# CHAPTER ONE

# INTRODUCTION

This study is concerned with the "Perception of Higher Secondary Level Teachers on Discovery Technique in Teaching Grammar." This section deals with general background, objectives of the study and significance of the study, delimitations of the study and operational definition of the key terms.

## 1.1 General background

There are many languages spoken in the world. Among them, English is the most widely used language in the world because it has gained the status of international link language since it is used to communicate with the people who are from different linguistic backgrounds.

Language is a set of signals by which we communicate. Language is common to all human beings and no other else. Language is, today, an inseparable part of human society. Human civilization has been possible only through language. It is through language only that human has come out of the Stone Age and developed science, art and technology in a big way Human beings have two ways of gaining mastery over a language: (a) acquisition (b) learning. When one gradually develops the ability in a language using it naturally in a communicative situation for instance, developing first language skill is acquisition. 'Learning' is the conscious process of accumulating knowledge of the vocabulary and grammar of a language which is related to the second or foreign language. Piaget (1936, p.36) described language learning as an outcome of the child's individual and internal cognitive development. Children explore, discover and manipulate language as they engage in word play in the same way that they explore, discover and manipulate their physical environment to learn about their world. Vygotsky (1962, p.115), however, described the learning of language as a social process. Children learn language

as they interest with adults and peers. Piaget (1936) viewed language as developing from the individual to the social.

According to Wardhaugh (1998, p. 1), "A language is what members of a particular society speak when two or more people communicate that they employ a language." Similarly Chomsky (1957, p. 13) states "Language is a set (finite or infinite) of sentences, and each infinite in length and constructed out of finite set of elements."  Therefore, language has great importance. There are enumerable language communicates in the world and every language community has its own langue. We cannot think of any academic, social, artistic activities without language. It is extremely complex and highly developed means of human communication.

Grammar is underlying structure of language to be stored sub consciously in the form of linguistic boxes by the speakers. According to Ur. (1996,p.76) "How words are combined or changed to form suitable units of meaning within a language." Grammar comprises morphology and syntax as its key areas. Morphology is concerned with study of the internal structures of words such as inflections, number, gender, tense forms, and derivation and so on. Syntax on the other hand is concerned with relations within words.

The research is concerned with teaching grammar through discovery technique in teaching grammar. So, it is necessary to discuss about discovery technique is? Discovery technique for teaching grammar refers to any activity exercise or technique which encourages students to discover facts about grammar and grammatical usage.

## 1.2 Statement of the Problem

 Grammar is defined as the connection of words and word groups in an acceptable structure. It is one of the most important aspects of language. It can be said that language made by the set of rules are grammatical items of morphology and syntactic. In the context of Nepal, mostly teachers are used deductive method while teaching grammar. It represents a traditional style and it encourages a teacher fronted, transmission-style classroom, the students have little chance to practice and no use of teaching materials. So, grammar teaching is one of the most challenging tasks for the teachers' especially higher secondary level teachers.

While teaching grammar, there are many techniques but discovery technique is mostly materials based technique of grammar. It gives priority to the students and it follows inductive way than traditional way of teaching grammar. Students are encouraged to use more materials. Teachers act as helper or facilitators. Therefore, teachers must have knowledge about discovery technique. They must have positive perception towards discovery technique of teaching grammar. That's why I selected this topic.

## 1.3 Rationale of the Study

Technique is a classroom activity, a pedagogical device or a part of total classroom procedures. Every activity that teacher does in the classroom is called technique. There are different types of technique used in language classroom. Discovery technique is widely used in very effective way of teaching grammar in intermediate level and this technique is known as learner-centered technique. it helps to teach manygrammatical rules and make classroom very effective. In order to find out answers of these questions, 'How the teachers feel teaching through discovery technique? Do they feel it easy or difficult? Is discovery technique really fruitful for both teachers and learners? etc. and their perception on discovery technique do they have positive perception towards discovery technique teaching grammar, I had chosen this

topic for my research study. With the help of this study I find out that higher secondary level teachers mostly preferred the application of discovery technique in grammar teaching. They expressed that this technique is very effective for teaching students in an autonomous and independent way in friendly environment. So, this technique is very helpful for the teachers of higher secondary level teachers and students.

## 1.4 Objectives of the Study

This thesis has following objectives.

a) To find out the perception of higher secondary level teachers on discovery technique teaching grammar.

b) To point out some pedagogical implications.

## 1.5 Research Questions

The research questions of this study are mentioned below.

a) What are the perceptions of teachers in using discovery technique?

b) How does discovery technique help in teaching grammar?

c) What are the problems that the teachers face while teaching grammar through discovery technique?

d) Does discovery technique help to create new ideas about teaching grammar?

## 1.6 Significance of the study

The findings of this study would be beneficial to the curriculum planners of higher secondary level. Similarly, the curriculum planners can get relevant ideas to design and implement effective teaching and higher secondary level. The findings of the study will be fruitful to those persons who will be directly

or indirectly involved in teaching of grammar. The findings will be equally fulfilled for the students, teachers, textbook writers, syllabus designers, language trainers and evaluators.

## 1.7 Delimitations of the Study

- The study was only limited to the perception of higher secondary level teachers on Discovery technique.

- The study was limited to the 20 teachers from Rupandehi district only.

- It was based on observation and questionnaires ( open-ended and close-ended)

- Purposive non-random sampling procedure used to select the population.

## 1.8 Operational Definition of the key terms

**Perception:** Perception is awareness, comprehension or do understanding of   something.

**Grammar:** Language is made by the set of rules which the set of rules are grammatical items of morphology and syntactic category.

**Discovery Technique**: Student-centered technique, materials based.

# CHAPTER TWO

# REVIEW OF THE RELATED LITERATURE AND CONCEPTUAL FRAMEWORK

This section presents review of the related theoretical literature, review of empirical literature, implications of the review for the study and conceptual framework.

## 2.1 Review of the Related Theoretical Literature

## 2.1.1 Introduction: Teaching Grammar

Generally grammar is defined as the connection of words and word groups in an acceptable structure. It is one of the most important aspects of language. It can be defined as ' how words are combined or changed to form suitable units of meaning within a language.' In accordance to this definition Lado, (1961,p.144) also adds ' Grammar governs the central structure of an utterance.' Here the central structure means the way of arranging the morphemes in the words and words into the sentences.

In the present research work English grammar is regarded as an integral part of language. It means that it is important in order to manipulate the language in speech and writing. The main purpose of teaching grammar is to help students to choose structure which express the meaning they want to read. Hence, teaching grammar is meant for improving language. Similarly, Murica and Hilles (1988, p.16-19), express theoretical view point as "we can think of language as type of rule governed behavior. Grammar is a subject of these rules which govern the configurations that the morphology and syntax of a language assume." It can be said that language variation in English occurs between speech and writing and between formal and informal usage. However, we must keep in mind that whenever we are teaching grammar, a second language

teacher will have to exercise judgment in determining what should be taught and what should be accepted.

From the above definition, it can be said that language is made by the set of rules, which the set of rules are grammatical items of morphology and syntactic category. In English language teaching, there are two kinds of grammar. One is theoretical and next is pedagogical grammar.

Theoretical grammar is concerned about the description of the theories of grammatical analysis whereas pedagogical grammar is the use of grammatical structures in appropriate situation. According to the Palmer (1971, p.9), grammar is "a device that specifies the infinite set of well-formed sentence and assigns to each of them one or more structural description." That's to say, it tells us just what all the possible sentences of language are and provides a description of them.

In conclusion, grammar is very much essential set of rules to the foundation of the language development which are responsible to develop of language accuracy as well as fluency in speaking and writing. A teacher can make it a fun activity by using an appropriate method and technique as well.

## 2.1.2 Approaches to Teaching Grammar

Grammar is the set of structural rules that governs the composition of clauses, phrases and words in any given natural language. There are two types of approaches which provided by Thornbury (1999) for teaching grammar.

### a) Deductive Approach

Teaching of grammar according to deductive approach starts with the presentation of a rule followed by the examples in which the rule is applied. In other words, it can be said that language teaching methods which emphasizes the study of the grammatical rules of a language makes use of the principle of deductive learning. Explicit rules are provided to the students and they

memorize and practice them. It is highly dominant technique in GT-method. The following steps are followed for teaching grammar deductively.

• Presentation of rules

• Description and explanation of rules

• Presentation of supporting examples to verify the rules.

• Practice of the rules orally or in written form memorization of the rules.

According to Thornbury (1999, p.64), "A deductive approach starts with the presentation of rules and followed by examples in which the rules are applied."

Likewise, Richards et al (1999, p.98-99) said that, "An approach to language teaching in which learners are taught rules and given specific information about a language." Then, they apply these rules which they use the language. So, language teaching methods which emphasize the study of the grammatical rules of a language make use of the principle of deductive reasoning.

In conclusion, deductive approach is rule-driven and the teacher is the authority in the language classroom. It is easily applicable in large class and is simple and easy to plan.

## b) Inductive Approach

Teaching of grammar according to the inductive approach starts with the presentation of sufficient examples from which a rule i derived. This is the way one acquires the L1. This is a new and innovative technique, highly preferred practice in the CLT classroom. Learners are not taught the rules directly, instead they are left to discover or induce rules providing sufficient examples. The following steps are followed according to this approach:-

• Presentation of examples, illustration

• Analysis of examples and illustration

- Generalization of rules

- Written and oral practice

In the process of defining inductive method of language teaching, Thornbury (1999,p.64) said that, "An inductive approach starts with examples from which a rule is inferred."   According to Richards et al (1999, p.98-99), "Inductive learning learners are not grammatical or other types of rules directly but are left to discover or induce rules from their experience of using the language."

From above definition it can be said that inductive method is such kind of method of teaching grammar in which the sentences are presented and practiced orally and in writing and students have to discover the rules from the example sentences.

In conclusion, it is a rule driving technique which is student centered in nature. As students themselves are actively involved in driving 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 interest among the students. It is more communication and humanistic in nature where students thinking power and creativity are festered.

## 2.1.3 Techniques of Teaching Grammar

A technique can be defined as an implementation that actually takes place in the classroom. It is a particular trick or strategy which is conducted to achieve the immediate objective. It is a final activity in the process of curriculum formation. It is orderly linked with approach and method.

According to Richards and Rodgers (2001, p.33), "Technique is an  inter rational pattern observed in a lesson." So, technique is resource in terms of time space equipment used by the teacher. It is a way to overcome where the problematic situation in language teaching and learning is. It is a direct contact with the students what we do in a real classroom activities.

Technique is a classroom activity, a pedagogical device or a part of total classroom procedure. In other words, every activity that a teacher and student do in the classroom is called technique. There are different types of grammar teaching technique used in language class, some of them are:-

a) Discovery technique

b) Task-based technique

c) Role play

d) Drills

e) Dialogue and so on.

## 2.1.4 Discovery Technique

The research is concerned with teaching grammar through discovery technique. so, it is necessary to discuss about what discovery technique is? Discovery technique for teaching grammar refers to any activity, exercise or technique which encourages students to discover facts about grammar and grammatical usage.

