu Adhikari	20
8	Sudharsan Chaudhary	20
9	Bijaya Thapa	19
10	Shankhar Tharu	19
11	Narayan Bhattarai	19
12	Janardan Jnawali	19
13	Durga Shrestha	18
14	Nilam Tharu	18
15	Sani B.K	18
16	Shiva Kumar Chaudhary	18
17	Karan Thapa	18
18	Dinesh Sapkota	18
19	Chandra Bdr Rokha Magar	17
20	Bishnu Tharu	17
21	Suraj Pun	16
22	Dipak Belbase	15
23	Bijay Khati	15
24	Sirjana Poudel	15
25	Punam Rana	14
26	Susmita Magar	14

27	Sangam Khanal	14
28	Abishak Ghimire	13
29	Sapana Pariyar	13
30	Jeevan Yadav	13
31	Roshan Bhusal	13
32	Arjun Kumal	13
33	Radha K.C	12
34	Pritha Kumar	12
35	Dinesh Tharu	12
36	Dhan Maya Bhandari	12
37	Anita Chaudhary	12
38	Kabita Chaudhary	11
39	Pooja Tharu	11
40	Subam Ghimire	10
41	Rita Chaudhary	10
42	Isha Thapa	10
43	Laxmi K.C	10
44	Pooja K.C	10
45	Hemlal Chaudhary	10
46	Bipana Singali	9
47	Brikshya Chaudhary	9
48	Pashupati Tharu	9
49	Ashok Thapa	8
50	Sabita Tharu	8
51	Sarita Tharu	6
52	Asha Chaudhary	4

## 2. Marks obtained in post test

<b>Roll no</b>	<b>Name</b>	<b>Post-test</b>
1	Sapana Sunar	26
2	Karina Tharu	27
3	Ayush Reshmi Magar	23
4	Kabita Neupane	27
5	Komal Reshmi Magar	23
6	Bishnu Rokha Magar	29
7	Bishnu Adhikari	25
8	Sudharsan Chaudhary	27
9	Bijaya Thapa	23
10	Shankhar Tharu	26
11	Narayan Bhattarai	22
12	Janardan Jnawali	25
13	Durga Shrestha	20
14	Nilam Tharu	25
15	Sani B.K	21
16	Shiva Kumar Chaudhary	21
17	Karan Thapa	20
18	Dinesh Sapkota	21
19	Chandra Bdr Rokha Magar	20
20	Bishnu Tharu	23
21	Suraj Pun	21
22	Dipak Belbase	22
23	Bijay Khati	17
24	Sirjana Poudel	22
25	Punam Rana	17
26	Susmita Magar	18

27	Sangam Khanal	17
28	Abishak Ghimire	22
29	Sapana Pariyar	17
30	Jeevan Yadav	19
31	Roshan Bhusal	17
32	Arjun Kumal	18
33	Radha K.C	14
34	Pritha Kumar	20
35	Dinesh Tharu	15
36	Dhan Maya Bhandari	19
37	Anita Chaudhary	16
38	Kabita Chaudhary	18
39	Pooja Tharu	17
40	Subam Ghimire	21
41	Rita Chaudhary	16
42	Isha Thapa	18
43	Laxmi K.C	16
44	Pooja K.C	17
45	Hemlal Chaudhary	14
46	Bipana Singali	14
47	Brikshya Chaudhary	12
48	Pashupati Tharu	13
49	Ashok Thapa	15
50	Sabita Tharu	18
51	Sarita Tharu	13
52	Asha Chaudhary	10

