

## **CHAPTER - ONE**

### **INTRODUCTION**

This study is concerned with the **Techniques Used in Teaching English Grammar**. This section consists of statement of the problem, rationale of the study, delimitations of the study, and operational definitions of the key terms.

#### **1.1 Background**

Language is a means of communication through which we express our feelings, thoughts, emotions and desires to each other. Language can be defined as verbal, physical, biological, innate and a basic form of human communication. According to Wardhaugh (1998, p. 1), “A language is what members of a particular society speak. When two or more people communicate they employ a language.”

Similarly, Chomsky (1957, p. 13) states, “Language is a set infinite of sentences, and each infinite in length and constructed out of finite set of elements.” So, language plays a vital role in human communication. It has great importance.

Without language, human communication is impossible. We cannot do any academic and social activities without language. Language is the most unique gift that sets human beings apart from the rest of the living beings. Regarding this, the Encyclopedia of Britannica (vol. 13) says:

Language is a systematic means of communicating ideas or feeling by the use of conventionalized signs, sounds, gesture or marks having understood meaning. It is a system of conventional spoken or written symbols used by people, as member of society and shares their culture to communicate with each other.

There are varieties of languages which are used in the world, among them English occupies a dominant position. More than 350 million people in the world speak

English as their native language. It is a global language. Harmer (2007) presents five factors which have ensured the widespread use of English. They are: a colonial history, economics, information exchange, travel, popular culture.

The above mentioned factors can play vital role in establishing English in a dominant position in the world. The gravity of the English language is more powerful. It has significant influence in education system of each country; Nepal does not remain untouched by that influence.

While teaching a language, we have to teach various aspects of language. Aspects mean components of language which make language complete and meaningful. These aspects are very important in any language. Whemeier (2003, p.45) has defined aspects "as particular feature of a situation, an idea, a problem, a way in which it may be considered." The aspects of language have three dimensions of form, meaning and use. Teaching Grammar as an aspect of language the covers the form or accuracy of grammatical items used in appropriate and meaningful situations. There are mainly three aspects of language. They are vocabulary, language function, grammar. This study is mainly concerned with techniques used by teachers while teaching grammar.

## **1.2 Statement of the Problem**

I am interested in exploring the techniques that are used at present in teaching grammar as well as that can be used for effective teaching. As I have experienced, when I was in secondary level, the teaching learning activity was entirely based on teacher and his style. In the context of our nation students centered techniques are not getting proper emphasis in teaching learning activities of English language either knowingly or unknowingly in teaching grammar, Still we are adopting traditional techniques in teaching grammar, as a result of which, the students achievement in grammar is not satisfactory. This problem encouraged me to carry out the survey on the techniques used by teachers to develop grammatical

efficiency of secondary level learners. So, as the main problem of the study, I have proposed this topic. This problem deals with the enquiry of techniques that are used by secondary level English teachers in teaching grammar.

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

We frequently hear the term rationale defined as a justification for doing something. Brown (1994 p.51) writes, "A rationale is the articulation of the reasons for using a particular literary work, film, or teaching method". From this sentence, rationale means the reason for conducting the study.

In order to teach language aspects, more importantly grammar and different techniques can be used. However, all those may not be appropriate in all the contexts. So, there is the need of using contextual practical and effective techniques to develop learners' grammatical competence. As this study aims to find out the grammar teaching techniques used by language teachers in secondary level, this study will be useful to the entire field of language teaching.

Similarly, this study, hopefully, provides significant inputs to the teachers and language learners; it makes them familiar with current used techniques. Not only this listing of techniques, will provide them a choice of effective techniques. Thus, its rationale lies for learners, teachers, teacher trainers and curriculum designers. This study provides comprehensive impetus /insights to the theoretical discussion of language teaching and teaching grammar. I think this study may not be able to provide all and all for grammar; however, it will be a brick to be added in language teaching. In the previous studies, the due attention has not been given to the appropriate techniques but I am dedicated in this case, my study will be highly valuable.

## **1.4 Objectives of the Study**

The objectives of this study were as follows:

- i) To find out the techniques used by secondary level English teacher in teaching grammar.
- ii) To suggest some pedagogical implication of the study.

## **1.5 Research Questions**

According to Institute of International Studies (2001.p.1), "Research question is the most critical part of research proposal. It defines the proposal, it guides your arguments and inquiry, and it provokes the interests of the reviewer." From this definition this thesis tried to answer the following research questions:

- What types of techniques and methods are used by secondary level English teachers in teaching English grammar?
- Which techniques and methods do teacher find much effective while teaching grammar? (in terms of students participation)

## **1.6 Significance of the Study**

This study plays a crucial role to all who are directly or indirectly involved in teaching and learning activities. Mainly the teachers are beneficiary of this study. It provides information about the awareness of the teacher to the use of grammar teaching techniques. So, the findings of this study will be extremely helpful in the field of language teaching. It will be significant to language teachers, students, textbook writers, curriculum and syllabus designers and those who are involved in the field of English language teaching.

## 1.7 Delimitations of the Study

- i. The total population of the study was limited to two English teachers from two different secondary schools in Chitwan district.
- ii. Only the secondary level English teachers were included as the sample of this study.
- iii. The data was collected only from the government aided schools.
- iv. The data was collected through the checklist and narratives notes.
- v. Only the secondary level classes were observed for the data collection.
- vi. Only thirty classes of two teachers (fifteen from each school) were observed.

## 1.8 Operational Definition of the Key Terms

**Grammar:** Grammar is defined as the connections of words and word groups in an acceptable structure.

**Technique:** What actually happens in the classroom is called a technique.

**Aspects of Language:** Aspects means a component of language which make language complete and meaningful. It is a formal property of language. There are different aspects of language which: grammar, vocabulary, pronunciation and language functions.

**Inductive Method:** Learners are not taught grammatical or others types of rules directly but are left to discover or induce rules from their experience of using the language.

**Deductive Method:** It is the presentation of rule which is followed by examples in which the rule is applied.

## **CHAPTER TWO**

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

For my propose of the study many books, dissertation, related areas, articles and journals were consulted and different related websites were visited. Review of related literature is presented under these two headings:

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

English is the world language. Teaching of English takes place all around the world. The world has understood the taste of using English for many decades in several sectors so is the case with teaching as well. In Nepal, English has been used as a means of instruction and medium of writing by the people from educated and elite circle since Rana Regime. Highlighting the professional status of language teaching, Richards and Rodgers (2001,p.8) state:

Language teaching came into its own as a profession in the twentieth century. The whole foundation of current language teaching was developed during early part of twentieth century, as applied linguists and other sought to develop principles and procedures for the design of teaching methods and materials drawing on the developing fields of linguistics and psychology to support a succession of the developing fields of linguistics and psychology to support a succession of proposal for what were thought to be more effective and theoretically sound teaching method.

For Richards and Rodgers (2001) we use language in terms of four skills, i. e. listening, speaking, reading, and writing. These four skills may rarely work in

isolation. They are integrated to make communication meaningful and effective. These four skills are divided into two categories, i.e. receptive and productive skills. Similarly, language aspects vocabulary, pronunciation and grammar are crucial to make use of language skills.