Discovery technique is a kind of problem solving approach, convenient to apply in teaching grammar at intermediate level. It provides students the chance to take charge earlier. Students actually discover the information for themselves instead of passively listen the rules of grammar from the teacher. They are actually engaged in observing, inferring, formulating hypothesis, predicting and communicating with each other's. First of all, students are exposed to the new language structure but they do not concentrate on it at this stage. But this exposure in fact helps them when they study it at a later stage. It is a disguised and covert way of allowing students to discover new grammar rules themselves before it is actually taught. The conclusions derived by them are considered as tentative, not final. Students are engaged in planning,

conducting and evaluating their own learning where the teacher plays just supportive role.

Discovery technique is a learner-centered technique for teaching new structure. In general, it makes maximum use of students in teaching language. In discovery technique students are given examples of language and told to find how they work i.e to discover the grammar rules rather than telling them the rules. In discovery technique teacher gives students a listening text or reading text or example sentences and ask them how the language work or they are asked to find out new grammatical items or sentences having similar or difference structures.

According to Harmer (1978, p.29), "Discovery techniques are those where students are given examples of language and told to find out how they work to discover the grammatical rules rather than be told them." It means that discovery techniques are rule discovery techniques in which sufficient examples are given to the students and are told to discover the structure of example sentences by practicing and investigating examples.

Encouraging students to discover grammar for themselves is one valuable way of helping them fairly analytical study of the language. Teacher will have to decide how much of this kind of materials is appropriate for their students but one things is certain: the use of discovery techniques can be highly motivating and extremely beneficial for the students' understanding of English grammar. Obviously reading a text takes time but students will get reading practice as well as focusing on the grammar. So time is not really a problem what is much important is whether teachers feel happy with these techniques or not they suit the students.

### 2.1.5 Types of Discovery Technique (activities)

There are four types of activities provided by Harmer (1978, p.39) for teaching new structure through discovery technique. They are:-

### a) Preview

Preview is a discovery technique in which students are gives different types of new exercise then they are asked to discover new structure from that text doing more practice. For example, the teacher can give the following text included in the textbook of grade 11.

"A 19 years old girl who had been missing for10 days has been found by the police. The girl eloped with a man who was, in fact, a girl-trafficking agent. He intended to sell the girl in India but was caught with her while trying to cross the border."

Then, the teacher can ask to read text and answer the following questions:

- What is the subject in the first sentence?

- What is the object in the first sentence?

- What is the structure of the first sentence? etc.

### b) Matching Technique

It is also an important technique for teaching new structure. When the teachers apply this technique, the teacher can give two halves of new structure and students have to match these two new halves studying the related text. For example, the teacher can give the same text, i.e. given under preview as "A 19 year's old girl who had been missing for10 days has been found by the police. The girl eloped with a man who was, in fact, a girl-trafficking agent. He intended to sell the girl in India but was caught with her while trying to cross the border." And, ask the students to read and match the items:

|            A             |              B             |
| ------------------------ | -------------------------- |
| A girl                   | was caught                 |
| girl trafficking agent   | has been found             |
| caught                   |                            |
| has found                |                            |

## c) Text Study

Text study comes under the discovery technique in which students have to study the new text by themselves and find out new information. For example, the teacher can give the text given under matching technique.

A 19 years old girl who had been missing for10 days has been found by the police. The girl eloped with a man who was, in fact, a girl-trafficking agent. He intended to sell the girl in India but was caught with her while trying to cross the border.

Then, the teacher will ask the students to read the text and fill the following table:

| Subject | Object | Aux. | v-en |
| ------- | ------ | ---- | ---- |
|         |        |      |      |


## d) Problem solving

It is a technique for teaching two grammatical item in which teacher gives problems and students have to solve them by themselves. For example, under which teacher will give the exercise by mixing several types of sentences

which they have already studied and ask them to find out the structure, meaning of every sentence and so on.

## 2.1.6 Advantages of Discovery Technique

- Discovery Technique involves the students reasoning processes in the task of language/grammar acquisition.

- With this technique we can make sure that the students are concentrating fully using their cognitive powers.

- Discovery Technique is based on more student centered approach.

- The teacher does not tell the students, how the language works or what the grammar is but the students themselves are actually discovering meaning and other grammatical information.

- Discovery technique is highly motivating and extremely beneficial for the students understanding of the language.

## 2.1.7 Disadvantages of Discovery Techniques

Disadvantages of discovery techniques are given below:-

- Discovery techniques are particularly time-consuming.

- Getting students to solve grammatical problems probably seems like a very long    process.

## 2.1.8 A Brief Introduction: Perception

The term perception is derived from the Latin word 'perceptio' which was in turn derived from Latin word 'percepere' which means observation. Historically, systematic thought about perceiving was the province of philosophy, indeed, perceiving remains of interest to philosopher and many

issues about the process that were originally raised by philosophers still of current concern.

Similarly, Sanford and Capaldi (1964,p.175) define it as "The process of becoming aware, of extra, of the extra organic objects or, relations or, qualities by means of sensory process and under the influence of set and of prior experiences." Perception is based on the experiences of previous knowledge. It refers to awareness, understanding and interpreting something very deeply and closely. Perception develops from organization of present and past experiences about subject matter. It is the recognition of things using one's senses, especially the sense of sight.

Generally the term perception refers to the following:

- the ability to see, hear or become aware of something through the senses

- the state of being or process of becoming aware of something through the sense

- way of regarding, understanding, interpreting something, mental impression

- intuitive understanding and insight

- psychology and zoology, the neurophysiological process, including memory, by which an organism becomes aware of and interprets external stimuli.

Perception (from the Latin perceptio, percipio) is the organization, identification and interpretation of sensory information in order to represent and understand the environment. All perception involves signals in the nervous system, which in turn result from physical stimulation of the senses organs. Perception is not the passive receipt of these signals, but can be shaped by learning, memory and expectation. It involves these signals, but can be shaped

by learning, memory and expectation. It involves these "top down effects" as well as "the bottom-up" process of processing sensory input. The "bottom-up" processing is basically low-level information that's used to build up higher-level information (e.g. shapes for object recognition). The "top-down" processing refers to a person's concept and expectations that influence perception. Perception depends on complex functions of the nervous system, but subjectively seems mostly effortless because this processing happens outside conscious awareness. (as mentioned in Giri,2010)

The word perception refers to what the body is able to perceive, that is the information that the body is able to discern from the outside world. Perception is defined as the process of becoming aware or conscious of a thing or things in general, the state of being aware, consciousness, and understanding. The process of understanding becomes a mediated experience, as it requires the use of the senses in order to process data. To be perceivable, the object must be able to be understood by the mind through the interplay of sight, sound, taste; touch must pass through the body one of sensory organ, that is, the eye, ear, nose, mouth or skin. To interpret that sensation is what is known as perception. The perceivable is that which can be interpreted by the body.

The current form of perception relates back clearly to its original Latin meaning as "the mind or senses". Perception is what allows us to make senses and the collection of data, but the question remains of how we perceive and what it means to perceive. Furthermore, what makes an object perceivable? Are we the actors of perception or does it act upon us?

To perceive something is thus not to understand something, but rather to hold that perception as a truth. Perception refers to the most immediate response we can create, the very use of our sense, perception itself is uninterrupted, it is the raw data that enters our minds in order to be processed through thought and action. To believe in an object, one must perceive its experience, but the perception that occurs is immediate. Perception becomes merely the means in

order to access a medium. While perception as itself is immediate, its able to transcribe media in order to create stimulation in our brains.

Deway (2005), explores the role of perception in Art as Experience. For him, perception becomes an intermediary between the idea of the artists and its understanding. The action and its consequences must be joined in perception. The relationship is what gives that can be experienced in the passive, it does not happen, but rather it requires action. Perception in its most basic form relates to the senses and what is sense but beyond that, it's the interpretation of the mind. Deway goes to say, "Experience is limited by all the causes which interfere with perception of the relations between undergoing and going. There may be interference because of excess on the side of doing or of excess on the side of receptivity, of undergoing. Unbalance on either side blurs the perception of relations and leaves the experience partial and distorted with scant or false meaning. In this sense perception in not only what we see, nor is it what we understand to see, but it's this balance of seeing and understanding simultaneously." As Kant (2007) demonstrated," it is not enough to just experience, but rather there must be a set of underlying truths that enable our experience. The perception of art thus requires some form of active role. This can be extended to any medium, as in order to understand a medium, we must use perception as the intermediary, which in itself is immediate, but connects our understanding."(as mentioned in Kant, 2007, p.107)

Perception does not represent something that is fixed or constant, but rather has elements that are fixed in a system of changing elements. There is immediacy to what we perceive, but what we perceive is rarely unmediated. Our experiences and cultural establishments influence our thoughts, but without them, we would have no option of the attempt at understanding. It appears as through perception is an amalgamation of the conscious and the unconscious, active and a passive role. Objects have the ability to affect, but with that, disorient as well. Perception is not truth but rather a belief that becomes mediated understanding.

## 2.1.8.1 The Philosophy of Perception

According to Laurence (2007, p.87), The Philosophy of Perception is concerned with the nature of perceptual experience and the status of perceptual data, in particular how they relate to beliefs about or knowledge of the world. Any explicit account of perception requires a commitment to one of a variety of onto logical or metaphysical views. Philosophers distinguish internalize accounts, which assume that perceptions of objects and knowledge or beliefs about them, are aspects of an individuals' mind and externalist accounts, which state that they constitute real aspects of the world external to the individual. The position of native realism-the 'everyday' impression of physical objects constituting what is perceived is to some extent contradicted by the occurrence of perceptual illusions and hallucinations and the relativity of perceptual experience as well as certain insights in science. Realist conceptions include phenomenalism and direct conceptions include idealism and skepticism.

## 2.1.8.2 Categories of Perception

We may classify perception as internal and external.

- Internal Perception (proprioception) tells us what is going on in our bodies, where our limbs are whether we sitting or standing, whether we are depressed, hungry, tired and so forth.

- External or Sensory Perception (exteroception), tells us about the world outside our bodies. Using our senses of sight, hearing touch, smell and taste. We perceive colors, sounds, textures etc. of the world at large. There is a growing body of knowledge of the mechanics of sensory processes in cognitive psychology.

- Mixed internal and external perception (e.g. emotion and certain moods) tells us about what is going on in our bodies and about the perceived cause of our bodies' perceptions. The philosophy of perception is mainly concerned with exteroception.

## 2.1.8.3 Characteristics of Perception

Schiffman (1990, p.67) mentions the following characteristics of perception:

- Perception is always selective out of the innumerable impressions that fall on our sense organs; we pick up these that are useful.

- Perception is also a process of supplementing our past experiences help us to supply many of the details which we assume to be there.

- Perception is combining or, a synthetic activity this activity of combining enables us to perceive definite patterns of meaningful figures which have some significance to us.

- Perception is also an analyzing activity. In this process, we try to cut out smaller units from larger masses and try to differentiation them. We must, however, note that both the aspects of analysis and synthesis occur at the same time.

Thus, perception is powerful device or key that can change the way of language teaching. Though it is important factor in learning, it is very difficult to measure because the perceptual process is not directly observable but the relation can be found between the various types of stimulation and their associated experiences and the perception. Thus, perception is concerned with the way that a person behaves towards something or somebody that shows how the people think and feel. It is important factor in language teaching which guides a person for the better language learning and teaching. Especially perception may be expressed in such terms such as for or against, like or dislike, for some general or specific stimulus. It creates motivational factors to teach any foreign language. So, it is very important especially for, teacher to teach literature in the classroom. Though the class may be higher secondary or secondary, my main focus is secondary level. So, it is reliable to teach the learners through their perception, which makes teaching and learning fruitful. (as mentioned in Giri, 2010)

## 2.2 Review of Empirical Literature

The review of literature related to this research is as follows.

