

CHAPTER-ONE

INTRODUCTION

1.1 General Background

In every language, vocal sounds are organized systematically and have their own system of arrangements. The sounds and words in utterances are always structured in a particular way. Every language has its own grammatical system, which directs the correct form of the language in speech as well as in written form. Grammar is regarded as the backbone of any language. It is also internal structure of sentence. According to Cowan (2008), "Grammar is the set of rules that describes how words and group of words can be arranged to form sentences in a particular language" (p. 3). In this sense, grammar is the body of rules that describe the structure of expressions in the language. This includes the structure of words, phrases, clauses and sentences. A text that contains more than one sentence is no longer in the realm of grammar but of discourse. To build up the clear cut concept about grammar, a well-known grammarian Thornbury (2009) opines that:

Grammar is partly the study of what forms (or structures) are possible in a language. Traditionally, grammar has been concerned almost exclusively with analysis at the level of the sentence. Thus, a grammar is a description of the rules that govern how a language's sentences are formed. (p. 1)

Therefore, grammar can be understood as the study of the rules and forms which can be possible in a language. It studies the meanings and functions of the utterances. Supporting this idea, next grammarian, Lado (1977) says:

A grammatical pattern is more than any single utterance, since it is the mould forms in which countless utterances can be produced. If grammar means the underlying principles, then no one can handle the language without the knowledge of grammar. (p. 144)

Hence, grammar is the most important part of a language. It is a system of general principles for speaking and writing. Grammar encompasses phonology, morphology, syntax and semantics in general. Learning language without grammar is fossilized sooner.

1.1.1 Teaching Grammar

Grammar is the central aspect of language, with the knowledge of which well formed and meaningful sentence structures are possible and that will be helpful in communicating ideas, feelings, etc. Grammar deals with the rules of language. In this regard, Harmer (1991) states:

Grammar should be taught to insure that students are communicatively efficient with the grammar they have at their level. As teachers, we should be prepared to use a variety of techniques to help our students learn and acquire grammar; sometimes it involves teaching grammar rules and sometimes allowing students to discover rules for themselves. (p. 23)

Grammar teaching plays an important role in language teaching. Classroom instruction in grammar actually results in substantial gains in L2 proficiency. Knowledge of implicit or explicit grammatical rules is essential for mastery of

language. Grammar teaching affects the ultimate levels of proficiency that students attain as well as the rate at which students progress. Grammar teaching can effectively improve English learners' accuracy. It means that teaching grammar helps the learners to use correct form of language.

1.1.2 Problems of Teaching Grammar

There are many types of difficulties faced by students and teachers with regard to grammar instruction in an ESL/EFL context. A grammar teacher remains in a state of confusion to decide whether he should follow the old prescriptive approach or the descriptive approach of the Structural Linguists; whether he should aim at the achievement of grammatical competence or communicative competence of the learners; whether he should concentrate on the parts of sentences by parsing them or on the utterances of the speakers; whether a teacher should concentrate in his pedagogy on the teaching of rules or the correct use of language. Before initiating a teaching programme, a teacher must know whether he is going to teach the learners of L1 or L2. In an L1 situation, learners learn their mother tongue intuitively. It is culturally and environmentally inherited by them. The culture or the environment around them becomes their covert teacher that provides them sufficient exposure through which grammatical forms and structures required to use a language correctly and proficiently are naturally transferred to their memory. But when it comes to the learning of a second language and if it is a foreign language, exposure is very limited, artificial and conscious. Learners, therefore, do not feel at home and if not motivated properly feel it an extra burden on them. Even if the L2 learners receive some exposure, it is received not through the native speakers but through those who themselves have learnt the target language as L2. In such a situation, for an effective learning of L2, learning of grammar becomes very necessary. Hence, acquainting the learners of L2 with the correct norms of the target language and providing them practice through creating meaningful situations in the class room becomes necessary. The

various problems and challenges faced by a teacher in teaching grammar effectively to the learners of a second language, as stated by (Mishra, 2010) are as follows:

-) Standard of the students
-) Problem of selection of material for teaching forms and structures
-) Amount of rules to be taught
-) Word grammar or sentence grammar
-) Teaching of isolated structures and forms
-) Identification of the core rules and structures and their practice
-) Teaching of rules or learning of a language
-) Exclusive nature of various schools of grammar: need for an interactive approach

As a result of rapid changes taking place in the world due to globalization and privatization, the need to acquire proficiency in English has been felt more than ever before. Communication – written as well as oral has become very necessary for the learners of English as a second language. Today a teacher of English is puzzled not because he does not have enough tools in his inventory but because of the large number of approaches, methods, theories which came into existence as a result of developments and researches which took place in Linguistics and Language Teaching. Sometimes teachers of language are attracted towards new approaches and without examining their merits and demerits, they are excited to use them due to their innovation and difference from the earlier ones. According to Mishra (2010), the challenge before a language teacher is to choose the right approach or to integrate the concepts of different approaches in his teaching programme.

Therefore, the main challenge before a teacher of grammar is to provide practice to the learner in the use of forms in a wide-range of diverse socio-

cultural situations. Only when learning of rules of grammar is extended to their spontaneous and automatic use in different socio-cultural contexts, L2 learners will be said to achieve communicative competence which is the main aim of language teaching.

In course of teaching grammar, the acquisition of English prepositions is especially difficult for students learning English as a second language. English prepositions are a problem because different languages use different prepositions to express the same ideas. It will help the students if the teacher does not teach too many prepositions at one time. Also, it will help if the teacher is sure to put the prepositions in context i.e. in a situation where the use is natural (<http://www.humanities.byu.edu/>).

Identifying such difficulties and being consciously aware of them would help teachers find ways of overcoming them and provide effective grammar instruction.