To deal with English language teaching several methods and techniques are introduced like inductive methods, deductive methods, lecture, explanation, pair work, group work, personal question. There are different terminologies in which teaching English is taking place like Teaching English as second language (TESL), Teaching English as a Foreign Language (TEFL), Teaching English for Speakers of other Languages (TESOL), English for specific purpose (ESP). In Nepal, English is taught as a foreign language. However, almost all school and colleges have adopted English as a medium of instruction in the classroom and the use of English is increasing day by day.

### **2.1.1 History of ELT in Nepal**

Regarding the English language teaching in Nepal, we have to trace back to the Rana Regime. The first Rana Prime Minister Janga Bahadur Rana visited England and he observed the importance of the English language at different level of schools and universities. Then he established a school where English language was started to be taught at Thapathali Durbar in 1854 A.D. The opening of Trichandra College in 1901 A.D. marks the formal beginning of English in higher education in Nepal. Nepal National Education Commission (NNEC) was formed in 1954 A.D. and Tribhuvan University was established in 1957 A.D. Similarly, the National Education System Plan (NESP) strongly prioritized and developed a curriculum of the English language teaching and learning in education faculty, English literature learning in the faculty of humanities as well as compulsory subject in all schools and under bachelor level.

In previous days, the teachers used to teach grammar by explaining the forms and rules and then drilling students on them. The result was not effective because students could produce correct form on exercise and tests while consistently made errors when they used the language in context. Now a day, different student-centered methods are in practice. Therefore, this research was conducted to find out what types of techniques are being used by teachers while teaching grammar.

### **2.1.2 A Brief Introduction to Grammar**

It is hardly possible to define grammar in a single sentence because its meaning differs from person to person and from one school of linguistic to another, However, in general grammar can be defined as how words are combined or changed to form acceptable units of meaning within a language. Grammar is known as backbone of language. It is also said that grammar is one of the more difficult and controversial aspects of language teaching.

Defining grammar Thonbury, (1999,p.1) writes:

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 sentence. Thus a grammar is a description of the rules that govern how a language's sentences are formed.

In the same way, according to Holmes, (2001,p.76):

The term grammar can also be used to describe the rules that govern the linguistic behavior of a group of speakers. The term English grammar, therefore, may have several meanings. It may refer to the whole of English grammar that is grammars of all the speakers of the language in which case the term encompasses a great of variation.



The meaning of grammar is not static. It means to say, according to the changes of time the meaning of grammar has also been changing. In traditional period grammar was viewed as a set of normative rules. Opposition to this, structural grammarians perceived grammar as a scientific record of the actual use of language. In recent years, grammar is viewed as rules which specify the relationship between grammatical forms and the real world which is called communicative grammar.

### **2.1.3 Teaching Grammar**

Every language of the world has its own grammar. It is a system of rule of a framework that gives the language structure. The formation of the word and sentence is concerned with rules of grammar. For effective communication one should be competent in the language. According to Palmer (1971, p.9), "Grammar is a device that specifies the infinite set of well formed sentences and assigns to each of them one more structural description". That is to say, it tells us just that all the possible sentences of a language and their description. Grammar plays a pivotal role in language. It helps in the production of infinite number of new sentences. To get mastery over any language, one needs to know its underlying grammar and structures.

Grammar is defined as the connections of words and word groups in an acceptable structure. Grammar is one of the aspects of language which is especially concerned with the combination and ordering of words into sentences using appropriate rules. It checks the language forms being deviated and makes the language understandable and meaningful. It means, with the help of grammar, we can arrange morphemes into words, words into phrases, phrases into clauses, clauses into sentences and sentences into a meaningful paragraphs using rules and principles of a language. In this way, grammar is taken as the backbone of language. According to Lado (1961, p.144), "Grammar governs the central role of

an utterance". His definition clarifies that for constructing the correct patterns of any component, grammatical rules have the inevitable role.

Likewise, in Chomsky's (1957) words:

Any grammar of a language will project the infinite and somewhat accidental corpus of observed utterances, a set (presumably infinite) of grammatical utterance. In this respect, behavior of speakers who on the basis of a finite and an accidental experience with language can produce or understand infinite number of new utterances (p.25).

Similarly, Harmer (1987, p.1) defines grammar as "the way in which words change themselves and group together to make sentences".

Grammar is central to the teaching and learning of languages. It is also one of the difficult and controversial aspects of language teaching. It is often misunderstood in the field of language teaching. The misconception lies in the view that grammar is a collection of arbitrary rules about static structure in the language. Grammatical rules are essential for the mastery of language. A sound knowledge of grammar is essential if pupils are going to use language creatively. Some experts say that knowledge of grammar is inevitable for the systematic analysis of language forms and for the development of accuracy. Ur (1996) also talks about controversial nature of teaching grammar in the following ways:

The place of grammar in the teaching of foreign language is controversial. Most people agree that knowledge of a language means, among other things, knowing its grammar, but this knowledge may be intuitive (as it is

in our native language) and it is not necessarily true that grammatical structures need to be taught as such, or that formal rules need to be learned

Thornbury (1999, p.15) gives seven arguments for including grammar in language teaching. They can be presented briefly as follows:

**a. The Sentence Machine Argument**

Grammar has finite sets of rules but which are used to generate a potentially enormous number of marginal sentences. So, grammar is a kind of sentence making machine.

**b. Fine-Tuning Argument**

Teaching grammar develops the learner's correct sentence and structure making habits. If there is a mistake or ambiguous words or sentences, learners can correct them easily.

**c. The Fossilization Argument**

Without mastery of grammar, the linguistic competence stops to develop. So, grammar teaching is necessary.

**d. The Advance- Organizer Argument**

According to this argument, if the learner's formal system of language develops from the very beginning, they will progress in the use of language for their later acquisition of language.

**e. The Discrete Item Argument**

This argument advocates that there are infinite number of sentences in language but these can be cut into different grammatical items so that there will not be any misunderstandings for learning language.

### **f. The Rule-of-Law Argument**

The need of rules, order and discipline is particularly acute in large classes of unruly and unmotivated teenagers- a situation that many teachers of English are confronted with daily. In this kind of situation, grammar offers the teacher a structured system that can be taught and tested in methodical steps.

### **g. The Learner Expectations Argument**

Because of the learner's expectations, grammar is put in language teaching to learn grammatical items. Most of the learners want to develop their grammatical competence in a particular language.

Though the issue of whether or not to include explicit grammar instruction into a foreign language course is still a controversy, the inevitable role of grammar in language teaching cannot be phased out yet. Richards et al. (1985, p.49) define grammar as a description of the structure of a language and the way in which linguistic units such as words and phrases are combined to produce sentences in the language. Grammar helps in the production of infinite number of new sentences. To get mastery over any language, one needs to know its underlying grammar. So, grammar is the basis for the production of any correct utterance which makes the language meaningful. It is necessary to monitor the learner's performance. Grammar enables learners to use the language accurately and appropriately in the different social settings. In this way, grammar is necessary for every language teacher. Grammar helps the students to develop accuracy. Without grammar, their language will be labeled as incorrect. Research suggests that learners who did not receive grammar instructions are at the risk of fossilizing sooner than those who receive (Thornbury, 1999, p.16). Grammar helps in fine-tuning the language, noticing the structures in use and organizing in learning of a language. Grammar helps the students develop their communicative efficiency by making them confident in the language.

An approach' is most frequently used term in the field of language teaching. Anthony (1963,pp. 63-67 as cited in Richards and Rodgers, 2001, p. 19) defines approach as a set of correlative assumption dealing with the nature of language teaching and learning. An approach is axiomatic. It describes the nature of the subject matter to be taught.