Ghimire (2000) carried out study entitled, "Teaching Tag Question in English Inductively and Deductively" and the objectives was to find out the effectiveness of inductive and deductive method for teaching tag questions in English. Pre-test and post-test were the major tools for data collection. Questionnaire had incorporated 25% oral test. After analysis the data, it was found that the inductive method is more effective than the deductive method.

sharma (2000) carried out research entitled "Teaching grammar inductively and deductively." The aim of this study was to find out relative effectiveness of two methods: deductive and inductive for teaching Grammar in English. Pre-test and posttest was the major tool for data collection. Results of two tests were compared and it was found that inductive method was more effective than deductive method.

Pandey (2004) carried out research entitled, "A Study on the Effectiveness of language games in teaching grammar." The aim of his study was to determine effectiveness of language games in teaching grammar. Pre-test and post-test were major tools for data collection. Results of two tests were compared and it was found that teaching grammar using games is relatively more effective than teaching grammar without it.

Regmi (2004) conducted research to deduct a research to determine the "Effectiveness of group work technique in teaching English tense." The objective of this study was to find out the effectiveness of group work technique in teaching English tense. It was found that the students who were taught using group work progressed relatively better than the students who were taught using explanation.

Ghimire (2005) has carried out research on the topic, "Gray area in English Grammar, Spelling and Punctuation." The main purpose of the study was to find the determine the gray areas in the area of grammar, spelling, punctuation in terms of profession, age and nationality and to point out the direction of change related to gray area and he found that for preposition and questions tags are found to be difficult to the prevent study.

Basnet and Chapagain (2008) carried out a research entitled," The effectiveness of teaching grammar through discovery technique." An objective of this study was to find out the effectiveness of discovery technique in teaching grammar. It was found that the students who were taught using discovery technique is better than teaching grammar without it.

Nowman (2009) did the study on, "Students in the Land of Grammar: The Use of Discovery Techniques". Conclusion of the study showed that there are many benefits while using discovery techniques for example it holds students attention, remember rules more easily, recognize a rule by them.

Agrawal (1996) did a study on "Principles, Methods and Techniques of Teaching." Conclusion of the study showed that discovery techniques are those where students are given examples of language and told to find out how they work to discover the grammar rules rather than be told them.

Many researchers have been carried out on different aspects of grammar. Moreover, many research works have been carried out to analyze different in the faculty of English Education under the supervision of T.U. but no research works have been carried out the perception of higher secondary level teachers' on teaching grammar. So I have selected the topic to conduct the research.

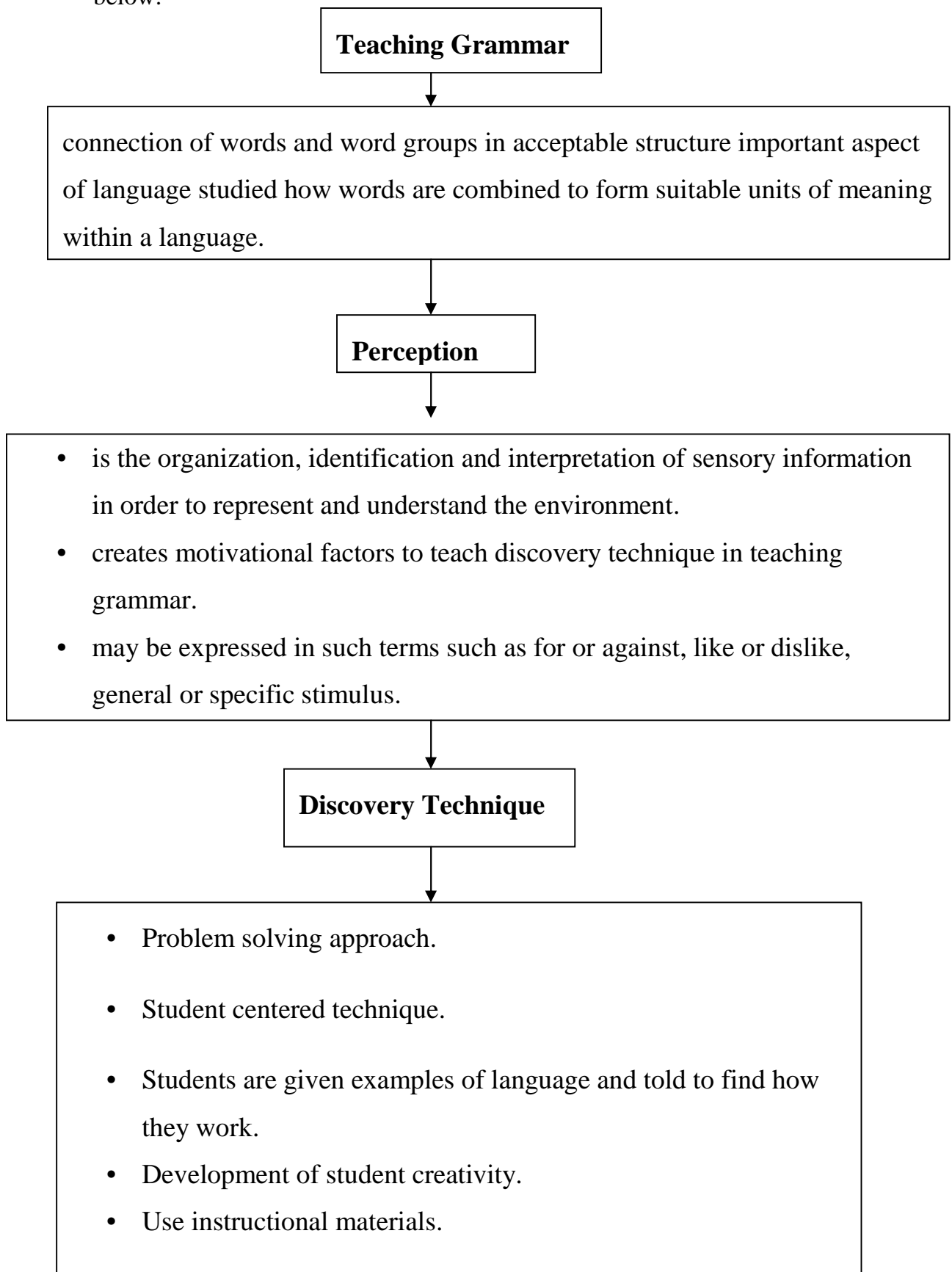## 2.3    Implications of the Review for the Study

Grammar is the connection of words and word groups. It is one of the most important aspects of language. Techniques help to make grammar teaching more effective and it defined as an implementation that actually takes place in the classroom. Discovery technique is mostly materials based technique of teaching. This study help to get the knowledge about discovery technique and it also help to be familiar with the teaching method and teachers and students.

Many more researches have been carried out on different aspect of grammar. But no research works have been carried out the perception of higher secondary level teachers' on teaching grammar. So I have selected the topic to conduct the research. There are some implications of the review of the related literatures.

- To gain knowledge about the basic ideas of discovery technique.

- To be familiar with the teaching methods of discovery technique.

- To be familiar with the roles of teachers and learners.

- To know about the advantages of discovery technique

- To know about the activities of discovery technique.

## 2.4 Conceptual Framework

The conceptual framework of my research study is shown in the diagram below:

**Teaching Grammar**

connection of words and word groups in acceptable structure important aspect of language studied how words are combined to form suitable units of meaning within a language.

**Perception**

- is the organization, identification and interpretation of sensory information in order to represent and understand the environment.
- creates motivational factors to teach discovery technique in teaching grammar.
- may be expressed in such terms such as for or against, like or dislike, general or specific stimulus.

**Discovery Technique**

- Problem solving approach.
- Student centered technique.
- Students are given examples of language and told to find how they work.
- Development of student creativity.
- Use instructional materials.

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│            Activities           │
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**1) Preview:** It is a discovery technique in which students are gives different types of new exercise then they are asked to discover new structure from that text doing more practice.

**2) Matching Technique:** In this stage, the teacher can give two halves of new structure and students have to match these two new halves studying the related text.

**3) Text Study:** Text study comes under the discovery technique in which students have to study the new text by themselves and find out new information.

**4) Problem Solving:** It is a technique for teaching two grammatical item in which teacher gives problem and students have to solve them by themselves.

# CHAPTER THREE

# METHOD AND PROCEDURES OF THE STUDY

To fulfill the objectives of the study, the following methodology was adopted.

## 3.1 Design of the study

Survey is the descriptive research. Surveys are widely used for collecting data is most areas of social inquiry, from politics to sociology, from education to linguistics. Typically, surveys gather data at a particular point in time with the intention of describing the nature of existing conditions, or identifying standards against which existing conditions can be compared, or determining the relationships that exists between specific events. Nunan (1992, p.140),"The main purpose of a survey is generally to obtain a Snap-shot of conditions, attitudes and /or events at a single point in time." Survey is always done in the natural setting. There are some steps of survey research which are presented by Nunan (1992, p. 140) are as follows:

Step 1: Define objectives

Step 2: Identify target population

Step 3: Literature review

Step 4: Determine sample

Step 5: Identify survey instruments

Step 6: Design survey procedures

Step 7: Identity analytical procedures

Step 8: Determine reporting procedure.

Above, mentioned steps are very important for my research topic. So, I adopted these steps for successfully carrying out my research.

## 3.2 Population and Sample of the Study

The sample population consisted of 20 English school teachers of higher secondary level from 20 higher secondary level schools of Rupandehi district. I selected them through the purposive nonrandom sampling procedure in which I simply reached the informants and collected the required information.

## 3.3 Sampling Procedure

In this study, the sample populations of the study were selected through purposive nonrandom sampling procedure in which 20 higher level teachers teaching in 20 higher secondary level schools of Rupandehi district were selected. That was one teacher fro, each twenty schools.

## 3.4 Data collection Tools

The observation and questionnaire were used as main tools for data collection in survey research. A set of open ended and closed ended questions were distributed to the selected teachers in order to find out the perception of higher secondary level teachers on discovery technique in teaching grammar.

## 3.5 Data collection Procedures

I collected data from the primary sources by administrating the questionnaire. For this purpose, I adopted the following steps:

- At first, I visited the selected schools to talk to the authorities to get permission and explain briefly on the purposes and process of the research.

- Then, I established rapport with concerned teachers.

- Using purposive non- random sampling procedure, I selected the population required for my research.

- Then, I observed the class.

After that, I distributed questionnaire to the teachers, collect questionnaire, and give thanks to the informants and school authorities for their kind co-operation.

# CHAPTER FOUR

# RESULT AND DISCUSSION

## 4.1 RESULTS

## 4.1.1 Results obtained from observation

According to my research study, I used observation and questionnaire as main tools. First, I observed the sampled population before distribute the set of questionnaire. I made some points like which technique did they prefer? Did they apply various activities or not?, which helped me to get best result.

After observing the sampled population in order to complete my research works on the perception of' 'Higher Secondary Level Teachers on Discovery Technique.' I came to find out that most of the teachers preferred using Discovery Technique while teaching grammar. They used discovery technique especially for teaching grammatical topics like tense, causative verb, conditional sentences, voices and narration. They applied various activities of discovery technique like preview, matching technique, text study and problem solving for teaching grammar. Students on the other hand, found this technique was very useful and effective for their learning and for active participation in the classroom. Discovery Technique on the other hand, was not flawless; it has some of drawbacks on its country part. Few of the teachers found some difficulty in applying this technique. Classroom management was the main problem since students needed to interact with their peers for problem solving and similar other activities. Similarly, another drawback is time consuming; it takes more time for completion of the lesson.