### 3. Holistic comparison of pre-test and post-test

Roll no.	Name	Pre-test			Post- test		
		Tag- que	Tens e	pronou n	Tag- que	tense	Pronou n
1	Sapana Sunar	8	6	10	9	7	10
3	Ayush Reshmi Magar	6	7	8	7	8	8
5	Komal Reshmi Magar	6	5	9	8	6	9
7	Bishnu Adhikari	7	6	8	9	6	10
9	Bijaya Thapa	7	6	7	9	7	7
11	Narayan Bhattarai	7	6	8	9	5	8
13	Durga Shrestha	7	3	8	7	4	9
15	Sani B.K	6	7	9	7	5	9
17	Karan Thapa	6	3	5	8	6	6
19	Chandra Bdr Rokha Magar	5	4	9	7	5	8
21	Suraj Pun	6	9	7	8	5	8
23	Bijay Khati	6	3	6	6	4	7
25	Punam Rana	6	4	4	7	4	6
27	Sangam Khanal	5	3	6	6	4	7
29	Sapana Pariyar	5	1	7	7	3	7
31	Roshan Bhusal	4	3	6	6	4	7
33	Radha K.C	2	4	6	3	5	6
35	Dinesh Tharu	1	6	5	3	6	6
37	Anita Chaudhary	3	5	4	4	6	6
39	Pooja Tharu	1	3	7	4	7	6
41	Rita Chaudhary	4	2	4	6	4	6
43	Laxmi K.C	3	2	5	5	5	6
45	Hemlal Chaudhary	1	1	8	4	3	7
47	Brikshya Chaudhary	2	2	5	4	3	5
49	Ashok Thapa	3	2	3	7	3	5
51	Sarita Tharu	1	1	4	4	4	5
	Total	118	93	168	164	129	184

<b>Roll.n o</b>	<b>Name</b>	<b>Tag- que</b>	<b>Tense</b>	<b>Pronou n</b>	<b>Tag- que</b>	<b>Tense</b>	<b>Pronou n</b>
2	Karina Tharu	7	7	8	9	8	10
4	Kabita Neupane	8	5	8	9	8	10
6	Bishnu Rokha Magar	6	5	8	9	10	10
8	Sudharsan Chaudhary	7	5	7	9	9	9
10	Shankhar Tharu	7	4	5	9	8	9
12	Janardan jnawali	6	6	7	8	8	9
14	Nilam Tharu	6	3	7	9	7	9
16	Shiva Kumar Chaudhary	6	7	5	8	7	6
18	Dinesh Sapkota	6	3	9	8	6	7
20	Bishnu Tharu	1	3	7	8	7	8
22	Dipak Belbase	5	3	5	6	8	8
24	Sirjana Poudel	4	4	7	8	6	8
26	Susmita Magar			6	6	5	7
28	Abishak Ghimire	1	8	4	7	8	7
30	Jeevan Yadav	4	2	7	8	4	7
32	Arjun Kumal	4	6	3	6	6	6
34	Pritha Kumar	4	3	5	7	6	7
36	Dhan Maya Bhandari	3	4	5	7	4	8
38	Kabita Chaudhary	2	4	5	6	6	6
40	Subam Ghimire	1	5	4	7	6	8
42	Isha Thapa	3	4	6	5	5	8
44	Pooja K.C	1	3	4	7	5	5
46	Bipana Singali	2	3	4	3	5	6
48	Pashupati Tharu	3	4	3	5	4	4
50	Sabita Tharu	1	1	5	6	5	7
52	Asha Chaudhary	7	0	2	4	2	4
	<b>TOTAL</b>	<b>109</b>	<b>115</b>	<b>146</b>	<b>184</b>	<b>163</b>	<b>193</b>