Principles of language teaching and learning are important for generating various context-dependent approaches to teaching an L2. A set of approaches to language teaching are established and widely used as the sources of guidelines for the appropriate methods and procedures of teaching and learning of the target language. In this way approaches are framed according to the principle of learning, and the methods, techniques and activities are designed according to the assumptions. Grammar teaching technique is a classroom activity, a pedagogical device, a part of actual classroom procedure. In other words, each part of what actually happens in the classroom is called a technique. It is a real classroom procedure or activity that the teacher and students implement to carry out certain teaching tasks effectively.

Grammar is the combination of the words and word groups is an acceptable structure. At present, two important methods of teaching grammar have been practiced which are popularly known as an inductive and deductive methods. In deductive method, the grammatical rules are explained before presenting examples. In other words, rules of grammar are presented and then examples are given on the basis of the rules before the learners. Inductive method is known as modern and scientific than deductive one. This method is also known as a rule discovery method. It is the specific language teaching method which emphasizes the use of language rather than presentation of information about language.

All things considered, applying inductive method, as the main but not the only means of presenting instruction, is bound to produce amazing results and help

students back up their knowledge with intuition and a deeper understanding of the second language that are unattainable for those who rely solely on what clearly resembles Grammar Translation Method, which has been condemned by contemporary linguists. Although deductive method has its disadvantages, if it is used in appropriate context, it can facilitate the learning processes to the fact that it is helpful whenever examples and students' inductive thinking fail.

There is no ultimate method of grammar instruction and the key to success lies in the wisdom to draw from the experiences of others, avoiding their mistakes and making the most of the approaches and techniques bore fruit.

#### **2.1.4 Methods of Teaching Grammar**

At present, two important methods of teaching grammar have been practiced which are popularly known as an inductive and deductive methods.

##### **a. Deductive Method**

In this method, the grammatical rules are explained before presenting examples. In other words, rules of grammar are presented and then examples are given on the basis of the rules before the learners. Thornbury (1999, p.64) says, "A deductive approach starts with the presentation of rules and is followed by examples in which the rules are applied."

Similarly, Richards et al. (1999, pp.89-99) say, "An approach to language teaching in which learners are taught rules and given specific information about language is a deductive approach".

From the above definitions, we can simply define the deductive method as a rule-driven method. This method starts with presentation of grammatical rules and then is followed by examples and explanation of the rules.

##### **i) Advantages of Deductive Method**

According to Richards et al. (1999, pp.89-99) say there are different advantages of deductive method. The deductive approach is time-saving because it gets straight to the point. Rules explanation is simpler and quicker than rules elicitation from examples. It respects the intelligence and maturity of students and acknowledges the role of cognitive processes in language acquisition. It is useful for the students having analytical learning style. The teacher in this approach can deal with the language points as they come up. S/he need not to anticipated and prepare for them in advance. The students get clear concept of grammatical rules. There is not any possibility of imparting wrong rules and making incorrect generalizations. It is easy to apply. Even an untrained teacher can handle the class without any difficulty.

## **ii) Disadvantages of Deductive Method**

According to Richards et al. (1999, pp.89-99) say there are different disadvantages of deductive method. In the deductive approach, the students will have difficulty in understanding the grammar points because they may not have sufficient metalangauge. Grammar explanation encourages a teacher- fronted, transmission style classroom; teacher explanation is often at the expense of student involvement and interaction. Explanation is seldom as memorable as other forms of presentation such as demonstration. This approach encourages the belief that learning language is simply a case of knowing the rules. Memorizing endless rules and exceptions becomes boring and monotonous for the students. It is not applicable at lower levels because the small children cannot memorize the rules. Students know only about language but not the language itself. It is spoon-feeding approach and it cannot foster creative potential of the learners.

## **b) Inductive Method**

Inductive method is known as modern and scientific method. This method is also known as a rule discovery method. It is the specific language teaching method

which emphasizes the use of language rather than presentation of information about language.

In the process of defining inductive method of language teaching, Thornbury (1999, p.64) says, "An inductive approach starts with some examples from which rule is inferred". Similarly, Richards et al. (1999, pp. 98-99) say, "In inductive learning, learners are not taught grammatical or other types of rules directly but are left to discover or induce rule from their experience of using the language." By applying this method, the teacher teaches the grammatical items by presenting the examples and asking the students to form the rules from the examples, after that teacher makes the students practice the rules in oral and written ways. While teaching a grammatical point, the teacher first demonstrates the meaning to the class. For example, they will hold up a book and say, *this is a book*. They will do the same showing other objects. Then, they hold up several books and say, *these are books*. After giving several examples of the plural form, they will contrast the two forms.

#### **i) Advantage of Inductive Method**

According to Richards et al. (1999, pp.89-99) say there are different advantages of inductive method. Rules learners discover for themselves are likely to be more meaningful, memorable and serviceable. The mental effort made by students ensures a greater degree of cognitive depth which, again, ensures greater memorability. In this approach, students are more active, motivated and attentive. This approach makes use of problem solving and collaborative activities in which learners get the opportunity for extra language practice. It encourages self-reliance, learner autonomy and teaches the language not about language.



## **ii) Disadvantages of Inductive Method**

According to Richards et al. (1999, pp.89-99) say there are different disadvantages of inductive method. The time and energy spent in working out rules may mislead students into believing that rules are the objective of language learning, rather than a means. In this approach more time is spent in working out a rule; as a result there will not be sufficient time for productive practice. There is the possibility of wrong generalization of the rules. Complex rules cannot be generalized by the students. It demands heavy lesson planning from the teacher and frustrates those learners who would prefer simply to be told the rule.

Both inductive and deductive methods are found to be the frequently used technique of teaching. Sometimes teachers use inductive method more than deductive method. On different situation, teachers are found using deductive more, than inductive method. The choice of teaching method is determined by plenty of factors like curiosity of students, moods of teacher, situation of learning and the nature of topic, to be discussed. Both the inductive and deductive method has merits and demerit. No single method can be totally avoided in favor of the other. In other words, it can be argued that both the methods need to be used keeping in mind various factors under consideration.

### **2.1.5 Techniques of Teaching Grammar**

Grammar teaching technique is a classroom activity, a pedagogical device, a part of actual classroom procedure. In other words, each part of what actually happens in the classroom is called a technique. It is a real classroom procedure or activity that the teacher and students implement to carry out certain teaching tasks effectively.

A technique is implementation that which actually takes place in classroom. It is a particular trick, stratagem or contrivance use to accomplish an immediate objective. Technique must be consistent with a method and therefore in harmony with an approach as well. (Anthony, 1963, pp. 63-67, as cited in Richard and Rodgers, 2001, p. 19).

Technique is the level in which classroom procedures are described. This reflects the facts that the procedure we implement in our classroom teaching is a technique.

Ur (1996, p.84) has presented the different techniques of teaching grammar. They are given below:

**a. Awareness**

A teacher should provide the opportunities to students by giving some units of discourse or text and ask them to find out the past tense verb, modal verb, future tense, major word classes, preposition, phrasal verb to name but a few. This helps them to raise their awareness.

**b. Controlled drills**

While teaching using this technique learners are given cues to practice linking words such as 'but' or 'and', etc. and sentence transformation. The activities can be done under the control of the teacher's guideline. Learners are provided with sufficient examples of the structure. The examples are predetermined by teachers and have to conform to clear, closed ended cues.

