

**PERCEPTION OF HIGHER SECONDARY LEVEL TEACHERS ON  
DISCOVERY TECHNIQUE IN TEACHING GRAMMAR**

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

**Submitted by  
Juna Pachhai**

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

**2014**

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**T.U. Reg. No.:9-1-50-570-2004  
Second Year Examination  
Roll No.: 280419/067**

**Date of Approval of the Thesis  
Proposal : 02/06/2070  
Date of Submission: 02/12/2014**

## RECOMMENDATION FOR ACCEPTANCE

This is to certify that Mrs. **Juna Pachhai (Khathi)** has prepared the thesis entitled "Perception of Higher Secondary Level Teachers on Discovery Technique in Teaching Grammar" under my guidance and supervision. I recommend this thesis for acceptance.

Date: \_\_\_\_\_

\_\_\_\_\_

**Dr. Tara Datta Bhatta**

Professor

Department of English Education

T.U., Kirtipur

## RECOMMENDATION FOR EVALUATION

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

**Signature**

**Dr. Anjana Bhattarai**

Reader and Head

Department of English Education

T.U., Kirtipur

\_\_\_\_\_

Chairperson

**Dr. Tara Datta Bhatta (Supervisor)**

Professor

Department of English Education

T.U., Kirtipur

\_\_\_\_\_

Member

**Khem Raj Joshi**

Teaching Assistant

Department of English Education

T.U. Kirtipur

\_\_\_\_\_

Member

Date: \_\_\_\_\_

## EVALUATION AND APPROVAL

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

**Signature**

**Dr. Anjana Bhattarai**

Reader and Head

Department of English Education

T.U., Kirtipur

\_\_\_\_\_

Chairperson

**Dr. Chandreshwar Mishra**

Professor

Department of English Education

Chairperson

English and other Foreign Languages

Education Subject Committee

University Campus

T.U., Kirtipur

\_\_\_\_\_

Member

**Dr. Tara Datta Bhatta (Supervisor)**

Professor

Department of English Education

T.U, Kirtipur

\_\_\_\_\_

Member

Date:

## **DECLARATION**

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

Date: 02/12/2014

**Juna Pachhai**

## DEDICATION

*Dedicated*

*to*

*my parents and my husband*

## ACKNOWLEDGEMENTS

First of all, I would like to express my sincere gratitude to my thesis supervisor **Dr. Tara Datta Bhatta**, Professor, Department of English Education, University Campus, T.U., Kirtipur who guided me throughout my study. This thesis would remain incomplete without his instruction, suggestions and guidance.

I am grateful to **Dr. Ajana Bhattarai**, Reader and Head, Department of English Education, University Campus, T.U., Kirtipur, for her supporting ideas, valuable suggestions and providing me with an opportunity to conduct the research study.

I am also grateful to **Prof.Dr. Chandreshwar Mishra**, Chairperson of the English and Other Foreign Languages, Education Subject Committee, University Campus, T.U., Kirtipur, for his regular inspiration and enthusiastic encouragement both to complete this research and in my academic life.

I would like to express my sincere gratitude to **Mr. Khem Raj Joshi**, Teaching Assistant, Department of English Education, University Campus, T.U., Kirtipur, for providing me with enlightening ideas and valuable suggestions.

I am extremely grateful to the intellectual personalities of the Department of English Education, **Prof.Dr. Tirth Raj Khaniya**, **Prof. Dr. Anju Giri**, **Dr. Tapsi Bhattacharya** and **Mr. Resham Acharya** for their encouragement and academic support.

Similarly, I would like to extend my sincere gratitude to **Mr. Tribhuwan Pokharel** for providing relevant materials, proposals etc. while carrying out my research. I am also grateful to all the higher secondary level teachers of Rupandehi district for giving me valuable time.

Likewise, I would like to express my special thanks to my husband **Mr. Dilip Khati Chhetri** and friend **Bina Gyawali**, **Rina Thapa**, **Sombodh Malla**, **Bandana Ghatani** and all my colleagues who directly or indirectly helped me in completing this study.

Likewise, I would like to thank **Miss Tara Rijal** (New Prakriti photocopy and computer centre) Kirtipur, who entire computer worked to the study.

**Date:**

**Juna Pachhai**

## ABSTRACT

The thesis entitled **Perception of Higher Secondary Level Teachers on Discovery Technique in Teaching Grammar** attempt to find out the perception of higher secondary level teachers in teaching grammar. The main aim of this study was to find out whether higher secondary level teachers take the application of Discovery Technique positively or not, how do they feel using Discovery Technique while teaching grammar i. e, easy or difficult? It further aimed at analyzing the role of Discovery Technique, materials, role of teachers and learners while teaching grammar. Survey research design was employed for carrying out this research work. To meet the objectives of the study twenty teachers of higher secondary level teachers teaching in twenty different schools from Rupandehi district, were selected to fill up the questionnaire to obtain the data. The collected data were analyzed and interpreted descriptively by using different tools such as percentage, figures etc. The findings of this study showed that 87% of higher secondary level teachers positively perceived the application of Discovery Technique for teaching grammar. However, 13% of teachers yet think that Discovery Technique is not needed for teaching grammar or they feel difficulty.

This thesis is divided into five chapters: The first chapter deals with background, statement of the problem, rationale of the study, objectives of the study, significance of the study, delimitations of the study, and operational definitions of the key terms. The second chapter presents the review of related literature, implications of the review for the study and the theoretical conceptual framework. The third chapter includes the design of the study, population and sample of the study, sampling procedure, data collection tools, data collection procedures and data analysis and interpretation procedure. The fourth chapter is concerned with the analysis and interpretation of the obtained data from the field. The last chapter has the summary, conclusions of the study in which some pedagogical implications have been recommended to better the findings of this study as well as to strengthen such further studies.

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## **LIST OF SYMBOLS AND ABBREVIATIONS**

%	- Percent
&	- And
Dr.	- Doctor
e.g.	- For example
i.e.	- That is
FoE	- Faculty of Education
Mr.	- Master
Prof.	- Professor
T.U.	- Tribhuwan University
U.K.	- United Kingdom
U.S.	- United States
Edu	- Education