1.1.3 Techniques of Teaching Grammar

Approach, method and technique are widely used terms in the field of language teaching. These terms are sometimes used synonymously. Approach is theoretical position and belief about the nature of language. It is cover term. Method is an overall plan for the accomplishing linguistic objectives. But the technique is the activity which is implemented in the classroom. What a language teacher does in the classroom to develop learners' communicative competences is his technique. In this regard, Anthony (1963) defines technique as an implementation that which actually takes place in a classroom. It is a particular trick, stratagem or contrivance used to accomplish an immediate objective. Technique must be consistent with method and therefore in harmony with an approach (as cited in Richards and Rodgers, 1968, p. 15).

Technique is a procedural device used in the classroom teaching in order to imply a method of teaching successfully. It is a classroom activity which makes the teaching easier, effective and meaningful. There are several techniques that are used in the field of English language teaching. No single technique is adequate to teach all aspects and skills of language in all situations. Use of technique depends on the nature of the course, setting and situation of classroom, level, need and interest of the students.

Thus, a technique is actually applied in classroom while teaching. The appropriate selection of techniques is determined on the basis of the subject matter, teacher's individual ability, class, availability of the teaching materials, etc. Some of the techniques of teaching grammar as prescribed by Harmer (1987, p. 29) are as follows:

1.1.3.1 Practice Techniques

Practice Techniques help the students to practice grammatical items. In each case the teacher has decided that certain specific items of language should be practiced. But there are various ways of doing this. Some of them as prescribed by Harmer (1987, p. 41) are as follows:

a. Drills

According to Harmer (1987), "The aim of a drill is to give students rapid practice in using a structural item. Often this is done with the whole class—rather than with students in pairs— and the teacher is able to get students to ask and answer questions quickly and efficiently" (p. 41). The chief advantage of this kind of technique is that teachers can correct any mistakes that the students make and can encourage them to concentrate on difficulties at the same time. The problem with drills is that they are often not very creative. Teachers should make sure that they are not overused and that they do not go on for too long. As

soon as students show that they can make correct sentences with the new item, the teacher should move onto more creative activities like the interaction activities in the next section.

b. Interaction Activities

One of the problems about drills is that they are fairly monotonous. Some way must be found of making controlled language practice more meaningful and more enjoyable. One of the ways of doing this is by using interaction activities. As Harmer (1987), "These are designed so that students work together, exchanging information in a purposeful and interesting way" (p. 43).

c. Involving the Personality

Recently some teachers and materials writers have designed exercises which practice grammar while at the same time requiring students to talk about themselves in a more involved way. They are asked to discuss things that affect their personality and to use this subject matter as a focus for grammar practice (Harmer, 1987, p. 47).

d. Games

Games of various kinds have been used in language teaching for a long time and they are especially useful for grammar work. Some of the games as prescribed by Harmer (1987, p. 43) are as follows:

- i. Noughts and crosses
- ii. General knowledge quizzes
- iii. Board games

e. Written Practice

Grammar practice is often done through writing. Students are frequently given homework exercises which ask them to practice specific language items. They start with the most controlled kind of writing practice and end with something that is a bit freer – even though it is still designed for the practice of a specific grammatical item. Some of the more common exercise types that can be used as prescribed by Harmer (1987, p. 48) are as follows:

- i. Fill-ins
- ii. Written drills
- iii. Word order
- iv. Sentence writing
- v. Parallel writing

1.1.3.2 Discovery Techniques

Discovery technique is an important technique to teach grammar effectively. It is a new and learner centered technique. This technique is usually applied while teaching grammar through inductive method. Discovery technique for teaching grammar refers to any activity, exercise or technique, which encourages students to discover facts about grammar and grammatical usage. At most covert level, as stated by Harmer (1987, p. 29), this simply means that the students are exposed to the new language with no focus or fuss, sometime before it is presented. At a more conscious level, students are asked to look at some sentences and say how the meaning is expressed and what the differences are between the sentences. This technique aims to give students directly involved while teaching grammar. Grammar can either be taught explicitly or implicitly. Explicit approach refers to stating directly usually at the beginning of a particular activity what the grammar is. On the other hand, students are led to grammar through a series of steps in an implicit approach that is meant by

discovery technique. It aims to lead students towards a generalized grammar rule or pattern.

There are different ways of using this technique. In lower grades, examples in a few sentences are given and some directions of how to discover the grammatical rules are also mentioned. Students at a higher level can be asked to look at some sentences and say how the meaning is expressed and what the differences are between the sentences. Another example is to let the students group verbs according to their endings in the past tense -t,-d and -id. By using this technique the pupils become aware of the need for grammar rules and they tend to concentrate more in this work. It is also very motivating to work like this, as long as the exercises are adapted to their level. But during the process, which can take a long time. Learners can occasionally feel confused in some exceptional grammatical items. As Harmer says, " Encouraging students to discover grammar for themselves in one valuable way of helping them to get to grips with the language" (1987, p. 39). In this technique pupils create their own knowledge through observations and experiences they make and impressions and influences they meet. This technique is a new, scientific innovative and student centered as well. The main aim of this technique is to develop students' linguistic competence that refers to the ability to construct and comprehend grammatically correct and acceptable sentences of the language being learnt.