### **c. Free sentence composition**

In this technique, students are provided with a visual or situational clue and asked to write their own answer, e.g., picture showing a number of people doing different things is shown and they are asked to write the sentence by describing the action of people.

### **d. Discourse composition**

In this technique, students are asked to write a passage according to given situation, e.g., (You have seen a good friend cheating in an important test) and asked to recommend a solution.

Similarly, Harmer (1978, pp.24-27) has given the following techniques for teaching grammar:

#### **a. Modeling**

Modeling is a device to demonstrate gestures, movement of body and twisting of fingers. The teacher acts as a model for sometimes and students have to follow and repeat after him.

#### **b. Isolation**

Isolation is the technique of making students understand complex concept. Complicated sentences are divided and isolated. The teacher frequently isolates the parts of the sentence that they are modeling.

### **c. Visual demonstration**

Visual demonstration further covers the following activities:

#### **i. Writing**

The teacher writes sentence on the board and underlines the critical points e.g. He watched TV yesterday, did he watch TV yesterday?

#### **ii. Time lines**

This technique is useful to teach tense aspect, e.g. I have been reading the newspaper.

Past activity started ..... now .....future?

#### **iii. Finger technique**

Finger technique is another useful technique for teaching grammatical rules. We might be focusing on a sentence like "She will arrive tomorrow". After modeling it, the teacher holds up four fingers to pointing to a finger for each word.

The act of pointing can also be used to increase the student's speed, rhythm and stress. Teacher can give different grammatical properties to different ways and make learning more visual.

### **2.1.5.1 Teacher-centered Technique**

Teacher- centered techniques play the dominant role in teaching learning activities in the context of Nepal. Teacher is the authority in the classroom. This approach is more logical than psychological and emphasizes the product rather than process. The teacher- centered techniques as follows:

- i. Lecture
- ii. Explanation
- iii. Illustration
- iv. Demonstration

### **i) Lecture**

Lecture is a teacher-center technique. According to Lee (1964, as cited in Agrawal 1996,p. 134) “The lecture is a pedagogical method where by the teachers formally delivers a carefully planned expository address on some practical topic or problem.” The lecture technique refers to the teaching procedure involved in the clarification or explanation to the students of some master idea.

### **ii) Explanation**

Explanation is explicit description or definition of concept or process. According to paton (as cited in Sharma and Phak, 2008, p.112), “Explanation forms a kind of bridge between telling and revealing knowledge of the lesson and it involves a number of their techniques as well as narration and description.” The main objective of explanation is to enable the learners to take an intelligent interest in the lesson. Explanation is done to develop insight and understanding. Allen and Valette (1997, p. 4) say, “A variety of techniques in the classroom might be more effective than the very fluent teacher.” Explanation is explicit description of concepts. It can be in the form of acting, defining, using sentences, stating synonyms, telling original, etc. for the successful explanation teacher uses demonstration and illustration with the aid of charts, models and so on where necessary.

### **iii) Illustration**

Illustration refers to use of materials or examples to help make the content interesting understandable and clear to learner. Dacanay and Brown (1967, p.392) say, “Teachers reads the paragraph dialogue in which the words are used. She next asks a question to explain the word in the dialogue. Illustration illuminates what is presented or taught to learners.” There are two types of illustration, they are verbal and visual. In verbal illustration hearing and understanding activities are conducted, such as story, idioms, metaphor, drama, e.tc. verbal illustration is

useful at higher level. Visual illustration is also called non- verbal or concrete illustration. This includes charts, models, maps, and sketch graphs. It is useful at lower level. Illustration creates curiosity and interest among students and help to provide clarity and vividness to the subject matter.

#### **iv) Demonstration**

Demonstration implies the presentation of pre- arranged series of events or equipments to a group of student for their observation accompanied by exploratory remarks. Demonstration depends upon needs, ideas, materials, procedures and techniques. Similarly, Allen and Vallette (1997) say, Teacher aptitude is particularly crucial in the case of ESL students when students from another culture and / or linguistic groups. An American school, their integration is definitely enhanced if teacher demonstrate a supportive and understanding attitude.” (p.5)

It helps students to know new word of experience. It is useful to establish relationship between theory and classroom practice and enables the students to acquire knowledge in the first hand form.

#### **2.1.5.2 Student-centered Techniques**

Student-centered teaching falls under the humanistic teaching methodology, in which students are encouraged to make use of their own lives and feelings in the classroom. Richard et al. (1999,p.359) provide the following points that are included by the students-centered teaching.

- ) Students take part in setting goals and objectives.
- ) There is a concern for the student feelings and values.
- ) There is different role of the teacher. The teacher is seen as a helper, adviser or counselor.
- ) Students centered teaching is an approach focusing on the need of the students rather than education process such as teachers and administrators.

The above-mentioned points explicitly state that students are encouraged to participate actively in learning rather than being passive in taking note quietly. The learners learn by doing themselves. Some of the learner –center techniques are as follows:

- i. Individual Work
- ii. Pair Work
- iii. Group Work
- iv. Role Play
- v. Project Work
- vi. Discovery technique

#### **i) Individual Work**

Individual work is a general classroom technique of language teaching. In this technique, all the learners are not compelled to do the same thing at the same time in the same work. Learners are given freedom to choose how and what they learn at any particular time. There is learner autonomy and responsibility for learning. Richard et al. (1999, p.147) mention the following points:

- ) Objectives are based on the need of the individual learners.
- ) Allowances are made in the design of a curriculum for individual differences in what students wish to learn and rate at which they learn.

#### **ii) Pair Work**

Pair work makes students interact with each other. According to cross (1992, p. 49), “pair work is one of the important learner centered technique, which is often used in a communicative classroom. It is a management task for developing communicative ability.” Teachers play the role of monitor and resource person.

Students can practice language together, study a text, research language and take part in information gap activities. It increases the speaking skills and allows students to work and interact independently.

### **iii) Group Work**

Group work is also a learner centered technique of language teaching and learning. It is useful for teaching students in an interactive way. In group work, learners may work on a single task or on different parts of a large task. Activities are conducted in groups. This technique includes initiation, monitoring, facilitation, prompting, giving feedback and so on.

### **iv) Role Play**

Role play is a classroom activity, which gives the students an opportunity to practice the language, the aspects of role behavior and the actual roles they may need outside the classroom. Role-play is an ideal vehicle for developing fluency and focuses on integrating the four skills. It is highly flexible and can be used in any level of language teaching. It makes classroom interactive, funny and interesting. It will also be beneficial for shy students.

### **v) Project Work**

Project work is a co-operative language learning technique, which center around the completion of a task and usually requires an extended amount of independent work either by an individual student or by group of student. According to Richard et al. (1985)

The project work is an activity, which centered on the completion of a task and usually requires an extended amount of independent work either by an individual student of by a group of students. Much of this works takes place outside classroom (p.295)



The project work is student-centered technique rather than teacher centered. Teacher may need to develop a more flexible attitude towards the students' work. The language is derived from the nature of the project itself. It emphasizes on group centered experiences. Students themselves plan, execute and present a task.