#### 4. GROUP WISE COMPARISION

##### Group A.

No.	Name	Avr. score in pre-test	Avr. Score in post test	D	D%
1	Sapana Sunar	24	26	2	8.33
3	Ayush Reshmi Magar	21	23	2	9.52
5	Komal Reshmi Magar	20	23	3	15
7	Bishnu Adhikari	20	25	5	25
9	Bijaya Thapa	19	23	4	21.05
11	Narayan Bhattarai	19	22	3	15.78
13	Durga Shrestha	18	20	2	11.11
15	Sani BK	18	21	3	16.66
17	Karan Thapa	18	20	2	11.11
19	Chandra Bdr Roka Magar	17	20	3	17.64
21	Suraj Pun	16	21	5	31.25
23	Bijay Khati	15	17	2	13.33
25	Punam Rana	14	17	3	21.42
27	Sangam Khanal	14	17	3	21.42
29	Sapana Pariyar	13	17	4	30.76
31	Roshan Bhusal	13	17	4	30.76
33	Radha KC	12	14	2	16.66
35	Dinesh Tharu	12	15	3	25
37	Anita Chaudhary	12	16	4	33.33
39	Pooja Tharu	11	17	6	54.54
41	Rita Chaudhary	10	16	6	60
43	Laxmi KC	10	16	6	60
45	Hemlal Chaudhary	10	14	4	40
47	Brikshya Chaudhary	9	12	3	33.33
49	Ashok Thapa	8	15	7	87.5
51	Sarita Tharu	6	13	7	116.66
	Total	379	477	152	
	Avr.score	14.76	18.33	3.76	25.47

## Group B

No.	Name	Avr. score in pre-test	Avr. Score in post test	D	D%
2	Karina Tharu	22	27	5	22.72
4	Kabita Neupane	21	27	6	28.57
6	Bishnu Roka Magar	20	29	9	45
8	Sudarson Chaudhary	20	27	7	35
10	Shankhar Tharu	19	26	7	36.84
12	Janarjan Gnawali	19	25	6	31.57
14	Nilam Tharu	18	25	7	38.88
16	Shiva kumar chaudhary	18	21	3	16.66
18	Dinesh Sapkota	18	21	3	16.66
20	Bishnu Tharu	17	23	6	35.29
22	Dipak Belbase	15	22	7	46.66
24	Sirjana Poudel	15	22	7	46.66
26	Susmita Magar	14	18	4	28.57
28	Abhishek Ghimire	13	22	9	69.23
30	Jeevan Yadav	13	19	6	46.15
32	Arjun Kumal	13	18	5	38.46
34	Pritha Kumar	12	20	8	66.66
36	Dhana Maya Bhandari	12	19	7	58.33
38	Kabita Chaudhary	11	18	7	63..63
40	Subam Ghimire	10	21	11	110
42	Isha Thapa	10	18	8	80
44	Pooja KC	10	17	7	70
46	Bipana Singali	9	14	5	55.55
48	Pashupati Tharu	9	13	4	44.44
50	Sabita Tharu	8	18	10	125
52	Asha Chaudhary	4	10	6	150
	Total	370	540	175	
	Avr.score	14.23	20.76	6.53	45.88

## Item Wise Comparison: Tag Question

### Group A.

No.	Name	Avr. score in pre-test	Avr. Score in post test	D	D%
1	Sapana Sunar	8	9	1	12.5
3	Ayush Reshmi Magar	6	7	1	16.66
5	Komal Reshmi Magar	6	8	2	33.33
7	Bishnu Adhikari	7	9	2	28.57
9	Bijaya Thapa	7	9	2	28.57
11	Narayan Bhattarai	7	9	2	28.57
13	Durga Shrestha	7	7	0	0
15	Sani BK	6	7	1	16.66
17	Karan Thapa	6	8	2	33.33
19	Chandra Bdr Roka Magar	5	7	2	40
21	Suraj Pun	6	8	2	33.33
23	Bijay Khati	6	6	0	0
25	Punam Rana	6	7	1	16.66
27	Sangam Khanal	5	6	1	20
29	Sapana Pariyar	5	7	2	40
31	Roshan Bhusal	4	6	2	50
33	Radha KC	2	3	1	50
35	Dinesh Tharu	1	3	2	200
37	Anita Chaudhary	3	4	1	33.33
39	Pooja Tharu	1	4	3	300
41	Rita Chaudhary	4	6	2	50
43	Laxmi KC	3	5	2	66.66
45	Hemlal Chaudhary	1	4	3	300
47	Brikshya Chaudhary	2	4	2	100
49	Ashok Thapa	3	7	4	133.33
51	Sarita Tharu	1	4	3	300
	Total	127	218	45	
	Avr.score	4.54	6.30	1.76	38.76