Certainly, discovery techniques are not suitable for all the students on all occasions. Discovery activities can take a long time and can occasionally be confusing. The teacher should decide when to use these activities, with what grammar and with which students. It is not suitable to teach grammar to very small children because they cannot analyze and generalize the given examples. Similarly, it is generally not suitable to teach grammar to advanced level students too because it is time consuming. It is mainly suitable to teach lower secondary and secondary level students. Grammatical exceptions can't be taught through this technique. In the case of complex rules, the learners cannot

generalize properly. It is also true that designing materials for discovering activities or finding a text that will suit this technique is for easy at intermediate and advanced levels than is it when teaching to beginners. Despite some of these drawbacks, the use of discovery technique has been considered effective for teaching grammar. Different types of activities can be applied while teaching grammar in order to make the students induce rules themselves according to levels. There are four types of activity prescribed by Harmer (1987, p. 30) for teaching grammar through this technique. They are as follows:

a. Preview

One covert way of allowing students to discover new grammar for themselves is to preview it at some stage before it is actively learnt and taught. Preview, generally, refers to the act of viewing something before it is actually viewed in detail. In this stage, the students do not concentrate on it, but the fact of having seen the grammar in action will help them to deal with it when they have to study it later. In this technique, as stated by Harmer (1987, p. 30) students are exposed to the new language through a reading or listening to a text so that they can get opportunity to preview new grammar at some stage before it is actively learnt and taught.

Task: Search the text and see how many examples of 'if clause' you can find.

e.g. (i) If it rains on Monday, I'll stay at home.

(ii) What will you do if it is sunny?

This type of text is used not only for comprehension and for setting up a topic for use later in the unit, but also to make the students familiar with the new language before teaching it later.

Similarly, the current secondary level English textbooks have employed this technique.

b. Matching Techniques

The point of matching exercise is to get students to work things out for themselves: they have to make choices about what goes with what, and the activity of making choices helps them to discover correct fact about grammar. Harmer (1987, p. 33) has given the following example to show how matching technique works as discovery technique.

In this matching exercise for elementary learners, the students have to match sentences with the tag questions that would go with them. As they do this (individually or in pair) they work out how a tag question works.

<i>You've been to Brazil,</i>	<i>are you?</i>
<i>You can play the flute,</i>	<i>don't you?</i>
<i>You study economics,</i>	<i>did you?</i>
<i>You aren't going to leave,</i>	<i>haven't you?</i>
<i>You didn't fail the exam,</i>	<i>can't you?</i>

c. Text study

Another way of getting students to discover new grammar is to ask them to concentrate on in a text. Teacher can get students to look at the way language is used, or what kind of language is used in a certain context. The principal aim here is to get students to recognize the new language. Harmer (1987, p.36) has given the following example to show how text study technique works as a discovery technique.

e.g. the past simple

Task: What are the three past ending for regular verbs?

Marry watched an old man. He walked down the road. He stopped and talked to Mrs. Castle of no 27. Then he crossed the road and managed to dodge the

traffic. He visited the drugstore and disappeared through the door. Then, he reappeared and walked towards her.

The students have to put all the verbs into one of the three columns.

/d/	/t/	/Id/
Managed	Watched	Visited

This activity would be suitable either before, or immediately after a presentation of the past simple. The advantage of using it before the presentation is that it will give students a clear knowledge of the tense before they are asked to use it. If it is used after the presentation, it will serve as a good reinforcement to what the students have been learning. Either way the fact that students are asked to compare this exercise themselves means that they are personally involved in the acquisition of grammatical knowledge of the different regular endings of a verb to form the past tense.

d. Problem Solving

Problems solving is another effective activity that can be applied while teaching grammar to discover rules from the problematic examples. Problem solving task in general involves selecting from several alternatives in order to reach a desired goal. This technique encourages the students to talk about grammar and to analyze its properties. Problem solving as a discovery technique is useful with the students of intermediate and above. Harmer (1987, p. 39), has given the following example to show how problem solving works as a discovery technique.

e.g. (i) Using students' efforts

Task: List three of the most common verb tense mistakes that your elementary students make.

A very good way of getting students to discover grammatical rules is to present them with examples of incorrect English. You can encourage them to discover what is wrong and why. Here is one possible way of doing this.

1. While students are involved in an oral activity, go round the class noting down any errors you hear. When they have finished, you can choose the mistakes that are most serious and write them up on the board. Like this:

- i. * *You must to agree with me.*
- ii. * *People is always complaining.*
- iii. * *I haven't seen him yesterday.*
- iv. * *I am not agree.*

Now, students can work in pairs to identify the mistakes and put them right.

1.1.4 Prepositions

Preposition is a word or group of words used especially before a noun or pronoun to show place, position, time, method, etc. To support this idea, Wren and Martin (2010) define preposition as "a word placed before a noun or a pronoun to show in what relation the person or thing denoted by it stands in regard to something else" (p. 106). In the same way, Carter and McCarthy (2006) put, "Prepositions express a relation in space between two or more entities or a relation in time between two events, or various other abstract relations" (p. 463). Similarly, the following grammarians Quirk, Greenbaum, Leech and Svartvik (1985) stated similar concept about preposition telling that "A preposition expresses a relation between two entities, one being that represented by the prepositional complement, the other by another part of the sentence. The prepositional complement is characteristically a noun phrase, a nominal *wh*-clause, or a nominal *-ing* clause" (p. 657). Following above ideas, Crystal (1997) also gives similar views and defines preposition as "a term used in the grammatical classification of words, referring to the set of items which

typically precede noun phrase (often single nouns or pronouns) to form a single constituent of structure" (p. 305).

Looking into these definitions, it can be said that a preposition is used to show various relational meanings, i.e. place, time etc.

e.g. (i) There is a cow in the field. (place)

(ii) I met her at ten o'clock. (time)

Prepositions even show the relationship like instrument and cause.

e.g. (i) Ram broke the door with a hammer. (instrument)

(ii) She died of cancer. (cause)

As we go into these definitions, it can be concluded that prepositions are those grammatical words that are normally followed by noun phrases. Such noun phrases which are preceded by prepositions are termed as prepositional phrases, e.g. because of, according to, on behalf of etc.