#### **vi) Discovery Technique**

Students are given examples of language and are told to find out the grammatical rule in this technique. According to Harmer (2008)

Discovery technique is the technique in which students are given the examples of language and role to find out how requiring them to organize the strips in proper sequence allowing them to discuss the materials of the strips as to make it know to the other member of the group to compare (p.29)

It is used to teach grammatical rules, which allows students activate their previous knowledge, and to share what they know. Richard et al. (1985) provide some beliefs, on discovery technique and they are presented below:

- i) Learners develop process associated with discovery and inquiry by observing, formulating hypothesis, predicting and communicating.
- ii) Textbooks are not the sole source of learning.

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

Several studies have been carried out in the topics related to grammar and grammar teaching in the department of English Education, Faculty of Education. Some of them are as follows:

Pandey (2004) carried out a research entitled “The Effectiveness of Language Games in Teaching, Grammar”. In this study, the primary sources of data were the sampled students of grade 10 in Jaya Devkota Manakamana Higher secondary school, Kathmandu. For the data collection, 60 students were taught and around 40 language games were used by the researcher himself for one and half month. As it was an experimental research, the pre-test was taken before actual teaching and post-test after classroom teaching. A test was used as major tool for data collection. To make the analysis convenient, the test items were categorized into single word, multiple choices, fill in the blanks, matching items, etc. The study concluded that the game techniques has been effective than usual way of teaching.

Similarly, Jaisi (2008) carried out a research entitled on "A Study on the Techniques of Teaching Reading English at Primary Level." The main objectives of this thesis were to find out different techniques applied by the English teachers in teaching reading at primary level and to identify most commonly applied techniques in teaching reading at primary level. The researcher collected data from the teachers of primary level of public schools on Banke district. He selected the population by using non-random sampling. He used a set of open ended questionnaire and a class observation checklist to collect data. The main findings of this thesis indicated that drill, explanation, group work, pair work, demonstration were used while teaching reading at primary level, drill was the mostly used technique while teaching reading. The research recommended that drill was preferable technique for teaching reading, language teachers should teach the text by creating interesting situation, and the readers should read authentic materials.

Likewise, Balal (2010) conducted a thesis on “Effectiveness of Inductive Method in Teaching English Adjectives and Adverbs." The main objectives of this research were to find out effectiveness of inductive method in teaching English Adjectives. The pre-test was given before starting actual teaching and post-test

was given after teaching English adjectives and adverbs. It was an experimental research. Students were divided into experimental and control group. And comparing the results of experimental and control group in identifying of types of adverb item; the inductive method was found to be more effective than deductive method. This thesis was conducted on private schools in Gulmi district name Chakreshwor English Boarding school.

Likewise, Neupane (2010) conducted research on the “Effectiveness of Teaching Grammar Through Texts”. The objective of the study was to find out the effectiveness of text in teaching grammar of the English language. The sample of her study was 30 students of grade nine were taken for that study of sunsari district. The main tool for the collection of data was test. The text was followed by both objective and subjective type of question such as multiple choices, fill in the blanks, true or false. After conducting the research, she found that to be relatively effective for teaching grammar. The progress is seen in favor of experimental group.

Sah, (2010) carried out a research entitled “Effectiveness of Teaching Grammar Through Inductive Methods”. The objective of his research was to find out the effectiveness of teaching. He used test as a tool of data collection. The test materials were developed from specific area of Grammar, viz, tenses, prepositions, tag questions and subject-verb agreement. The sample of his study was 20 students of grade nine of Ram Secondary School, Nepalgunj. After conducting the research, he found that the majority of the students i.e. 64.44% committed errors in the use of tag questions in pre- test, students committed more errors in pre- test than other in tests and inductive method was effective than deductive method to teach grammar.

Gautam (2011) conducted a research entitled “The Effectiveness of Pair Work in Teaching Grammar”. His main objective was to find out the effectiveness of pair

work technique in teaching grammar. The population of the study was students of grade nine of Gulmi district. The random sampling procedure was followed to select the students with the help of their rank in pre-test result. This study was experimental in nature. Students of grade nine were divided into two halves experimental group and controlled group. The findings of research were that group 'A' and group 'B' were able to make progress in their total marks but the progress of group 'A' (experimental group) in total was better than that of group 'B' (controlled group). He concluded that pair work technique was more effective than lecture techniques to teach grammar.

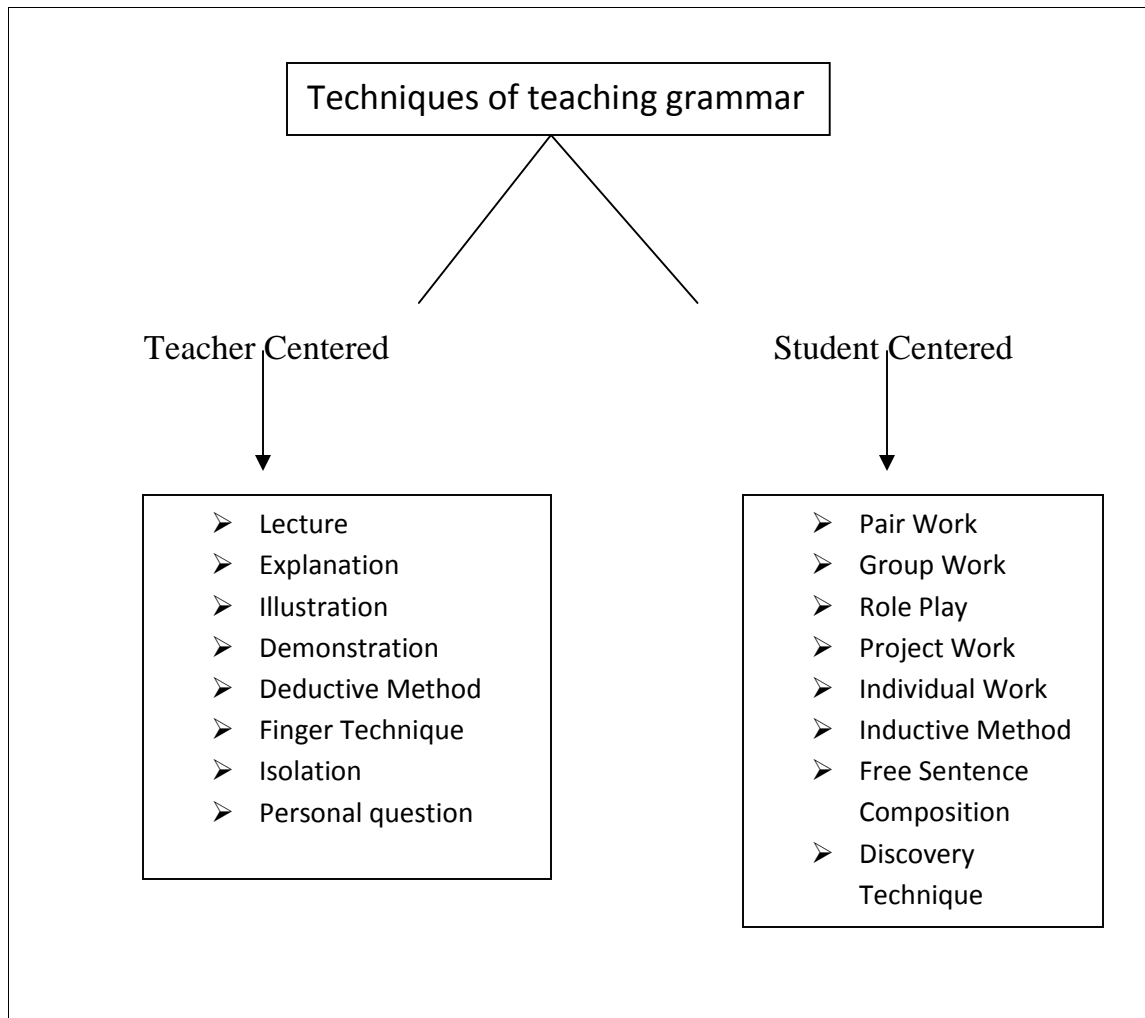
The present study is new area of research in the context. There is no research carried out till the date on the techniques used in teaching English grammar. Therefore, my research will be different from theirs.