## 4.1.2 Results obtained from Questionnaire

Result 1   The case of with the preference of Discovery Technique for teaching grammar, I found that 45% strongly agreed, 50% some extent they prefer and only 5% teachers did not prefer using Discovery Technique to teach grammar.

Result 2   According to this question I found that 65% teachers responded that to some extent, 30% teachers responded strongly agreed that all four activities played important role but only 5% responded did not agree that all four activities played important role to teach grammar.

Result 3   I found that higher secondary level teachers, 55% teachers strongly agreed that instructional materials make grammar teaching grammar easier. On the other hand, 45% teachers responded that some extent instructional materials made grammar teaching easier.

Result 4   According to this question, 5% teachers strongly agreed, 75% agreed and 20% disagreed in comparison between matching technique and text study.

Result 5   I found that only 5% responded strongly agreed, 75% responded that to some extent they prefer to teach grammar through text study while other 20% did not prefer using text study to teach grammar.

Result 6   In view of secondary level teachers, 10% responded strongly agreed, 65% that to some extent, 20% denied and only 5% completely denied teaching discovery technique did not complete without problem solving.

Result 7   I found that secondary level teachers, 55% teachers responded positively and 40% teachers responded some extent professionalism gets developed. On the other hand, only 5% teacher responded

negatively that discovery technique does not help in developing teacher professionalism.

Result 8    I found that only 5% responded positively that think preview is best, 75% responded that to some extent they think preview is better than problem solving while 20 % that do not think and last 5% responded that strongly denied that preview is better than problem solving.

Result 9    On the basis of questionnaire, 40 % teachers positively responded that problem solving helps to develop learner's creativity. The other 55% responded that to some extent while the rest 5% responded negatively that problem solving does not help to be creative.

Result 10    On the basis of questionnaire, 35% responded strongly agreed, 60% responded that to some extent whereas the rest 5% responded negatively

Result 11    I found that 15 % teachers feel difficulty to teach grammar. While 30% teachers thought somehow it was difficulty to apply, 25% disagreed and 30% strongly denied that they did not feel difficult to use this method while teaching grammar.

Result 12    According this the question, 50% teachers responded positively that they have positive perception about discovery technique on the other hand, 50% teachers responded that to some extent they have positive perception about teaching discovery technique.

Result 13 According to the questionnaire, 30% teachers responded that they strongly agreed four activities focus on independent while other 70% teachers responded that to some extent four activities based on independent activity.

Result 14    I found that according to questionnaire, 65% teachers responded that to some extent it helps to develop learner's intellectual power. The other 35% teachers responded positively that it helps to develop learner's intellectual power.

Result 15    According to this question  higher secondary level teachers, 60% teachers responded that grammar teaching through discovery technique is very important. The other 30% responded that to some extent and 10% responded negatively that grammar teaching through discovery technique is not important in language classroom.

Result 16    I found that 75% teachers responded positively that every teacher should have the knowledge about discovery technique. On the other hand, 25% teachers responded that to some extent teachers need to have the knowledge about discovery technique.

## 4.2 Discussion

According to my research work, I used both observation and questionnaire as a main tool.

First I make some questions like did they apply various activities?, which technique did they use?. On the basis of this question I observed the sampled population. After observing them I came to find out that most of the teachers used discovery technique while teaching grammar.

Two sets of questions (set A and set B) were provided to the respondents containing closed-ended and open-ended questions respectively. Among 24 questions16 were closed-ended and rest 8 open-ended. Close-ended questions included multiple choice items in which the respondents responded being based on the choices they were provided with. And in case of open ended questions they were free to write their views in their own words.

The percentage is the main basis for data analysis. While analyzing the data, total number of responses for each question and item have been counted, tabulated or shown by using figures. Then the total numbers of responses have been changed into degree of percentage. The calculation has been done to the responses of observation and questionnaire by the higher secondary level teachers.

Opened-ended questions in set B were asked to take the subjective responses from the informants. For these, I described the obtained responses given by the higher secondary level teachers. The responses to each open-ended question were collected, listed and described separately. I analyzed the responses one by one under the different heading for its better analysis and easy interpretation.

### 4.2.1  Perception of Higher Secondary Level Teachers on Discovery Technique in teaching grammar.

To find out the perception of higher secondary level teachers on Discovery Technique in teaching grammar, I have collected the responses of twenty higher secondary level teachers of higher secondary level within Rupandehi district.

Generally, grammar is defined as the connection of words and word groups in an acceptable structure. It is one of the most important aspects of language. Grammar is very much essential set of rules to the foundation of the language development which are responsible to develop of language accuracy as well as fluency in speaking and writing.

However, secondary level teachers apply Discovery technique of teaching, nowadays to make the students understand and learn grammar better. Discovery technique is entirely a learner centered method that is widely used by higher secondary level teachers to teach grammar nowadays .Here, an attempt has been made to find out the perception of higher secondary level teachers on discovery technique in teaching grammar.

The responses obtained from the twenty sampled higher secondary level teachers to each questions are presented and analyzed below.

## 4.2.2  Most Preferable Method

Personal preferences vary according to different factors. Similar is the case with the preference of Discovery technique for teaching grammar. To find out whether the higher secondary level teachers enjoy teaching grammar applying Discovery technique, the following question was asked, "do you prefer to teach grammar following discovery technique?" The respondents' responses are presented below.

**Figure No.1**

**Most Preferable Method**



| Percent | Strongly | Agree | Disagree |
|---------|----------|-------|----------|
| Percent | 45 | 50 | 5 |
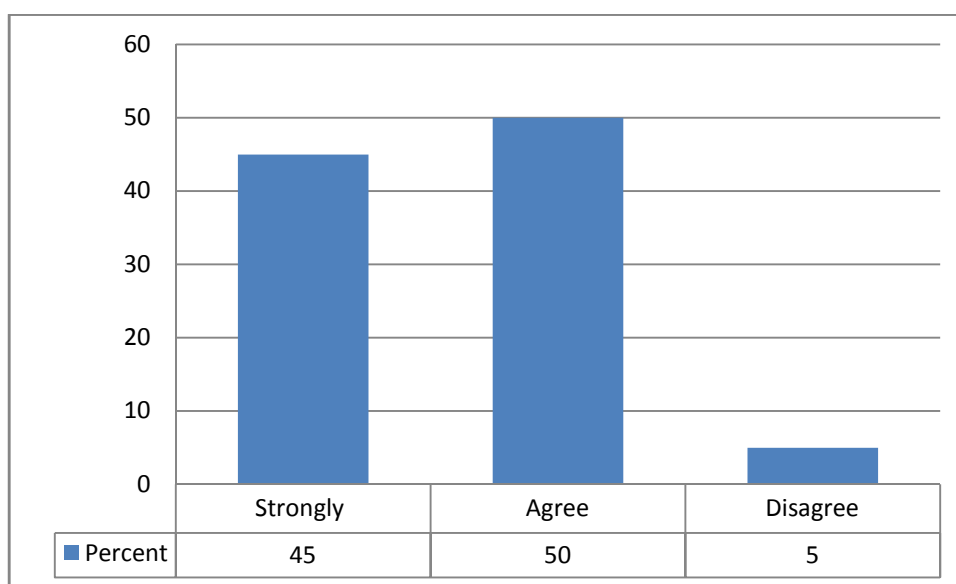
The above figure shows that 9 respondents (45%) responded that they  prefered to teach grammar following Discovery technique, on the other hand, 10 respondents (50%) responded that to some extent they prefer to apply Discovery technique while the other 1 respondents (5%)  that do not prefer using Discovery technique  to teach grammar.

On the basis of data obtained, we can conclude that majority of the higher secondary level teachers somehow prefer to teach grammar using Discovery technique. However, a few numbers of teachers prefer to use this technique while a very rare number of teachers do not prefer to teach grammar using Discovery technique.

### 4.2.3  Role of four activities

To find out whether four activities play important role while teaching discovery technique, the higher secondary level teachers were asked to respond the following question, "Do you agree that all four activities play important role while teaching discovery technique?" The obtained responses from them are presented below.

**Figure No.2**

**Role of four activities**



| | Strongly | Agree | Disagree |
|---|---|---|---|
| Percent | 30 | 65 | 5 |
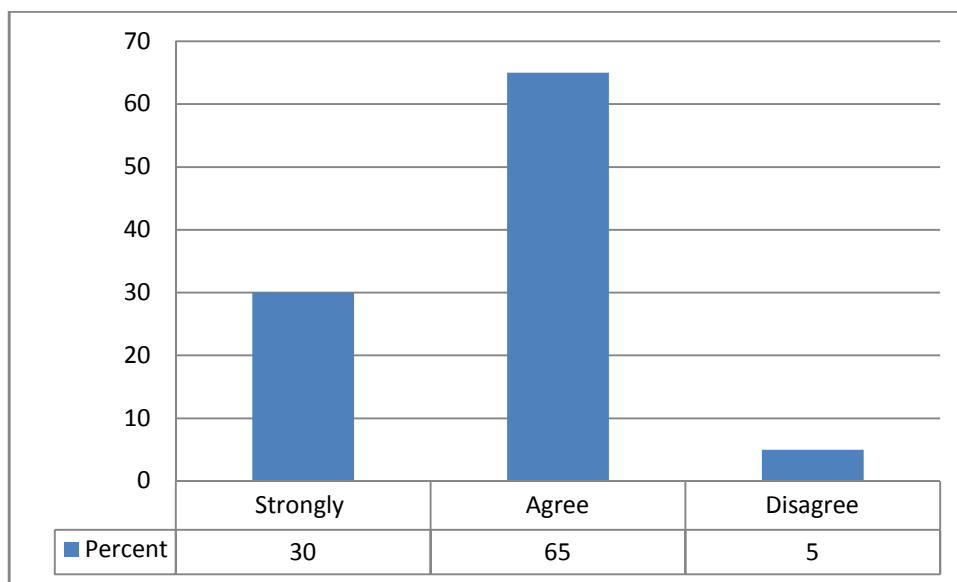
The above data shows that13 respondents (65%) responded that to some extent four activities play important to teach discovery technique while the other 6 responded (30%) that they agree that all four activities play important role. Lastly, 1 respondent (5%) that do not agree that all four activities play important role to teach discovery technique.

According to the obtained data, we can conclude that, somehow strongly agreed that all four activities play important role to teach discovery technique. Many teachers agreed that all four activities play important role. While a very rare number of teachers denied that four activities play important role while teaching discovery technique.

### 4.2.4  Use of Instructional Materials

As we know materials play the vital role in teaching and learning so, here to find out whether instructional materials helps to teach grammar easier, the teachers were asked, "Do you agree instructional materials make grammar teaching easier?" The responses obtained are presented below.