1.1.4.1 Relations Expressed by Prepositions

Prepositions can express various relations. Some of them are as follows (Wren and Martin, 2010, p. 110).

a. Place

- i) Sita is leaning against the wall.
- ii) He sat beside me.
- iii) There was a temple on the hill.
- iv) I don't like going out alone at night.

b. Time

- i) He will come here on 14th July.
- ii. I've known them since last year.

- iii. I was sick from Sunday to Friday.
- iv. The shops close at 7.30 p.m.

c. Agency, instrumentality

- i. He sent the parcel by post.
- ii. The jungle was destroyed by the fire.
- iii. I heard this through a friend.
- iv. Ram cut it with a knife.

d. Manner

- i. He fought with courage.
- ii. They won the war with ease.

e. Cause, reason, purpose

- i. The old man died of cancer.
- ii. I have been suffering from fever.
- iii. The doctor gave medicine for cold.
- iv. It is a good place for picnic.

f. Possession

- i. There was no money on him.
- ii. The girl with blue eyes is lame.
- iii. He is a man of means.

g. Measure, standard, rate, value

- i. He charges interest at nine percent.
- ii. Cloth is sold by yard.
- iii. I'm taller than you by two inches.
- iv. It was one by the tower clock.

h. Contrast, concession

- i. With all his faults, I admire him.

- ii. For one enemy, he has a hundred friends.
- iii. After every effort, one may fail.

i. Inference, motive, source or origin

- i. From what I know of him, I hesitate to trust him.
- ii. Light emanates from the sun.
- iii. He did it from gratitude.

1.1.4.2 Kinds of Prepositions

Prepositions may be arranged in the following classes (Wren and Martin 2010, p. 107).

A. Simple Prepositions

A preposition consisting of single word is known as simple preposition, e.g. at, by, for, from, in, off, on, out, through, till, to, up, with, etc.

- a. at** : He works at the hospital.
- b. by** : Sita is in the room.
- c. for** : She is waiting for her son .
- d. from** : They live very far from here.
- e. in** : He come here about six in the morning.
- f. of** : The old man died of cancer .
- g. off** : The passengers are getting off the plane .
- h. on** : He is sitting on the chair.
- i. out** : Milan took the dictionary out of the bookcase .
- j. through** : The boy went through the tunnel.
- k. till** : He worked and sang from morning till night .
- l. to**: Who are sending this e-mail to ?
- m. up** : Mohan is climbing up a tree.
- n. with** : The boy lives with his father .

B. Compound Prepositions

Prepositions which are generally formed by prefixing a preposition (usually a=to or be= by) to a noun, an adjective or an adverb is called compound prepositions. e.g. about, above, across, along, among, around, before, behind, below, between, beside, inside, outside, with etc. (Wren and Martin 2010, p. 107).

- a. **about** : He came here about six in the morning.
- b. **above** : The blackboard is above the bench.
- c. **across** : He went across the river.
- d. **along** : Just go along the road. Do not cross it.
- e. **among** : There was a hut among the tall trees.
- f. **around** : There is a fence around the park.
- g. **before** : I don't take rest before breakfast.
- h. **behind** : I was standing behind Avik in the queue.
- i. **below** : Your mouth is below your nose.
- j. **between** : A cow is sitting between the two trees.
- k. **beside** : The lady sat beside the old man.
- l. **inside** : They are playing inside the School ground.
- m. **outside** : He is waiting me outside the gate.
- n. **within** : He has to complete the task within ten days .

C. Prepositional Phrases

The prepositions which consist of more than single word are known as prepositional phrases. Prepositions are groups of words used with the force of single prepositions. e.g. accused of, beware of, interest in, believe in, famous for, look for, depend on, get off, suffering from, listening to, angry with, because of, in spite of, in order to etc. (Wren and Martin 2010, p. 107).

- a. **accused of** : Shishir was accused of lies and deceit .
- b. **beware of**: Beware of dog .

- c. **interest in** : Ruby is interested in reading novels.
- d. **believe in** : Do you believe in coincidence ?
- e. **famous for** : Aesop was famous for telling stories.
- f. **look for** : What are you looking for ?
- g. **depend on** : Do not depend on your friend to complete this task .
- h. **get off** : We must not get off the running bus.
- i. **suffering from** : Kumar is suffering from nasty cold.
- j. **listening to** : I like listening to pop music .
- k. **angry with**: Are you angry with me ?
- l. **because of** : He couldn't come because of his father's illness.
- m. **in spite of**: He preserved in spite of difficulties.
- n. **in order to**: I went to the market in order to buy things.

1.1.4.3 Semantics of Case

Prepositions can be used to assign case, i.e. to mark role that relate sentence constituents. Fillmore (1968) describes many uses of Prepositions as being case like in nature. A preposition may assign more than one case and that only highly frequent prepositions signal cases (as cited in Celce-Murcia and Larsen-Freeman, 1999, p. 412). Some useful cases are like this:

1. **by (agentive)**: It was composed by Tchaikovsky .
2. **by (means)**: We went there by bus.
3. **for (beneficative)**: I bought the gift for marry.
4. **for (proxy)** : He manages the store for the Bakers.
5. **from (ablative, Source)**: Sherry bought the car from Dave.
6. **of (eliciting)** : He asked a favor of us.
7. **of (separation)** : They cleared the field of trash.
8. **of (genitive)**: The hood of the car was dented.
9. **to (dative)**: I gave the hat I was knitting to my best friend .
10. **to (direction, goal)**: We drove to Charlotte, North Carolina.
11. **with (instrument)**: He broke the window with a rock .

12. with (comitative): I went to town with Jack.

13. with (Joining): The storm covered the mountains with snow.