## Item Wise Comparison: Tag question

### Group B

No.	Name	Avr. score in pre-test	Avr. Score in post test	D	D%
2	Karina Tharu	7	9	2	28.57
4	Kabita Neupane	8	9	1	12.5
6	Bishnu Roka Magar	7	9	2	28.57
8	Sudarson Chaudhary	7	9	2	28.57
10	Shankhar Tharu	8	9	1	12.5
12	Janarjan Gnawali	6	8	2	33.33
14	Nilam Tharu	8	9	1	12.5
16	Shiva kumar chaudhary	6	8	2	33.33
18	Dinesh Sapkota	6	8	2	33.33
20	Bishnu Tharu	6	8	2	33.33
22	Dipak Belbase	1	6	2	200
24	Sirjana Poudel	5	8	3	60
26	Susmita Magar	4	6	2	50
28	Abhishek Ghimire	1	7	6	600
30	Jeevan Yadav	4	8	4	100
32	Arjun Kumal	4	6	2	50
34	Pritha Kumar	4	7	3	75
36	Dhana Maya Bhandari	3	7	4	133.33
38	Kabita Chaudhary	2	6	4	200
40	Subam Ghimire	1	7	6	600
42	Isha Thapa	0	5	5	0
44	Pooja KC	3	7	4	133.33
46	Bipana Singali	2	3	1	50
48	Pashupati Tharu	2	5	3	150
50	Sabita Tharu	2	6	4	200
52	Asha Chaudhary	2	4	2	100
	Total	109	184	71	
	Avr.score	4.19	7.08	2.89	68.97

**Item wise comparison: Tense****Group A.**

No.	Name	Avr. score in pre-test	Avr. Score in post test	D	D%
1	Sapana Sunar	6	7	1	16.66
3	Ayush Reshmi Magar	7	8	1	14.28
5	Komal Reshmi Magar	5	6	1	20
7	Bishnu Adhikari	5	6	1	20
9	Bijaya Thapa	5	7	2	40
11	Narayan Bhattarai	4	5	1	25
13	Durga Shrestha	3	4	1	33.33
15	Sani BK	3	5	2	66.66
17	Karan Thapa	7	6	-1	-14.28
19	Chandra Bdr Roka Magar	3	5	2	66.66
21	Suraj Pun	3	5	2	66.66
23	Bijay Khati	3	4	1	33.33
25	Punam Rana	4	4	0	0
27	Sangam Khanal	3	4	1	33.33
29	Sapana Pariyar	1	3	2	200
31	Roshan Bhusal	3	4	1	33.33
33	Radha KC	4	5	1	25
35	Dinesh Tharu	6	6	0	0
37	Anita Chaudhary	5	6	1	20
39	Pooja Tharu	3	7	4	133.33
41	Rita Chaudhary	2	4	2	100
43	Laxmi KC	2	5	3	150
45	Hemlal Chaudhary	1	3	2	200
47	Brikshya Chaudhary	2	3	1	50
49	Ashok Thapa	2	3	1	50
51	Sarita Tharu	1	4	3	300
	Total	93	129	36	
	Avr.score	3.57	4.96	1.39	38.93