**Figure No.3**

**Use of Instructional Materials**



| | Strongly | Agree |
|---|---|---|
| ■ Percent | 55 | 45 |
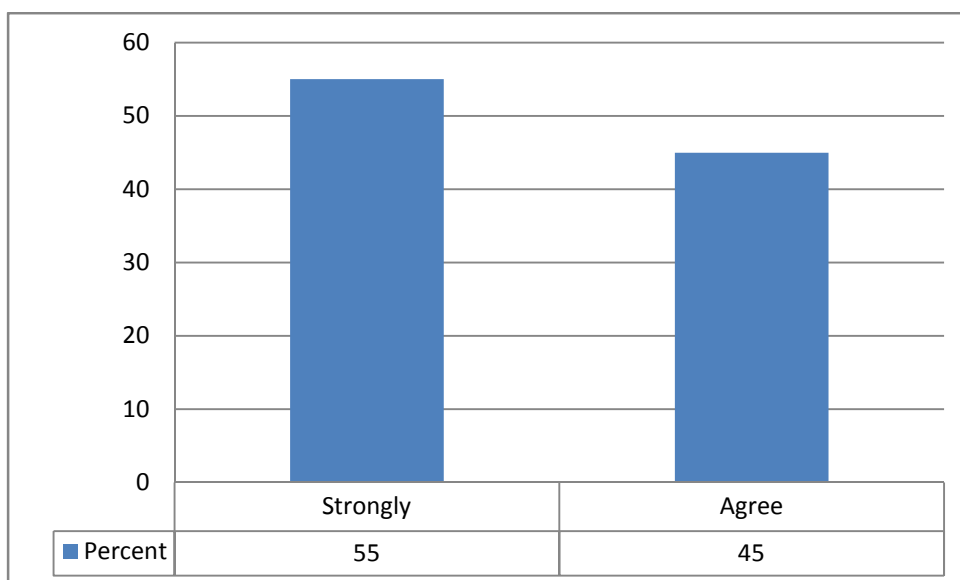
The given data show that 11 respondents (55%) responded that instructional materials make grammar teaching easier. However, 9 responded (45%) that to some extent instructional materials make grammar teaching easier and no one deny that instructional materials make grammar teaching easier.

On the basis of the given data we can conclude that, a very high number of teachers agree that instructional materials make grammar teaching easier. No one deny for that instructional materials make grammar teaching easier.

## 4.2.5 Comparison between Matching Technique and Text Study

Teaching discovery technique through different activity is not easy. So, here to find out whether matching technique is better than text study, the teachers were asked, "do you agree matching technique is better than text study?" The obtained responses are presented below.

**Figure No.4**

**Comparison between Matching Technique and Text Study**

| | Strongly | Agree | Disagree |
|---|---|---|---|
| Percent | 5 | 75 | 20 |
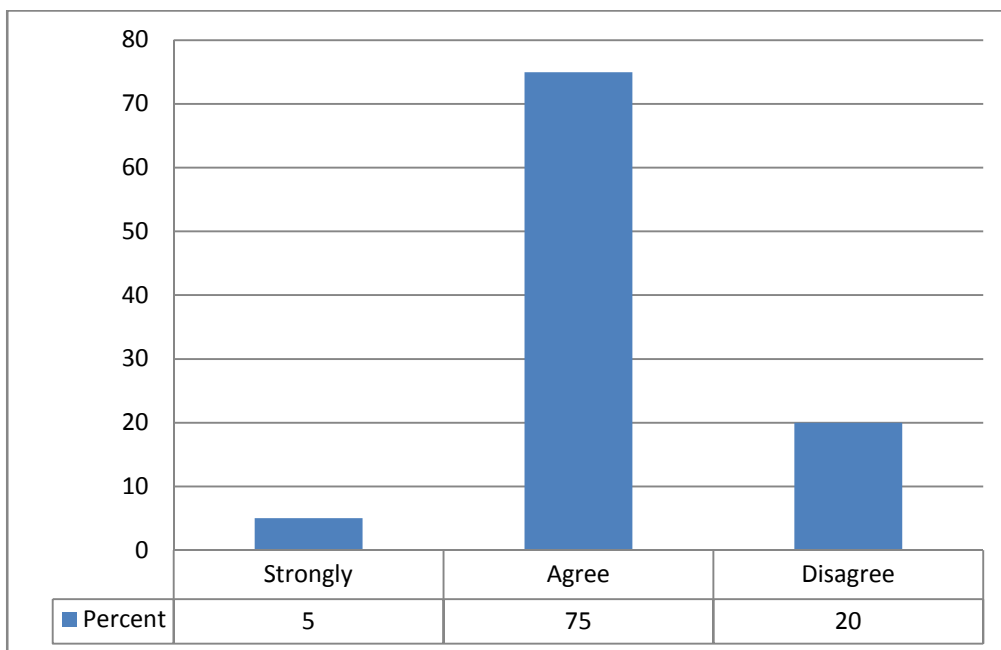
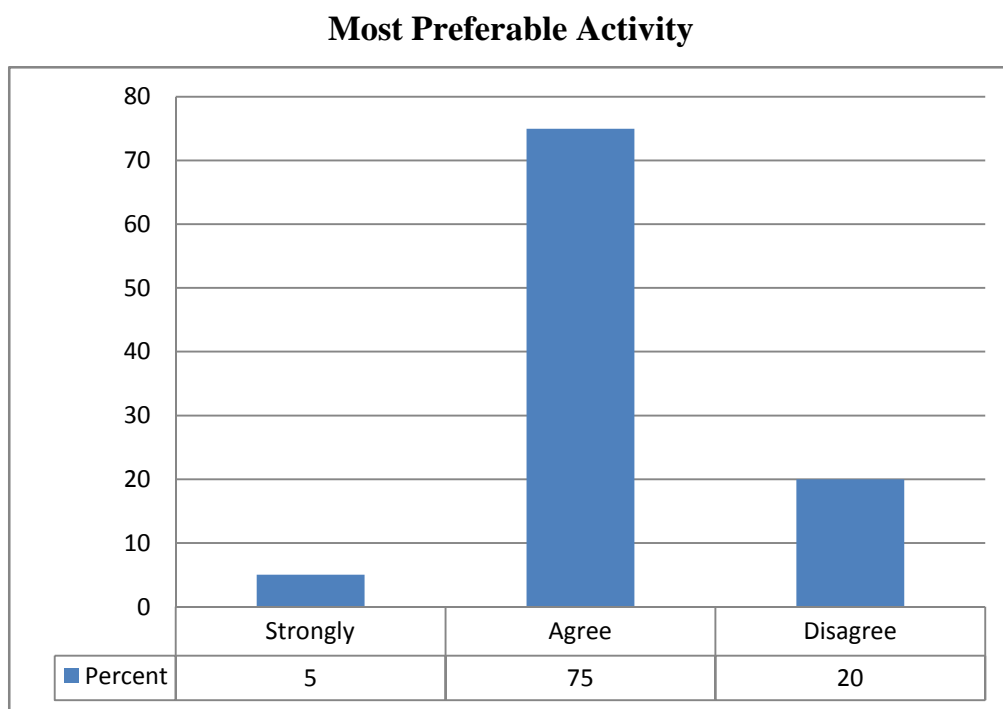The above data shows that 1respondents (5%) responded positively that he think matching technique is best, on the other hand, 15 respondents (75%) responded that to some extent  they think matching technique is better than text study while the other 4 respondents (20%)  that do not think matching technique is better than text study.

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On the basis of given data we can conclude that, a very rare number of teachers completely agree that matching technique is best. While most of the teachers agree that matching technique better than text study whereas, a very rare number of teachers deny the matching technique is better.

### 4.2.6 Most Preferable Activity

In order to find out whether teachers feel easy to teach grammar (discovery technique) through text study, the respondents were asked, "Do you prefer teaching grammar through text study?" The responses obtained are presented below.

**Figure No.5**

**Most Preferable Activity**

| | Strongly | Agree | Disagree |
|---|---|---|---|
| Percent | 5 | 75 | 20 |

The above data shows that 1respondents (5%) responded positively that they prefer to teach grammar following text study, on the other hand, 15 respondents (75%) responded that to some extent they prefer to teach grammar through text study while the other 4 respondents (20%) that do not prefer using text study to teach grammar.

On the basis of data obtained, we can conclude that majority of the higher secondary level teachers somehow prefer to teach grammar through text study. However, a few numbers of teachers prefer to use this activity while a very rare number of teachers do not prefer to teach grammar through text study.

## 4.2.7  Significance of Problem Solving in Discovery Technique

Teaching is a very challenging task where various technique are applied and here to find out whether problem solving makes discovery technique complete, the respondents were asked, "do you agree without knowing problem solving can't be learning discovery technique?" The responses obtained are presented below.

**Figure No.6**

**Significance of Problem Solving in Discovery Technique**



| | Strongly | Agree | Disagree | Strongly Disagree |
|---|---|---|---|---|
| ■ Percent | 10 | 65 | 20 | 5 |
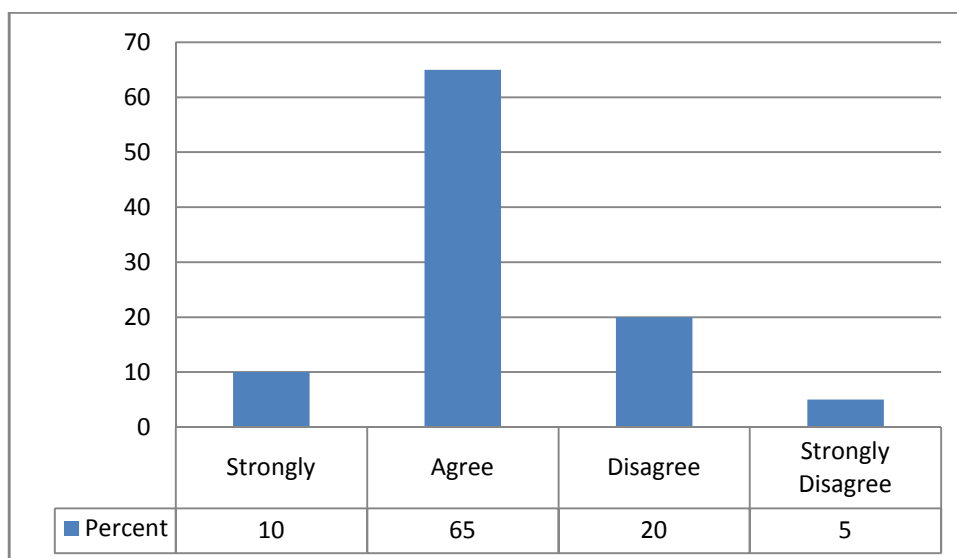
The above data shows that 2 respondents (10%) responded positively that teaching discovery without using problem will be incomplete. However, 13 respondents (65%) responded that to some extent teaching discovery technique gets incomplete without following problem solving while the rest 4 respondents

(20%) denied and 1 respondent (5%) completely denied teaching discovery technique is not incomplete without problem solving.

On the basis of given data we can conclude that, a very rare number of teachers completely agree without knowing problem solving can't be learning discovery technique. While most of the teachers agree without knowing problem solving can't be learning discovery technique whereas, a very rare number of teachers deny the importance of problem solving in teaching Discovery technique.

### 4.2.8 Development of Professionalism

In order to find out whether Discovery technique helps to develop professionalism, the respondents were asked the following question, "Do you think grammar teaching through discovery technique is helpful to improve your profession?" The obtained responses are presented below.