### **2.3 Implications of the Review of the Study**

Literature review has the important role in doing a research. All the reviews which are mentioned in 2.2 are similar to my study to some extent. These reviews are helpful for this study because these reviews are related to the techniques used in teaching English language which are similar to this study. These reviews provided a theoretical background to my study. Furthermore this review has brought clarity, improved my methodology and broadened the knowledge base for this study.

### **2.4 Conceptual Framework**

Theoretical framework is the theoretical bases of the study. Kumar (2005,p.37) writes "The theoretical framework consists of the theories or issues in which study is imbedded". On the other hand, conceptual framework is the base of the problems. Kumar (ibid) writes, "The conceptual framework is the base of the problem". He also writes the conceptual framework grows out of the theoretical framework and relates to the specific problem concerning the fear of non-survival theory. Becoming specific on the study, the theoretical base are the definitions



given by different scholars. The conceptual framework of this study can be drawn in the following way:

Grammar is very much essential set of rules to the foundation of language development of accuracy as well as fluency in speaking and writing. A teacher can present it as a fun activity by using an appropriate method and technique.

Grammar is central to the teaching and learning of language. Teaching grammar has been a controversial issue for centuries, some people perceive it as essential to teaching and foreign language (for example those in favor of Grammar Translation method), where as others view it as an impediment to second language acquisition. Even experts on language teaching from the past to present question, Stephen

Krashen, who once said “the effects of grammar teaching... are peripheral and fragile”

In teacher centered techniques, the teacher plays a vital or important role. Moreover, while applying this technique in the language classroom, the teacher has to be much more active than the students; that is the students' active participation in teaching learning activity is less or not focused. The teacher does each and every thing and the students become only the passive listeners. The commonly used teacher centered techniques are: lecture, explanation, illustration, and demonstration.

Student centered techniques which emphasize the role of students and his or her individual characteristics as central in classroom instruction instead of focusing on subject matter, external authority, and educational requirements. Therefore, it is more psychological than logical. Moreover, it emphasizes the process rather than the products. While applying learner centered technique, the teacher functions as a facilitator or a guide and the learners learn by doing themselves. Some of the learner centered techniques are: Individualization technique, group work, strip story, drama, role play, discovery technique, pair work and simulation. This research was focused on the survey of techniques used by teachers, while teaching grammar at secondary level.

## **CHAPTER THREE**

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

This chapter deals with the methodology adopted to fulfill the objectives of the study. This includes design of the study, population and sample, sampling procedure, data collection tools, data collection procedures and data analysis and interpretation procedure.

#### **3.1 Design of the Study**

Survey is the descriptive research. Survey is widely used for collecting data in most areas of social inquiry, from politics to sociology, from education to linguistics. Typically, surveys gather data at a particular point of time with the intention of describing the nature of existing conditions, or identifying standards against which existing conditions can be compared determining the relationships that exists between specific events. According to Kidder(1981), “survey is the best research design carried out to find out public operation and the behaviors and attitudes of different professionals to access certain activities and study certain trends almost at a single point of time”. Similarly, Nunan (1992, p.140) writes, “The main purpose of a survey is generally to obtain a snap-shot of conditions attitudes and or events at a single point of time”. Survey is always done in natural setting.

I selected survey research design because helped me to collect factual data about the techniques used in teaching English grammar in secondary level. There are some steps of survey research which are presented by Nunan (1992, p.140)

Steps 1: Define objectives

Steps 2: Identifying target population

Steps 3: Literature review

Steps 4: Determine sample

Steps 5: Identify survey instruments

Steps 6: Design survey procedures

Steps 7: Identify analytical procedures

Steps 8: Determine reporting procedures

Above mentioned steps were adopted while carrying out this research.

### **3.2 Population of the Study**

The populations of this research were the English teachers teaching at secondary level. As a sample of the study I selected two secondary schools from Chitwan district purposively. One teacher was taken from Bhairaiya Higher Secondary, at Kailastol and one teacher from Kaparphori Secondary School. Fifteen classes of grammar teaching were observed of each teacher.

### **3.3 Sampling Procedure**

In this study, I selected two government aided schools in Chitwan district by using non-random judgmental sampling procedure. I selected one teacher from each school using the same procedure.

### **3.4 Data Collection Tools**

I prepared classroom observation checklist for the class observation. I also took note while observing the class.

The observation is a tool, which is best to know the teachers' actual classroom activities. It helps the researcher to know the classrooms' strategies and techniques used by the teachers. Therefore, I used observation to know the techniques used by teachers. I took short note while observing the classes and checked the techniques used by teacher.

### **3.5 Process of Data collection**

For this study, first of all I visited 2 different schools of Chitwan district and talked to the authorities to get the permission because I could not directly contact the population without seeking consent from the concerned authority. After



seeking permission, I contacted the selected and explained the purpose and the procedure. After that, I observed the 15 classes of the selected teachers and recorded their attitudes with the help of checklist. Moreover, I used diaries to write the narratives notes while observing their classes.

### **3.6 Data Analysis and Interpretation Procedure**

I analyzed, interpreted and presented the data descriptively by using different tools such as tables, lists, etc.

## **CHAPTER FOUR**

### **RESULTS AND DISCUSSION**

The data was collected by the primary sources. The data collected from the informants was analyzed and interpreted to find out the techniques used by the teachers in teaching grammar. For this study, data was collected by using two tools, viz. observation checklist and narrative notes. I mainly used descriptive approach to analyze and interpret the collected data. The data was presented analytically by using para-orthographic text such as tables. It has been analyzed under the following sub-headings:

#### **4.1 Results**

This section deals with the analysis and interpretation of the data obtained from the classroom observation of two English teachers. I prepared an observation checklist form and observed each teacher's fifteen classes in two different schools of Chitwan district: Shree Kaparphori Secondary School Kaparphori - 7 and Bhairaya higher secondary school Ratnanager - 8 Chitwan. Different types of techniques were found to be used by teachers in the classroom. This section has presented and analyzed of the techniques used by the teachers while teaching grammar. The values and the frequencies of observation checklist were counted and changed into numerical values. The numerical values were converted into percentage and the detail is presented in the table No. 1.

The frequently used techniques and methods were personal question, free sentence composition, oral exercise, guided drill, and inductive method. When the teachers used controlled drill, free sentence composition, role play technique students participation was massive and the class was lively but when teachers asked the question individually only the talented students replied and rest of the other were passive. Hence, oral exercise, personal question, individual work were

not effective technique while teaching grammar. In the application of such techniques, I rarely found students asking question relevantly otherwise they sat quietly listening to whatever was delivered to them.