1.1.4.4 The Use of Prepositions

There can be a variation in the use of prepositions. They appear to be instances where more than one preposition with the same meaning is acceptable in a given context (Celce-Murcia and Larsen-Freeman, 1999, p. 414).

1. spatial proximity : a house near/ by the lake.

2. time/ degree approximation : happened around /about 10 o'clock; cost
around/ about \$100 .

3 telling time : a quarter to / of ten.

4. telling time : a quarter after/ past ten.

5. location along something linear : the towns/ on/along the Rhine.

6. in a time period : it happened in/ during 1998.

7. temporal termination : work from 9 until/ till/ to 5 .

8. location lower than something : below/beneath/under/ underneath the stairs.

9. location higher than something : above/ over the table .

10. location in /at the rear of something : behind/ in back of the door.

11. location adjacent : next to / beside the stream.

1.1.4.5 Ways of Teaching Prepositions

There are many ways to help children learn and practice prepositions (www.handyhandouts.com).

-) Go for a nature walk and point out the locations of different things in the environment.
-) Have students color pictures with several objects in different locations and scenes.
-) Name items in the classroom and have students tell you their locations.

-) Engage students by playing a following-directions game where they go around the room to find certain items.

When planning to teach a spatial concept (i.e. preposition), the following sequence of activities should be considered (Wiig and Semel, 1984).

-) Initially, teach the spatial concept in relationship to the child's body (stand behind the chair / sit on the chair / stand at the back of the box);
-) Next, introduce the spatial concept using concrete materials and motor actions (e.g. put the book on the shelf / draw the line on the paper);
-) Provide a number of examples of the same spatial concept to support generalization still using concrete materials and motor actions (i.e. put the paper on the table / put the paper on the box / put the paper on the floor); and,
-) Use pictures, drawings and photographs that highlight the spatial concept being targeted.

1.2 Review of Related Literature

Discovery techniques are possible ways where students are given examples of language and then asked to find out how they work, it means to discover the grammar rules. Students find out how grammar is used in a text and they are actually acquiring a grammar rule. By this students' involving in the task of grammar acquisition teacher makes sure that they are concentrating fully, using their cognitive powers. Discovery techniques are not just the teacher telling what the grammar is. Students are actually discovering information for themselves. According to Harmer (1987), "Discovery technique for teaching grammar refers to any activity, exercise or technique, which encourages students to discover facts about grammar and grammatical usage" (p. 29).

Tennant says, "Grammar can either be taught explicitly or implicitly. When we talk about an explicit approach to grammar we are talking about stating

directly, usually at the beginning of a particular activity, what the grammar is. For example, "Today we are looking at the third conditional." On the other hand an implicit approach to grammar is one where the students are 'led' to the grammar through a series of steps – this is what is meant by the 'discovery technique'. In other words, the 'discovery technique' aims to lead students towards a generalized grammar rule or pattern".

(<http://www.onestopenglish.com>)

Discovery technique is one of the most important techniques used in the classroom while teaching English grammar inductively. It is a new technique and no practical study has been done to find out its effectiveness in teaching prepositions in the context of Nepal. Although it is a recently developed technique some of these studies related to it have been done.

Pokhrel (1999) carried out a practical study on "Teaching Communicative Functions Inductively and Deductively." The main objective of the study was to find out the effectiveness of inductive or deductive method to teach the selected communicative functions for the students of grade 7. He used both primary and secondary sources of data and his finding was that the inductive method was more effective than deductive one in teaching communicative functions.

Ghimire (2000), conducted a practical study on "Teaching Tag Questions in English Inductively and Deductively." The main objective of the study was to determine the effectiveness of inductive or deductive method to teach tag questions for the students of class 10. He used both primary and secondary sources of data. It was found that the inductive method was more effective than deductive one.

Pant (2004), conducted a practical study on "The Effectiveness of Discovery Technique in Teaching Subject-Verb Agreement in Grade 9". The main

objective of the study was to determine the effectiveness of discovery technique in teaching subject-verb agreement in grade 9. He used both primary and secondary sources of data. In this study discovery technique was found relatively more effective and successful than explanation technique for teaching subject-verb agreement.

Dahal (2008), conducted a study on "Proficiency of Grade Nine Students in the Use of Prepositions of Location." The main objective of the study was to determine the proficiency of grade nine students in the use of prepositions of location. He used both primary and secondary sources of data. In this study the proficiency of the girls was found better than the boys in the use of prepositions of location.

Kushawaha (2010) carried out a practical study on "The Effectiveness of Discovery Technique in Teaching Articles in Grade 9". The main objective of the study was to determine the effectiveness of discovery technique in teaching articles in grade 9. He used both primary and secondary sources of data. In this study discovery technique was found more meaningful and effective in contrast of the explanation technique for teaching article.

Previous studies are based on the comparative study between two methods named inductive and deductive. But this study is centralized on the effectiveness of discovery technique which is newly emerged technique to teach grammar inductively. The researcher have applied four activities of discovery technique prescribed by Harmer (1987, p. 30) in course of teaching prepositions. They are preview, matching techniques, text study and problem solving. The effectiveness of this technique has not been done yet in context of Nepal in teaching prepositions involving all the sub techniques. These activities were used equally in this study.

1.3 Objectives of the Study

The objectives of this study are:

- a) To find out the effectiveness of discovery technique in teaching prepositions.
- b) To suggest some pedagogical implications.

1.4 Significance of the Study

Since teaching technique plays a significant role in classroom teaching. A teacher should have sound knowledge of teaching technique to be successful in his/her profession. This study will provide information about organizing and conducting the discovery technique in a classroom situation. The teachers, students, textbook writers, language planners, syllable designers and methodologists can modify their approach in the light of information provide in this study. Other concerned persons like guardians, interested people who are directly and indirectly involved in ELT may benefit from the study.