**Figure No. 7**

**Development of Professionalism**
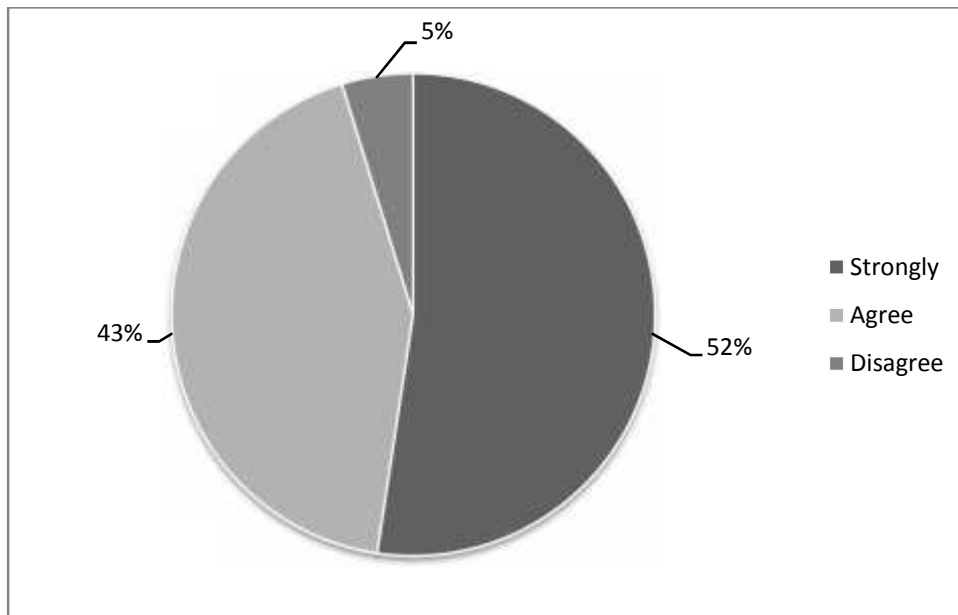


The above data show that 11 respondents (55%) responded positively that Discovery technique does help in developing teachers' professionalism, while the other 8 responded (40%) that to some extent professionalism gets

developed. Lastly, the rest 1 respondents (5%) responded negatively that Discovery technique does not help in developing teacher professionalism.

On the basis of the given data we can conclude that most of the teachers express that Discovery technique helps in developing professionalism while some of the teachers somehow agree with the fact that professionalism gets developed applying Discovery technique whereas, a very rare number of teachers do not agree with this fact.

### 4.2.9 Comparison between Preview and Problem Solving

Teaching discovery technique through different activity is not easy so here we deal different activity like preview, matching technique, problem solving and so on. So, here to find out whether matching technique is better than text study, the teachers were asked, "do you agree preview is better than problem solving?" The obtained responses are presented below.

**Figure No.8**

**Comparison between Preview and Problem Solving**
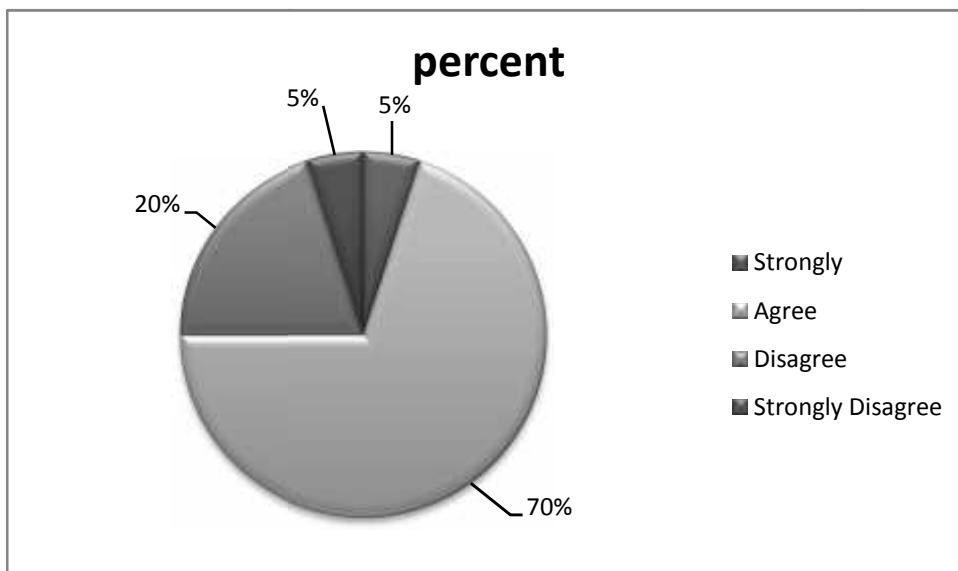


The above data shows that 1respondents (5%) responded positively that he think preview is best, on the other hand, 14 respondents (70%) responded that to some extent they think preview is better than problem solving while the

other 4 respondents (20%) that do not think preview is better than problem solving and last 1respondents (5%) responded that he strongly deny that preview is better than problem solving.

On the basis of given data we can conclude that, a very rare number of teachers completely agree that preview is best. While most of the teachers agree that preview is better than problem solving whereas, rare number of teachers deny the preview is better than problem solving and only one teacher completely deny that preview is better than problem solving.

## 4.2.10 Development of Learners' Creativity

To find out whether problem solving helps learners' to be creative, the respondents were asked, "Do you agree problem solving develop learners creativity?" The obtained responses are presented below.

**Figure No.9**

**Development of Learner's Creativity**
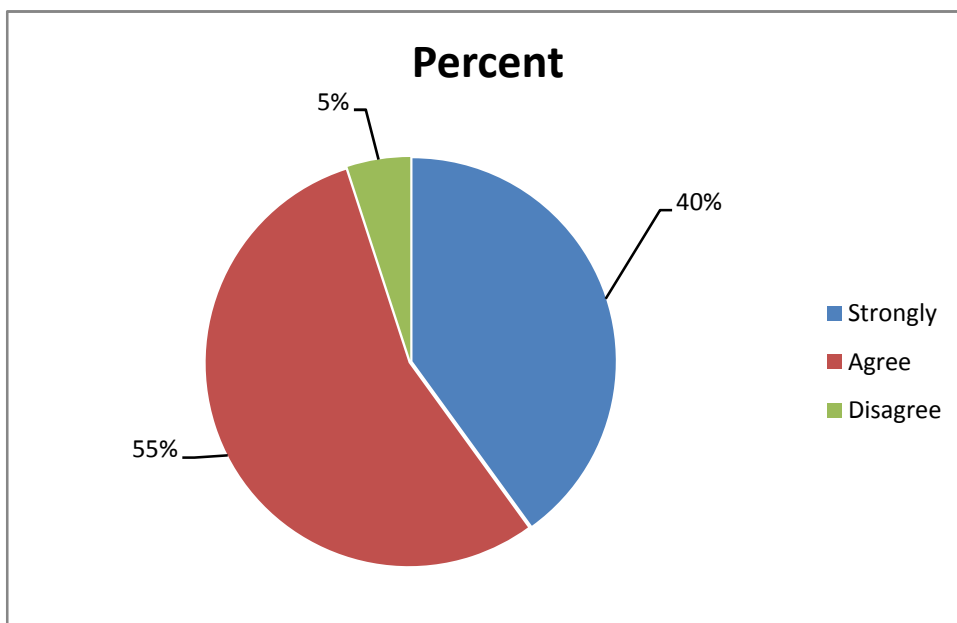


The above data shows that 8 respondents (40%) responded positively that problem solving helps to develop learner's creativity. The other 11 respondents (55%) responded that to some extent learners get creative while the rest 1

respondents (5%) responded negatively that problem solving does not help learners to be creative.

On the basis of the above data we can conclude that, some of the teachers say that problem solving does help to increase learner's creativity. While most of the teachers agree that this activity increases learners' creativity whereas, rare number of teachers does not agree that problem solving helps to make learners creative.

## 4.2.11 Active Role of learners

Learners are the central point of learning. So, here to find out whether preview helps learners to be active and interactive, the respondents were asked the following question, "does preview make learner's active and interactive?" The obtained responses are presented below.

**Figure No. 10**

**Active Role of Learners**
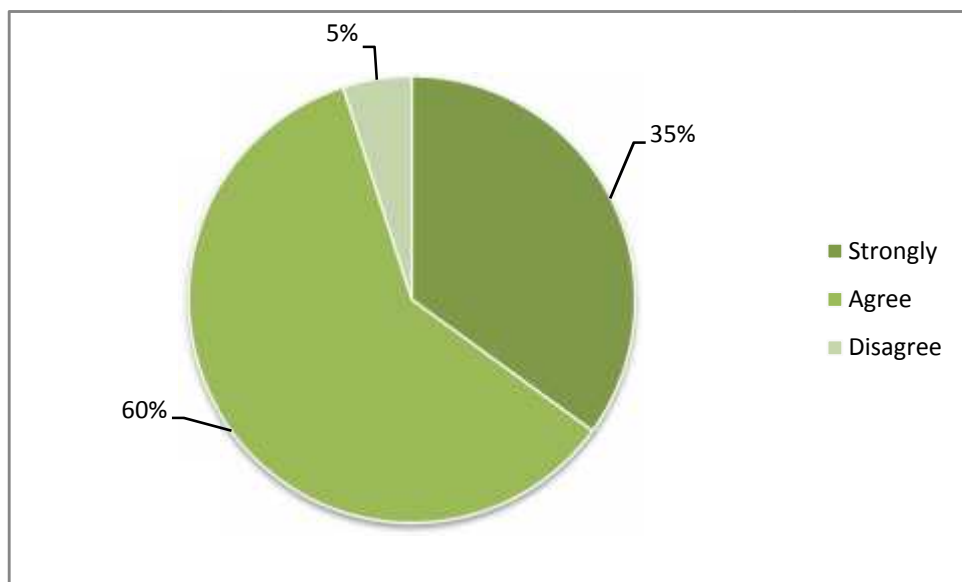


The given data shows that 7 respondents (35%) responded fairly that learners get active and interactive using preview. The other 12 respondents (60%) responded that to some extent learners becomes active using this activity whereas the rest 1 respondents (5%) responded negatively.

On the basis of above data we can conclude that, nearly some of the teacher's attitude about the active role of learners using preview. While most of the teachers agree with the active role of learners in preview and finally a low number of teachers do not agree with the active role of learners in preview.

### 4.2.12 Difficulty in Use of Discovery Technique

To find out whether teachers feel difficulty to teach grammar using Discovery technique, the respondents were asked the following question, "Do you feel teaching grammar on discovery technique is difficult?" The responses obtained from them are presented below.

