

# TECHNIQUES USED IN TEACHING ENGLISH GRAMMAR

A Thesis Submitted to the Department of English Education

In Partial Fulfillment for Master of Education in English

Submitted by

Badri Nath Sharma

Faculty of Education

Tribhuvan University

Kirtipur, Kathmandu, Nepal

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## RECOMMENDATION FOR ACCEPTANCE

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## **DECLARATION**

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

Date: 11/12/2014

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**Badri Nath Sharma**

## **DEDICATION**

**Dedicated**

to

My affectionate parents Kashi Nath Sharma and Indra kumari Sharma  
Who devoted their entire life to bring me to the present position.

## ACKNOWLEDGEMENTS

I would like to express my sincere gratitude to my research supervisor **Mrs. Madhu Neupane**, Lecturer, Department of English Education for her scholarly guidance, encouragement, continuous assistance, enlightening ideas and invaluable suggestions. I feel very much proud to have worked under her guidance and supervision.

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**Badri Nath Sharma**



## ABSTRACT

The current study is on **Techniques Used in Teaching English Grammar**. The work attempted to find out the techniques of teaching grammar used by secondary level English teachers. For this purpose, a sample of the two English teachers was selected from two different secondary schools of Chitwan district by using non random purposive sampling. The data was collected in the form of narrative notes through the class observation. It was found that personal question, oral exercise, free sentence composition, lecture, isolation, writing, inductive method, deductive method were used by secondary level English teacher in teaching grammar in the classroom.

This thesis is divided into five chapters, viz. introduction, review of related literature, methods and procedure of the study, result and discussion of the study and summary, conclusion and implications of the study. The first chapter includes general background. In the second chapter, the researcher has mentioned the review of theoretical literature, review of the empirical literature related to this research implication of the review of the study and conceptual framework are included. The third chapter deals with methods and procedures of the study under which design of the study, population and sample, sampling procedure, data collection tools, data collection procedures, analysis and interpretation procedure are mentioned. The fourth chapter involves the results and discussion of the study. Finally, the fifth chapter includes the summary, conclusion and implication of the study. The fifth chapter is followed by references and appendices.

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## LIST OF SYMBOLS AND ABBREVIATIONS

T.U.	:	Tribhuvan University
Prof.	:	Professor
Dr.	:	Doctor
P.	:	page
PP.	:	pages
i.e.	:	that is
%	:	Percentage
F	:	Frequency
CALD:		Cambridge Advanced Learner's Dictionary
CUP	:	Cambridge University Press
e.g.	:	for example
ELT	:	English Language Teaching
et al.	:	et alia (and others)
etc.	:	et cetera (and other similar things)
i.e.	:	that is
M. Ed.:		Master of Education
No.	:	Number
S.N.	:	Serial Number
TESL	:	Teaching English as Second Language
TEFL	:	Teaching English as Foreign Language
TESOL:		Teaching English for Speakers of Other languages
NNEC	:	Nepal National Education Commission