**Item Wise Comparison: Tense  
Group B**

No.	Name	Avr. score in pre-test	Avr. Score in post test	D	D%
2	Karina Tharu	7	8	1	14.28
4	Kabita Neupane	5	8	3	60
6	Bishnu Roka Magar	5	10	5	100
8	Sudarson Chaudhary	6	9	3	50
10	Shankhar Tharu	6	8	2	33.33
12	Janarjan Gnawali	6	8	2	33.33
14	Nilam Tharu	3	7	4	133.33
16	Shiva kumar chaudhary	7	7	0	0
18	Dinesh Sapkota	3	6	3	100
20	Bishnu Tharu	4	7	3	75
22	Dipak Belbase	9	8	-1	-11.11
24	Sirjana Poudel	3	6	3	100
26	Susmita Magar	4	5	1	25
28	Abhishek Ghimire	8	8	0	0
30	Jeevan Yadav	2	4	2	100
32	Arjun Kumal	6	6	0	0
34	Pritha Kumar	3	6	3	100
36	Dhana Maya Bhandari	4	4	0	0
38	Kabita Chaudhary	4	6	2	50
40	Subam Ghimire	5	6	1	20
42	Isha Thapa	4	5	1	25
44	Pooja KC	3	5	2	66.66
46	Bipana Singali	3	5	2	66.66
48	Pashupati Tharu	4	4	0	0
50	Sabita Tharu	1	5	4	100
52	Asha Chaudhary	0	2	2	0
	Total	115	163	48	
	Avr.score	4.42	6.26	1.84	41.62

**Item wise comparison: pronoun****Group A.**

No.	Name	Avr. score in pre-test	Avr. Score in post test	D	D%
1	Sapana Sunar	10	10	0	0
3	Ayush Reshmi Magar	8	8	0	0
5	Komal Reshmi Magar	9	9	0	0
7	Bishnu Adhikari	8	10	2	25
9	Bijaya Thapa	7	7	0	0
11	Narayan Bhattarai	8	8	0	0
13	Durga Shrestha	8	9	1	12.5
15	Sani BK	9	9	0	0
17	Karan Thapa	5	6	1	-20
19	Chandra Bdr Roka Magar	9	8	-1	-11.11
21	Suraj Pun	7	8	1	14.28
23	Bijay Khati	6	7	1	16.66
25	Punam Rana	4	6	2	50
27	Sangam Khanal	6	7	1	16.66
29	Sapana Pariyar	7	7	0	0
31	Roshan Bhusal	6	7	1	16.66
33	Radha KC	6	6	0	0
35	Dinesh Tharu	5	6	1	20
37	Anita Chaudhary	4	6	2	50
39	Pooja Tharu	7	6	-1	-14.28
41	Rita Chaudhary	4	6	2	50
43	Laxmi KC	5	6	1	20
45	Hemlal Chaudhary	8	7	-1	-12.5
47	Brikshya Chaudhary	5	5	0	0
49	Ashok Thapa	3	5	2	66.66
51	Sarita Tharu	4	5	1	25
	Total	168	184	16	
	Avr.score	6.46	7.07	0.61	9.44

**Item Wise Comparison: pronoun  
Group B**

No.	Name	Avr. score in pre-test	Avr. Score in post test	D	D%
2	Karina Tharu	8	10	2	25
4	Kabita Neupane	8	10	2	25
6	Bishnu Roka Magar	8	10	2	25
8	Sudarson Chaudhary	7	9	2	28.57
10	Shankhar Tharu	5	9	4	80
12	Janarjan Gnawali	7	9	2	28.57
14	Nilam Tharu	7	9	2	28.57
16	Shiva kumar chaudhary	5	6	1	20
18	Dinesh Sapkota	9	7	-2	-22.22
20	Bishnu Tharu	7	8	1	14.28
22	Dipak Belbase	5	8	3	60
24	Sirjana Poudel	7	8	1	14.28
26	Susmita Magar	6	7	1	16.66
28	Abhishek Ghimire	4	7	3	75
30	Jeevan Yadav	7	7	0	0
32	Arjun Kumal	3	6	3	100
34	Pritha Kumar	5	7	2	40
36	Dhana Maya Bhandari	5	8	3	60
38	Kabita Chaudhary	5	6	1	20
40	Subam Ghimire	4	8	4	100
42	Isha Thapa	6	8	2	33.33
44	Pooja KC	4	5	1	25
46	Bipana Singali	4	6	2	50
48	Pashupati Tharu	3	4	1	33.33
50	Sabita Tharu	5	7	2	40
52	Asha Chaudhary	2	4	2	100
	Total	146	193	46	
	Avr.score	5.62	7.42	1.8	32.02