**Table No. 1**  
**Summary of the Classroom Observation Checklist**

S.N.	Observed items	Responses			
		Yes		No	
		F	%	F	%
1.	Inductive method	2	6.66%	28	93.33%
2.	Deductive method	3	10%	27	90%
3.	Strip story	1	3.33%	29	96.66%
4.	Controlled drills	3	10%	27	90%
5.	Free sentence composition	4	13.33%	26	86.66%
6.	Modeling	20	66.66%	10	33.33%
7.	Isolation	5	16.66%	25	83.33%
8.	Visual demonstration	4	13.33%	26	86.66%
9.	Writing	15	50%	15	50%
10.	Finger technique	7	23.33%	26	76.66%
11.	Explanation	8	26.66%	22	73.33%
12.	Lecture	6	20%	24	80%
13.	Pair work	5	16.66%	25	83.33%
14.	Discovery technique	3	10%	27	90%
15.	Illustration	5	16.66%	25	83.33%
16.	Individual work	3	10%	27	90%
17.	Question answer	7	23.33%	23	76.66%
18.	Oral exercise	5	16.66%	25	83.33%
19.	Personal question	11	36.66%	19	63.27%

## **4.2 Discussion**

Under the topic discussion, I introduce and then briefly explain some of the widely used techniques of teaching grammars. In this briefly survey of teaching techniques, the relative merits of teaching techniques are mentioned. It is assumed that every teaching technique has its limits and distinct merit. Techniques like free sentence composition, inductive method, isolation and finger techniques are most commonly used techniques of teaching grammar.

### **4.2.1 Techniques for Teaching Grammar**

#### **Inductive Method**

Inductive method is an experimental method of teaching grammar. Recently I observed a class held by a teacher who was using an inductive method. He told students to imagine a situation in which a sick person is lying on a bed. Students imagined the situation as pointed out by teacher. Thereafter, the teacher told students to mention things that are necessary for the sick man. In response, students mentioned the following things:

- a) Someone to care him.
- b) Medicine for treatment.
- c) Boiled water to drink.

Then, the teacher asked them, are these things available on the bed of the sick man? Students said no. After that, the teacher wrote the following sentence.

- a) The sick man must have medicine for treatment.
- b) He must have boiled water to drink.
- c) There should have been someone to look after him.

After providing these examples, the teacher finally gave the rule subject+ should/could/would /might +have +v3 +object. The above table shows that 6.66 percent of the classes the teachers used this technique and 93.33 percent of the classes did not use it. It proved that fewer numbers of teachers used the inductive method.

### **Deductive Method**

Deductive method is a traditional method of teaching grammar. This method is often used by teacher in classroom. In one of the class that I observed, a teacher mentioned the grammatical rule like subject +verb+ object. Then the teacher wrote a sentence which followed this grammatical rule. The teacher wrote on the board: Ram eats rice. After writing this sentence, the teacher asked students to locate verbs, subjects and objects in this sentence. Students pointed out that Ram is subject, eats is verb, and then rice is object. The above table shows that 10 percent of the classes the teachers used this technique and 90 percent of the classes did not use it.

### **Strip Story**

Strip story is a technique of teaching. In one of the class that I observed, teacher was going to tell a story of dance. Before telling this story, the teacher divided the story into several parts. Each events of the story was separated from the total events of the story. After that the teacher gave the flash cards to the students. Each student got one flash cards. Students looked at their cards. They discussed about the story and the order of events. At last, the teacher told them to find out the preposition from the story. Students replied under, over, between, among. While I observed the class 3.33 percent of the classes the teachers used this technique and 96.66 percent of the classes did not use it.

## **Controlled Drills**

First of all, teacher entered into the class with the utterance ‘good afternoon everybody’. Students replied ‘good afternoon madam’. In order to motivate the students the teacher asked different questions to the students like what is cleanliness? Students said that cleanliness is the absence of rubbish and dirt’s. The teacher got happy at this answer. In addition the teacher asked them about the harmful effects of unclean environment. Students answered by saying that unclean environment badly harm our health. The teacher asked them to find out subject and verb from their answer. I found this teacher drilling the confused students in the controlled way. 10 percent of the classes the teachers used this technique in the classroom while teaching grammar and students were actively involved in this activity. 90 percent of the classes the teachers did not use this technique while I observed.

## **Free Sentence composition**

Free sentence composition is a technique, which was sometimes used by teacher. The teachers whom I met on the class used this technique. Teacher told students to write a few free sentences which contain their opinions. Students wrote some lines and teacher read it loudly. Sentence structures and word choices varied from one student to the other. While observed the class 13.33 percent of the classes the teachers used this technique and 86.66 percent of the classes the teachers did not use it.

## **Isolation**

Isolation is the technique to simplify a complex concept. In one of the classes that I observed, the teacher taught students that simple sentences are joined together to form a complicated sentence. The teacher wrote the following sentence- The pen is lying on the table which is mine. The teacher isolated the sentence as ‘The pen is lying on the table’. ‘The pen is mine’. Whether the teacher used isolation

technique or not while teaching grammar. Observing the class in 16.66 of the classes the teachers used this technique and in 83.33 of the classes teachers did not use it. It was been found that a great number of classes this technique was not used.

### **Visual Demonstration**

Visual demonstration is one of the useful techniques of teaching grammar. In one of the class that I observed an English teacher was teaching grammar to students. The teacher showed the colorful flash cards of sentences and asked the students to find out the structure of the sentences. Then, he wrote ten sentences on the board and asked the students to find out the structure. The above table shows that 13.33 percent of the classes the teachers used this technique and 86.66 percent of the classes the teacher did not use this technique.

### **Writing**

Writing is an important technique of teaching if teacher speaks only and does not write on the board, students miss important points. Once I visited a school, the teacher taught the lesson: 'That Little China Chip' very clearly with loud voice. He wrote six points about the lesson as well as he gave the structure of past continuous tense. After that he asked the students to copy six key points from the black board and wrote ten sentences from the lesson using past continuous tense. The table showed in 50 percent of the classes the teachers used this technique and 50 percent of the classes the teachers did not use it.

### **Finger Technique**

Finger technique is commonly used technique of teaching language and grammar. In one of the classes that I observed, teacher was teaching English grammar. He was helping students to find out what is subject, what is verb and what is object. He wrote a sentence- They play football. The teacher put his three fingers,

beneath, 'they', 'play' and 'football'. He added that the first, second and third fingers refer to the subject, verb and object respectively. The result shows that 23.33 percent of the classes the teacher used this technique and 76.66 percent of the classes the teacher did not use this technique.

### **Explanation**

Explanation is the most frequently, used technique of teaching English grammar. In one of the classes that I observed an English teacher taught students article. The teacher explained the rule. He said that 'A' is used before consonant sound. 'An' is use before vowel sound. He explained the rule of using indefinite article. He wrote some examples like: Ram is a student. Sita bought an umbrella. Explanation was used by 26.66 percent of the classes the teachers while 73.33 percent of the classes the teacher did not use this technique. It shows that many of the teachers did not use this technique.

### **Pair work**

Pair work is a technique of learning. In a school I went to observe, I found students doing their assignment in pair work. The teacher showed the flash cards of sentences and asked the students to find out the structure of the sentences. They replied that Sub+had+ V3+obj. Then he wrote ten sentences on the board. After that he divided the class into 15 pairs and told them to find out the structure by analyzing the given sentences. Then the teacher showed the flash cards of the structure and told them to copy it. The above table shows that 16.66 percent of the classes the teachers used this technique and 83.33 percent of the classes the teachers did not use this technique.