CHAPTER-TWO

METHODOLOGY

The study was carried out using the following methodology:

2.1 Source of Data

Both primary and secondary sources were used for the collection of data. The sources are as follows:

2.1.1 Primary sources

The primary sources of data for this study were the students of grade nine from Padam Bahadur Secondary School, Balithum, Gulmi.

2.1.2 Secondary sources

The secondary sources of data were collected from different grammar books, journals, previous theses, articles and other books related to the English language. Some of them are as follows:

Books: Carter and McCarthy (2006), Celce-Murcia and Larsen-Freeman (1999), Thornbury (1999), Harmer (1987), Wren and Martin (2010).

Journal Articles: Tennant (n.d.), Neupane (2011).

Previous Theses: Pokhrel (1999), Ghimire (2000), Panta (2004), Dahal (2008), Kushawaha (2010).

2.2 Sampling Population and Sampling Procedure

A secondary school from Gulmi district was selected and the forty students of grade nine were chosen by using simple random sampling for this study. The

students were divided into two groups i.e. experimental and controlled group in term of odd and even number by the rank of pre-test result.

2.3 Tools for Data Collection

The major tools for data collection were the test items. For this, four kinds of the test items were developed from a specific area of grammar i.e. prepositions. They were different types, i.e. underline items, fill in the gap items, multiple choice items and completion items. These test items were administered for the pre-test at the beginning and the post- test at the end. The test was administered for an hour and it carried 50 marks. The division of marks for the different kinds of test items was as follows:

S.N.	Test items	Marks
1.	Underline the preposition items	10
2.	Fill in the gap items	10
3.	Multiple choice items	15
4.	Supply the correct preposition items	15
	Total	50

2.4 Process of Data Collection

At first, the researcher prepared the tools for data collection for the students. He visited the selected school where he consulted the head teacher, English teacher and the students. As a whole, he collected the data in the following way:

- i. A written pre-test of fifty marks including four types of test items was administrated to determine the students' actual performance in using prepositions.

- ii. Students were ranked on the basis of their individual scores in the pre-test. The total students were divided into two group 'A' and 'B' on the basis of odd and even number. The ranking procedure and group division was as follows:

S.N.	Group 'A'	Group' B'
1-10	even	odd
11-20	odd	even
21-30	even	odd
31-40	odd	even

- iii. The students of both groups were taught the same grammatical item, i.e. 'prepositions' separately. Group 'A' was taught through discovery technique whereas group 'B' was taught through explanation technique.
- iv. The medium of instruction was English for both groups. Each group was taught for four weeks, six days a week, one period a day and each period was lasted for forty-five minutes.
- v. At last, the same tools were used to be administered as a written post-test to determine the effectiveness of teaching prepositions through discovery technique.

2.5 Limitations of the study

This study had following limitations:

- i. The study was limited to only one secondary school of Gulmi district.
- ii. The level of learner was only limited to grade nine.
- iii. The population of this study was only limited to forty students.
- iv. The data were collected only from written tests.
- v. This study has focused on only one grammatical item i.e. 'prepositions'.
- vi. This study has focused on only one technique of teaching grammar i.e. discovery technique.

CHAPTER-THREE

ANALYSIS AND INTERPRETATION

This chapter deals with the analysis and interpretation of data. The responses of the students were marked systematically and tabulated on the basis of the tables and scores. After the collection of answer sheets, the researcher checked and assigned the marks to the students. After that, he tabulated the scores and analyzed and interpreted the data by using the simple statistical tools such as average, percentage, etc.

3.1 Process of Data Analysis

The test items were administered among the students of the selected school after the test items were prepared. The answers were received and corrected on the basis of the answer sheets prepared. One mark was offered for each correct answer and total mark was calculated in the same way for each of the item. All the questions used for data collection have been listed in appendix.

The data collected from the students have been analyzed under the following categories:

- 1) Holistic Analysis
- 2) Group wise Analysis
- 3) Item wise Analysis

The third heading is divided into four other sub-headings, they are as follows:

- i) Underline items
- ii) Fill in the gap items
- iii) Multiple choice items
- iv) Supply the correct preposition items

While analyzing the data, the individual Scores of both tests (pre-test and post-test) have been given and tabulated group wise. Then the average score of both groups (experimental and controlled) on the two tests are computed. The difference between the average scores of the two tests is determined. If the difference between the average scores of two groups is found greater than Zero, it shows the improvement in learner's study during the teaching. The result is converted into percentage. The two groups have been compared on the basis of the percentage of the scores that the students obtained. The marks of each student in the pre- test were subtracted from the mark of the post- test to find out the difference between them. The group which has got a higher percentage is thought to be better than the one which got a lower percentage. The analysis and interpretation of the study is as follows:

3.2 Holistic Analysis

The average marks obtained by the students of both experimental group (Group A) and controlled group (Group B) in pre-test and post-test are shown and compared in this heading. The average marks and difference in percentages are presented in the given table.

Table No. 1: Performance of Group A and B in Pre-Test and Post-Test

	F.M.	T ₁ Average Score	T ₂ Average Score	D	D%
Group A	50	25.65	39.80	14.50	55.16
Group B	50	25.40	34.60	9.20	36.22

The above table shows that the Group A has secured 25.65 and 39.80 average marks in the pre-test and post-test respectively. The increased average mark is 14.15 and the increase in percentage is 55.16. On the other hand, the Group B has secured 25.40 and 34.60 average marks in the pre-test and post test respectively. The increased average mark is 9.20 and the increased percentage is 36.22.