**Figure No. 11**

**Difficulty in Use of Discovery Technique**



| | Strongly Agree | Agree | Disagree | Strongly Disagree |
|---|---|---|---|---|
| ■ Percent | 15 | 30 | 25 | 30 |
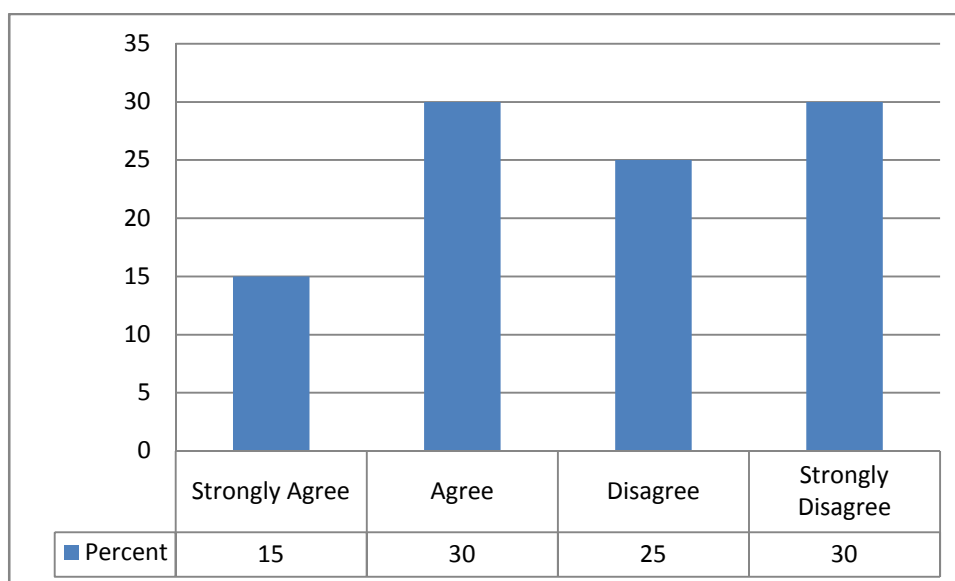
The above data shows that 3 respondents (15%) responded that they feel difficulty to teach grammar using Discovery technique while 6 respondents (30%) responded that to some extent they feel difficult to use this technique while teaching grammar. Whereas, the rest 5 (25%) deny and 6 respondents (30%) responded strongly deny that they do not feel difficult to use this method while teaching grammar.

On the basis of above data we can conclude that, rare of the teachers feel difficult to teach grammar using Discovery technique. While some of teachers think somehow it is difficult to apply whereas, some of the teachers do not feel difficult to apply Discovery technique while teaching grammar.

### 4.2.13 Perception of Teacher about Teaching Grammar

To find out whether teachers have positive perception about teaching grammar through discovery technique, the higher secondary level teachers were asked the following question, "Do you have positive perception about teaching grammar through discovery technique?" The obtained responses from them are presented below.

**Figure No.12**

**Perception of Teacher about Teaching Grammar**
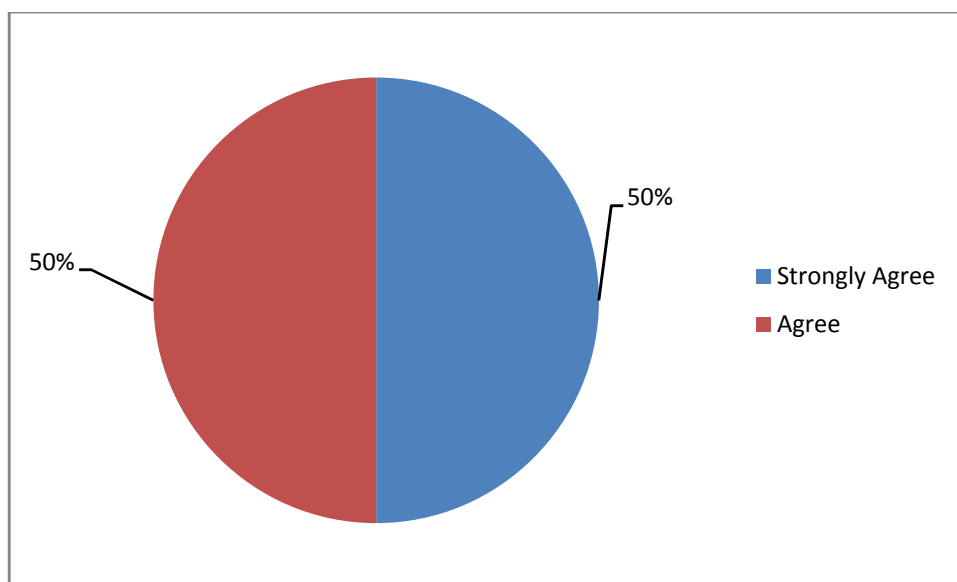


The given data shows that 10 respondents (50%) responded positively that the teacher have positive perception about teaching grammar through discovery technique, on the other hand 10 respondents (50%) responded that to some

extent the teacher have positive perception about teaching grammar through discovery technique.

On the basis of the given data we can conclude that, fifty percent teacher have strong perception and fifty percent teacher have average perception about teaching grammar through discovery technique.

### 4.2.14 Focus on Independent Activity

To find out whether four activities (preview, matching technique, problem solving, and text study) focus on independent activity, the higher secondary level teachers were asked to respond the following question, "Do you agree that four activities focus on independent activity of the learners?" The obtained responses from them are presented below.

**Figure No.13**

**Focus on Independent Activity**
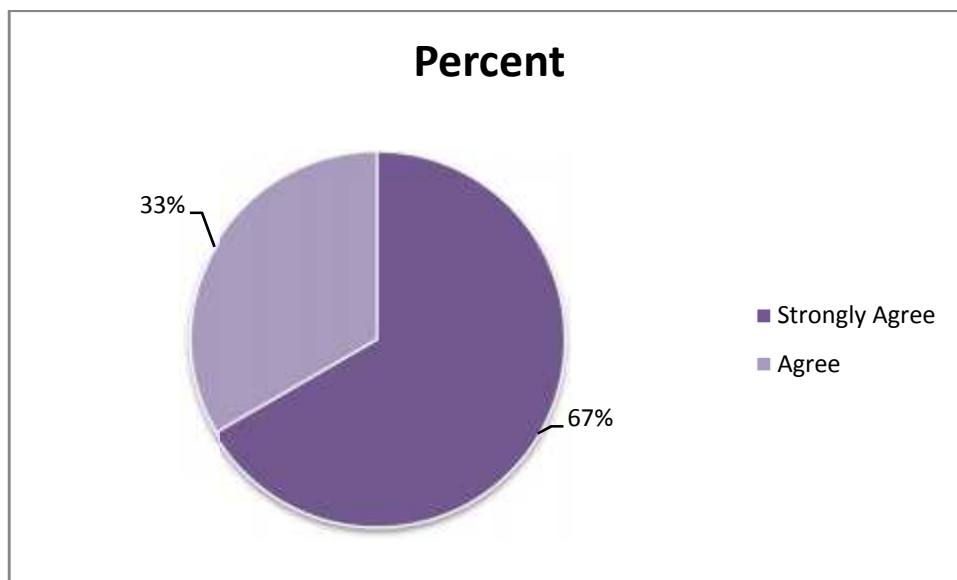


The above data shows that 6 respondents (33%) responded that they agree four activities focus on independent activity while the other 14 respondents (67%) responded that to some extent four activities based on independent activity. Lastly, no one denied that four activities focus on independent activity.

According to the obtained data, we can conclude that, some of the teacher agrees that four activities focus on independent activity. On the other hand most of the teachers somehow agreed that these activities focus on independent activity.

## 4.2.15 Development of Intellectual Power

Learning a grammar also depend on the development of intellectual power. So, here to find out whether Discovery technique helps to develop the intellectual power of the learners, the respondents were asked the following question, "Is discovery technique useful for the intellectual development of the learners?" The obtained responses are presented below.



| | Strongly Agree | Agree |
|---|---|---|
| Percent | 35 | 65 |
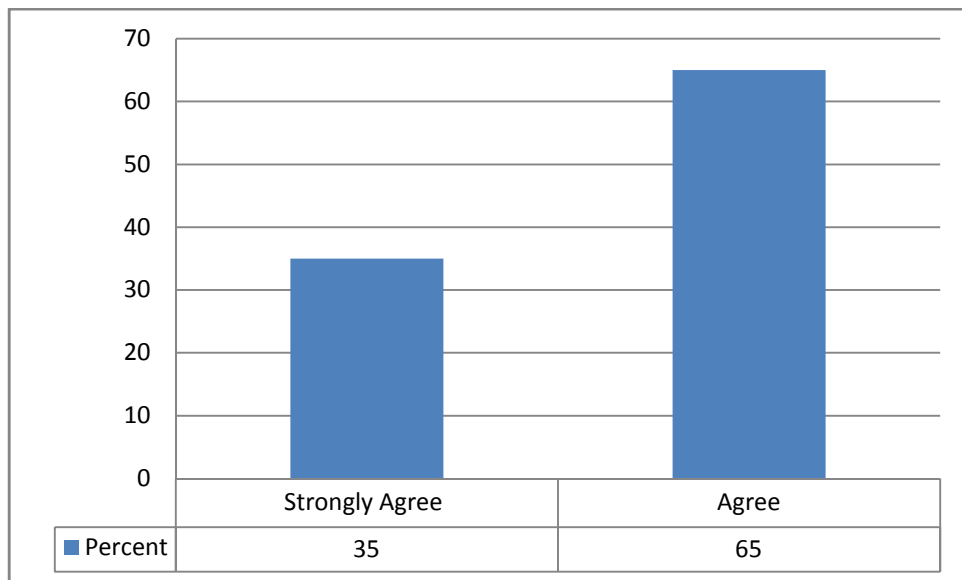
The given data shows that 13 respondents (65%) responded that to some extent it helps to develop learner's intellectual power. The other 7 respondents (35%) responded positively that it helps to develop learner's intellectual power.

On the basis of given data we can conclude that some number of teachers express that Discovery technique helps to develop the intellectual power of the learners. While most of the teachers express that this technique helps to develop intellectual power.

## 4.2.16 Importance of Discovery Technique in Language Classroom

Learning depends on the language classroom especially teaching grammar. So, here to find out whether Discovery technique plays important role in language classroom, the teacher were asked the following question, "Do you agree that teaching grammar through discovery technique is very important in language classroom?" The responses obtained from them are presented below.

**Figure No.15**

**Importance of Discovery Technique in Language Classroom**



| | Strongly Agree | Agree | Disagree |
|---|---|---|---|
| Percent | 60 | 30 | 10 |
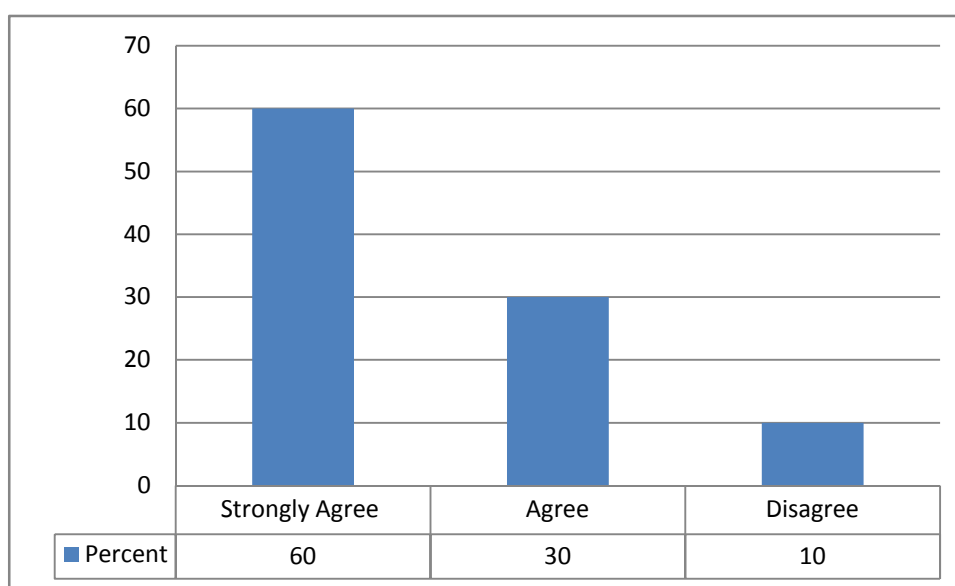
The above data shows that 12 respondents (60%) responded that grammar teaching through discovery technique is very important in language classroom. The other 6 respondents (30%) responded that to some extent this technique is very important in language classroom and whereas, the rest 2 respondents (10%) responded negatively that grammar teaching through discovery technique is not important in language classroom.