As shown in the table No. 1, the difference in average score in the test items of Group A is 14.50 (55.16%) whereas the difference in average score in the test items of Group B is 9.20 (36.22%). The table reveals that the average score of Group A is better than Group B in their progress is 14.50 (55.16%). It shows that the Group A excelled Group B by 18.94%.

Thus, it is clearly visible that the experimental group (Group A) has shown better performance than the controlled group (Group B). Therefore, we can conclude that discovery technique is better than explanation technique to teach 'prepositions'.

Table No. 2: Overall Performance of Group A and Group B in Pre-Test and Post-Test

S.N.	Test Items	F.M.	Average Increased % of Group A	Average Increased % of Group B	Difference in %
1.	Underline the prepositions	10	43.65	16.12	27.53
2.	Fill in the gaps	10	33.61	21.42	12.19
3.	Multiple choice items	15	75.96	51.03	24.93
4.	Supply the correct prepositions	15	66.91	48.93	17.98
	Total score	50	220.13	137.50	82.83
	Average score	12.5	55.03	34.37	20.65

From the above table we came to know that the average increased percentage of Group A is 55.03 in different test items whereas the average increased percentage of Group B is 34.37. The difference in average increased percentage between these two groups is 20.65. We can conclude that the Group A has better performance than Group B.

3.3 Group wise Analysis

In this analysis, the performance of Group A and Group B in the pre-test and post-test are tabulated and analyzed by comparing the groups each other. The average performance in pre-test and post-test by both group is presented below:

Table No. 3: Average Scores in All Items Achieved by Group A and B

S.N.	Items	F.M.	Group A			Group B		
			T1	T2	D	T1	T2	D
1.	Underline items	10	6.30	9.05	2.75	6.20	7.20	1.00
2.	Fill in the gaps items	10	5.95	7.95	2.00	4.90	5.95	1.05
3.	Multiple Choice items	15	6.45	11.35	4.90	7.25	10.95	3.70
4	Supply the correct preposition items	15	6.80	11.35	4.55	7.05	10.50	3.45
	Total score	50	25.50	39.70	14.20	25.40	34.60	9.20
	Average score	10	6.37	9.92	3.55	6.35	8.65	2.30

The above table shows that the level of achievement of Group A is increased in all items satisfactorily. The difference in average score in pre- test and post-test are 2.75, 2.00, 4.90 and 4.55 in underline item, fill in the gaps item, multiple choice item and supply the correct preposition item respectively. The total average score in pre-test and post test of this group is 25.50 and 39.70 respectively. The difference between them is 14.20. On the other hand, The difference in average score in pre- test and post-test of Group B are 1.00, 1.05, 3.70 and 3.45 in underline item, fill in the gaps item, multiple choice item and supply the correct preposition item respectively. The total average score in pre-test and post test of this group is 25.40 and 34.60 respectively. The difference between them is 9.20.

Thus, Group A has excelled Group B in all test items. This proves that teaching preposition through discovery technique is more effective than explanation technique.

3.4 Item wise Analysis

There were altogether four kinds of test items in the pre- test and the post- test question papers. All the test items were separately compared in this comparison. The average score of the pre-test and post test obtained by the students in each test items were compared and analyzed. The analysis of each of them is as presented below:

3.4.1 Underline the Preposition items

There were ten questions about the prepositions in this test item. Each questions consisted of one marks. The full mark of the test item was ten. The following table presents the average score of both groups in the test.

Table No. 4: Score Achieved in Underline the Prepositions Item by Group A and B

	F.M.	T ₁ Average Score	T ₂ Average Score	D	D%
Group A	10	6.30	9.05	2.75	43.65
Group B	10	6.20	7.20	1.00	16.12

From the above table, the average score of Group A is 6.30 in the pre-test and 9.05 in the post- test. The increment of their marks is 2.75 and increased percentage is 43.65. On the other hand, the average score of Group B is 6.20 in the pre-test and 7.20 in the post- test. The increased average marks and percentage are 1.00 and 16.12 respectively.

While comparing the marks and percentage of Group A and B, it can be concluded that the Group A has done better than the group B. Therefore, it is clear that discovery technique is better than explanation technique in teaching this item of grammar.

3.4.2 Fill in the Gap Items

This test item also included ten questions carrying ten full marks. The average score of the students in both experimental and control group have been presented as follows:

Table No. 5: Score Achieved in Fill in the Gaps Items by Group A and B

	F. M.	T ₁ Average Score	T ₂ Average Score	D	D%
Group A	10	5.95	7.95	2.00	33.61
Group B	10	4.90	5.95	1.05	21.42

This table shows that the group A has secured 5.95 and 7.95 average marks in the pre-test and post-test respectively. Their increased average mark is 2.00 and increased percentage is 33.61. On the other hand, the group B has secured 4.90

and 5.95 average marks in their pre-test and post-test respectively. The increased average marks and increased percentage are 1.05 and 21.42 respectively.

While comparing and interpreting two groups, the group A has secured more marks than the group B. Hence, it is clear that discovery technique is better than explanation technique in teaching 'prepositions' in this item.

3.4.3 Multiple Choice Items

In this item, fifteen questions were included which carried fifteen marks. The average score of the students in both groups have been presented as follows:

Table No. 6: Score Achieved in Multiple Choice Items by Group A and B

	F.M.	T ₁ Average Score	T ₂ Average Score	D	D%
Group A	15	6.45	11.35	4.90	75.96
Group B	15	7.25	10.95	3.70	51.03

This table shows that the average score of Group A is 6.45 in the pre-test and 11.35 in the post-test. Their increased mark is 4.90 and the increased percentage is 75.96. On the other hand, the average score of Group B is 7.25 in the pre-test and 10.95 in the post- test. Their increased mark is 3.70 and the increased percentage is 51.03.