On the basis of above data we can conclude that, mostly the teachers say Discovery technique is very important in language classroom. While some of the teachers somehow agree with this whereas, a rare number of teachers express that this technique is not important in language classroom.

## 4.2.17 Knowledge about Discovery Technique

To find out whether higher secondary level teachers should have knowledge about discovery technique, they were asked the following question, "Do you agree every teacher should have the knowledge about discovery technique?" The responses obtained are presented below.

**Figure No.16**

**Knowledge about Discovery Technique**



| | Strongly Agree | Agree |
|---|---|---|
| Percent | 75 | 25 |
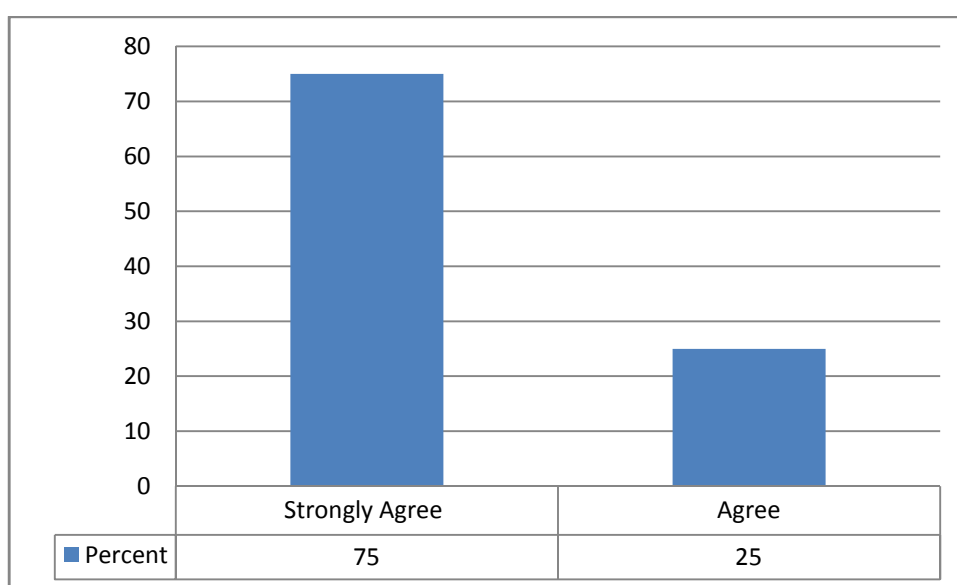
The above data shows that 15 respondents (75%) responded positively that every teacher should have the knowledge about discovery technique. The other 5 respondents (25%) responded that to some extent teachers need to have the knowledge about discovery technique.

On the basis of the given data we can conclude that maximum number of teachers say that the teachers should have the knowledge about discovery technique. While some of the teachers somehow agree that teachers need to have the knowledge about discovery technique.

# CHAPTER FIVE

# SUMMARY, CONCLUSION AND IMPLICATIONS

On the basis of the results and discussion of the information obtained, the following summary and conclusion have been drawn. The summary and conclusion are followed by the recommendations for pedagogical implications.

## 5.1 Summary

I found that higher secondary level teachers mostly used discovery technique and they thoroughly enjoy teaching grammar in discovery technique. Higher secondary level teachers think that this technique is actually very fruitful for enhancing their teaching grammar. They believe that this technique is helpful for professional development. Similarly, I found that teachers believe that this technique make grammar teaching easier. Higher secondary level teachers assume that students get more motivated while learning as it is based on learning and teaching by materials and use different type of techniques. In view of higher secondary teachers, the environment of the classroom becomes interesting rather than boring as this technique is materials based. They believe that teaching without discovery technique is incomplete.

In opinion to higher secondary teachers, this technique helps learners to be creative, active and interactive since it is learner centered. I found that while teaching students applying discovery technique, they create a very democratic, liberal and friendly atmosphere. They think that discovery technique gives the learner opportunities to experience their learning. From the view of higher secondary teachers, i found that discovery technique plays a vital role in grammar teaching of higher secondary level. Higher secondary teachers pursue that every teachers should have the knowledge of discovery technique. They mostly think that discovery technique is useful for the intellectual development of the learners.

Besides, some of the teachers think that teaching grammar applying discovery technique is quite difficult. During the study, I also found that different teachers follow different technique. And many teachers feel difficult to use the materials while teaching grammar through discovery technique. Some of the secondary teachers also opined that they do not have access to adequate numbers of materials as per the students due to weak finance. Similarly, some teachers mentioned that sometimes students fail to concentrate in learning. Few teachers feel the classroom environment gets out of the control and distracted from learning. And also some of the teachers mentioned that it always focus in talent students.

## 5.2   CONCLUSIONS

From the above discussion, interpretation, my direct exposure to the higher secondary level teachers it is concluded that higher secondary level teachers like teaching grammar in Discovery technique. They prefer to use Discovery technique for teaching grammar to higher secondary level learners as it is material based and learner centered. They think that every teacher should have knowledge about Discovery technique. They get attached with the leaner since the environment is very liberal and friendly; learners get motivated and comprehend well. They feel that learners learn easily with the help of Discovery technique materials. Discovery technique is so effective that it is widely used all the colleges. They enjoy teaching grammar applying Discovery technique. Discovery technique makes grammar teaching very easy and it helps to make classroom very interesting and fun. It always use  materials while teaching grammar.

Last but not the least, Discovery technique is better than other technique since it gives an opportunity to both teachers and learners to enjoy and experience the learning. Discovery technique gives independent activity for the learners. And it always help to teacher for teaching and learners for learning.

## 5.3 Implications

### 5.3.1 Policy level Implications

**Government officials**

- helps to suggest the syllabus designers.

- helps to develop the infrastructures which suits the generation.

- helps to know the kind of manpower being produced and make plan accordingly.

**Syllabus designers**

- helps to design syllabus according to the users perspectives.

- helps to make the content of the courses more practical than idealistic.

- helps to make the study area enjoyable rather than boring

- helps to make the class student center rather than teacher center.

### 5.3.2 Practice level implication

The research will be applied in day to day practice of people on following way.

- Higher secondary level teachers perceive positively the use of Discovery technique.

- Grammar teaching is given more emphasis as instructional medium.

### 5.3.3 Implication of further research

Present research will be very helpful for those who want to carry out further researches in the similar topics. They will be benefitted by following way.

- It will be a good secondary source for them.

- It will provide new areas of study.

- It will help new researchers to make hypothesis

- It will help to find out the new research areas.

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# Appendix: A

# Questionnaire

Dear informant,

This questionnaire has been prepared to draw information /data for, the research work entitled **"Perception of Higher Secondary Level Teachers on Discovery Technique in Teaching Grammar."** The research work is being carried out under the supervision of Dr.Tara Datta Bhatta, Reader, Department Of English Language Education, Faculty of Education, T. U. Kirtipur, Kathmandu. I hope that, you will give reliable and authentic information to co-operate me and that will be valuable contribution to complete research work. I hope that the great co-operation of the information will be the great contribution for, the research work.

Researcher

**JunaPachhai**

T.U. Kirtipur, Kathmandu.

Name of the teacher: …………………………………….

Name of the school: ………………………………………….

Level of the school: ………………………………………….

Type of the School: (*Tick*)  Government [   ]          Private [   ]

*[Teachers are kindly requested to give the answers of the following questions according to their own experience.]*

1) Do you prefer using discovery technique while teaching grammar?

 (a) strongly agree [  ]   (b) agree [  ]

 (c) disagree [   ]   (d) strongly disagree [  ]

2) Do you agree that all four activities play important role while teaching discovery technique?

 (a) strongly agree [  ]   (b) agree [  ]

 (c) disagree [     (d) strongly disagree [  ]

3)  Do you think instructional materials make grammar teaching easier?

 (a) strongly agree [  ]   (b) agree [  ]

 (c) disagree [   ]   (d) strongly disagree [  ]

4) Do you think matching technique is better than text study?

 (a) strongly agree [  ]   (b) agree [  ]

 (c) disagree [   ]   (d) strongly disagree [  ]

5)  Do you prefer teaching grammar through text study?

 (a) strongly agree [  ]   (b) agree [  ]

 (c) disagree [   ]   (d) strongly disagree [  ]

6) Do you agree without knowing problem solving can't be learning discovery technique?

   (a) strongly agree [  ]           (b) agree [  ]

   (c) disagree [   ]                (d) strongly disagree [  ]

7) Do you think grammar teaching through discovery technique is helpful to improve your profession?

   (a) strongly agree [  ]           (b) agree [  ]

   (c) disagree [   ]                (d) strongly disagree [  ]

8) Do you agree preview is better than problem solving?

   (a) strongly agree [  ]           (b) agree [  ]

   (c) disagree [   ]                (d) strongly disagree [  ]

9) Do you think discovery technique of teaching grammar develops learners creativity?

   (a) strongly agree [  ]           (b) agree [  ]

   (c) disagree [   ]                (d) strongly disagree [  ]

10) Does preview make learner's more be active and interactive?

   (a) strongly agree [  ]           (b) agree [  ]

   (c) disagree [   ]                (d) strongly disagree [  ]

11)Do you feel teaching grammar on discovery technique is difficult ?

   (a) strongly agree [  ]           (b) agree [  ]

   (c) disagree [   ]                (d) strongly disagree [  ]

12) Do you have positive perception about teaching grammar through discovery technique?

(a) strongly agree [ ]          (b) agree [ ]

(c) disagree [ ]          (d) strongly disagree [ ]

13) Do you agree that four activities focus on independent activity of the learners?

(a) strongly agree [ ]          (b) agree [ ]

(c) disagree [ ]          (d) strongly disagree [ ]

14) Is discovery technique useful for intellectual development of the learners?

(a) strongly agree [ ]          (b) agree [ ]

(c) disagree [ ]          (d) strongly disagree [ ]

15) Do you agree that grammar teaching through discovery technique is very important in
    language classroom?

(a) strongly agree [ ]          (b) agree [ ]

(c) disagree[ ]          (d) strongly disagree [ ]

16) Do you agree every teacher should have the knowledge discovery technique?

(a) strongly agree [ ]          (b) agree [ ]

(c) disagree [ ]          (d) strongly disagree [ ]


*"Thank you for your kind cooperation!"*

# Appendix: B

## Questionnaire

*[Teachers are kindly requested to give the answers of the following questions according to their own perception.]*

1. Do you enjoy teaching grammar in discovery technique?

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2. What activities are done in discovery technique while teaching grammar? Elaborate.

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3. What do you think which activities make discovery technique more effective?

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4. Does teacher use discovery technique while teaching grammar?

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5. Which technique you think is appropriate for grammar teaching?

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6. What are the problems that the teacher face while teaching grammar through discovery technique?

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7. Does discovery technique help to create new ideas about teaching grammar?

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8. What is the perception of teacher in teaching discovery technique?

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*"Thank you for your kind cooperation!"*