The difference between the percentages of two groups proved that Group A did a little bit better in their performance in the post-test in comparison to Group B. Therefore, we can say that discovery technique may have results better than explanation technique in teaching this item of 'prepositions'.

3.4.4 Supply the Correct Preposition Items

There were fifteen questions about the prepositions in this test item. Each questions consisted of one marks. The full marks of the test were fifteen. The following table presents the average score of both groups in the test.

Table No. 7: Score Achieved in Supply the Correct Preposition Items by Group A and B

	F. M.	T ₁ Average Score	T ₂ Average Score	D	D%
Group A		6.80	11.35	4.55	66.91
Group B		7.05	10.50	3.45	48.93

The above table shows that the average score of Group A is 6.80 in the pre-test and 11.35 in the post-test. It has increased its marks by 4.55 and 66.91 in percentage. On the other hand, the average score of Group B is 7.05 in the pre-test and 10.50 in the post-test. There marks increased by 3.45 the increased percentage is 48.93.

The difference between percentages of two groups clearly shows that Group A did comparatively better than Group B in their performance in the post-test. Therefore, it proves that discovery technique is found to be better than explanation technique.

CHAPTER-FOUR

FINDINGS AND RECOMMENDATIONS

4.1 Findings

This chapter includes the findings and recommendations of the study. It also deals with some recommendations made on the basis of the major findings. At first, the findings of the study have been presented. On the basis of findings, recommendations have been made. The main aim of the study was to find out the effectiveness of discovery technique in teaching 'prepositions'. So a community based School of Gulmi district was selected for this. Grade nine of that School was purposively selected and only forty students were taken. At first, a pre-test was administered to the students and they were divided into two groups on the basis of their obtained marks. The two groups were taught separately for four weeks. The techniques used for the groups were different. Group A was taught using discovery technique and group B was taught using the as usual technique, i.e. explanation technique. A post-test was administered after teaching them separately for four weeks. The findings of the study are presented here with the help of analysis in both groups' results in pre-test and post test.

- a. In the holistic analysis, Group A has an average increment of 55.16 % whereas Group B has an average increment of 36.22%. The difference in percentage between group A and Group B was 18.94%. It shows that the teaching through discovery technique has presented a better result.
- b. The group wise analysis shows that the Group A has increased the average marks in all the test items by 3.55 whereas the Group B has increased by 2.30. The Group A has shown better performance in all four items. It proves that the discovery technique is far better than explanation technique in teaching 'prepositions'.

- c. In the item wise analysis, the Group A has shown better performance than that of Group B in all four items.
- (i) In 'underline the prepositions' item the average increment of score of Group A was 43.65% but the average increment of score of Group B was 16.12%. The difference in percentage between Group A and Group B was 27.53%. Here, Group A was able to make better progress than Group B.
 - (ii) In 'Fill in the gaps' item, the average increment of score of Group A was 33.61% but the average increment of score of Group B was 21.42%. The difference in percentage between Group A and Group B was 12.19%. It also proves that discovery technique was better than explanation technique to teach 'prepositions' in secondary level.
 - (iii) Similarly, the increment in average score of Group A was 75.96%, but the average increment of score of Group B was 51.03 % in 'multiple choice item'. The difference in percentage between Group A and B Group B was 24.93%. Therefore, it is concluded that discovery technique is relatively better than explanation technique to teach 'preposition' in this item.
 - (iv) In the same way, Group A has increased their average marks by 66.91% but Group B has increased by 48.93%. The difference in percentage between Group A and Group B was 17.98%. It also shows that discovery technique is better than explanation technique in developing the proficiency in 'prepositions'.

The findings of the study have been determined on the basis of the result of group rather than response of the individual students. Both Group A and Group B were taught the same grammatical item 'prepositions' . Only the techniques were different. The result of post- test shows that both groups were benefited. In general, discovery technique was relatively more effective and successful

than explanation technique for teaching 'prepositions' in English in the secondary level in context of Nepal.

4.2 Recommendations

On the basis of the findings of the study, the following recommendations have been made for pedagogical implications.

1. Discovery technique has been found to be more effective and meaningful than explanation technique while making an analysis on all types of comparisons (holistic, group wise and item wise). Group A was taught through discovery technique did better in their performance in the post- tests in comparison with group B which was taught using explanation technique. So discovery technique should be applied in teaching 'prepositions' in general.
2. Discovery technique should be applied in teaching 'prepositions' to make the students more active in the classroom. It makes the students see the examples, generalize the rules and be confident towards generalization.
3. The teacher should be very careful about the time allotment while teaching 'prepositions' as s/he needs much time while using discovery technique. The teacher can do well if s/he can properly manage the time.
4. Apart from 'prepositions', other teaching items in grammar should be taught by using discovery technique. All the language teachers who are involved in teaching grammar throughout the country are suggested to teach grammar using this technique in most of cases.
5. Not only for the teachers in teaching grammar but also the curriculum designers, text-book writers and concerning authorities should provide their more attention to use discovery technique in teaching grammar rather than other ones.
6. The size of the class and the number of students should be appropriate so that the teacher can go around the students and check their performance individually. If the size of the class and the number of

students is large enough, it will be too difficult to handle the class by applying discovery technique. Therefore, it is recommended that the size of class and the number of students should be appropriate while using this technique.

7. This study was only limited to forty students of a government aided School in Gulmi district named Shree, Padam Bahadur Secondary School, Balithum, Gulmi. It is limited to only one experimental group in which the level of students and the number of students were confined. Therefore it cannot be claimed that the discovery technique is applicable in all school of Nepal in teaching 'prepositions'. In order to make this issue more reliable, several other experiments of this type should be conducted in different School throughout the country.

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