### **Question answer**

In a class I visited, the teacher was discussing about simple present tense. He said that anything that takes place at the current time is written in simple present tense.



The teacher asked students “what takes place now”? Students said: ‘Teacher teaches grammar’. The teacher became happy at students’. In addition the teacher said- Do you want to write the rule of simple present tense? Students nod their head and said “yes we like to write the rule sir?” After that the teacher wrote the rule, which is as follows:

Subject + verb + object.

Furthermore the teacher told students to write a few sentences by following this rule: Students wrote the following sentences:

Sita sings a song. They play football. I eat an apple. Parmila dances beautifully.  
Ram falls in love with sita.

After that, students asked their teacher- are these sentences correct?

It was observed that 23.33 percent teachers used this technique and 76.66 percent teacher did not use this technique.

### **Oral exercise**

Oral exercise is a technique of teaching grammar. Each student is asked to answer what do they choose either wealth or health? They asked to answer orally. At first student remained silent. After some time they began to respond orally. Some of them said that health is important than wealth. But other student disagreed and responded orally that without wealth, health is difficult to get. The above table shows that 16.66 percent of the classes the teachers used this technique and 83.33 percent of the classes the teachers did not use it.

### **Personal Question**

Finally, personal question was another teaching technique. In one of the classes that I observed, the teachers were teaching students about a computer. Teacher explained about the computer. Then, teacher asked the students personally. What

is the difference between old and new computers? What is the function of the monitor? What's the mouse? What does it do? What's the difference between the hard disk and a floppy disk. Students replied the questions personally. The table shows that 36.66 percent of the classes the teachers used this technique and 63.27 percent of the classes the teachers did not use it.

The finding of this research is that teachers in government schools rely on several teaching methods and techniques in single class. Teachers were found using plenty of teaching methods and techniques ranging from pair work, question answer, isolation, oral exercises and so on. These above mentioned techniques helped teachers to address and explore the subjective passion and interest of students.

#### **4.2.2 Other aspects and skills**

##### **Modeling**

Modeling includes gestures, movement of body and twisting of fingers. In a class where I went last month to observe, the teacher presented a short description of a wild animal monkey. Teacher was acting like monkey. He was trying to climb on the wall of the class. Students were interested in this technique. The table shows that 66.66 percent of the classes the teachers used this technique and 33.33 percent of the classes the teachers did not use this technique.

##### **Lecture**

Lecture is the method of teaching students in a smooth way. In this method, teacher speaks continuously. On certain topic, teacher explains concept with suitable examples. In one of the classes that I observed, an English teacher was teaching consonant sounds and vowel sounds. He explained in detail what sound is. Then he told students how sounds are produced. When the teacher spoke on this topic, fluently, students listened to their teacher. Occasionally, students nodded

xtheir heads. It was observed that 20 percent of the classes the teachers used this technique and 80 percent of the classes the teachers did not use this technique.

### **Discovery Technique**

In one of the class that I observed, an English teacher told students imagined the situation in which a sick person is lying on a bed. Students imagined the situation as pointed out by teacher. After that, teacher wrote the following sentences.

- a. The sick man must have medicine for treatment.
- b. He must have boiled water to drink.

After providing these examples, the teacher asked the students to find out the structure from the above example. Students discovered the structure subject + should/would/could/might +v3+object. While observing the class,10 percent teachers used this technique and 90 percent teachers did not use it.

### **Illustration**

Illustration is the technique of explaining something by giving example. One day I visited a school, an English teacher using a technique of illustration. The teacher introduced the topic as follows.

“Parsa Wildlife Reserve”

The teacher located the reserve in the map of Nepal. Students quickly perceived an idea about the wildlife reserve. Parsa wildlife reserve was established in 1994 with an area of 499s.q.k.m. It occupies part of Chitwan, Makwanpur, Parsa and Bara districts in central Nepal. While observed the class I found that 16.66 percent of the classes the teachers used this technique and 83.33 percent of the classes the teachers did not use it.

## **Individual work**

Individual work is considered to be an effective technique. In one of the classes that I observed, the teacher told all the students to write an essay on any topic. After twenty minutes, each student submitted their essay. No student had written essay on the same topic. I found some essay on topic of Cow, Tiger, Dog, Computer and so on. Individual work was used by 10 percent teacher while 90 percent teacher did not use this technique. It shows that many of the teachers did not use this technique.

## CHAPTER FIVE

### SUMMARY, CONCLUSIONS AND IMPLICATIONS

This chapter deals with the main findings of this study. The main aim of the present study was to find out the techniques used by the secondary level English teachers in teaching grammar. Taking this thing into consideration, the data was collected from the two teachers of two different schools. The data was carefully presented in the table; and analyzed and interpreted to accomplish the objectives, using simple staticall tools percentage and frequency. The main findings of the analysis and interpretation are derived on the basis of summary, conclusion and implication.

#### 5.1 Summary

The research was carried out to find out the techniques used in teaching English grammar. The researcher observed thirty classes of two English teachers. The major purpose of the present study was to find out the techniques used by the secondary level English teachers while teaching English grammar from two different secondary schools. It was observed that, teachers used many methods within forty five minute class. No method was used for a long time. In 6.66 percent of the classes, teachers used deductive method. The teachers gave a few set of examples and then pointed out the rules. Most of them liked the inductive method. I found that some students understood grammatical concepts quickly with the use of inductive method. In ten percent of the classes, teachers used inductive method while teaching the grammar. Although, deductive and inductive methods seem to be opposite to each other, they are not opposite in the real sense of the world. In addition, the teachers used other techniques, too. Controlled drills and modeling were also used to make students know key grammatical concepts. I found that 10 and 66.66 percent of the classes, teachers used this technique respectively while observing the class. Finger technique was also found to be used

tools of teaching, 23.33 percent of the classes' teachers used this technique while teaching. Lecture technique creates monotony in students. Due to the monotony atmosphere of the class, students seldom concentrates on their study. That's why teachers used the technique of finger technique. In addition, writing technique was also found fulfilling the same purpose. In one of the class that I observed 50 percent of the classes, teachers used writing techniques. If lecture technique was one sided, finger technique and modeling help to concentrate the attention of students on the topic that is discussed frequently. In 20 percent of the classes, teacher used lecture technique.

Free sentence composition and discovery techniques were widely taken to be the effective technique. Secondary level school teachers, whom I consulted and whose performance I observed, often used free sentence creation and discovery technique. 13.33 and 10 percent of the classes; teachers used free sentence creation and discovery technique this respectively during teaching. This study concludes that when students get a chance to express their creativity, they automatically demonstrate interest. When an utterance was understood on semantic syntactic and pragmatic level, many tougher concepts also can be understood. This study concludes that the effective methods and techniques were used by those two secondary level English teachers to communicate necessary.

## **5.2 Conclusions**

The core finding of this research is that teachers in government schools rely on several teaching methods and techniques. In a single class teachers were found using different techniques ranging from pair work, question answer, drill and visual demonstration. In the public schools teachers made use of the techniques of personal question. This technique helped teachers to address and explore the subjective passion and interest of students. Raising the personal question techniques creates atmosphere of freedom in the class. Pair work was found as the

most often used techniques of teaching. This technique helped students to combine their confidence together to handle tough academic tasks. In 16.66 percent of the classes teacher used this technique in class. Majority of the classes that I observed were teacher centric. Those classes ought to be student centric. Although various techniques were used in those classes, the intended result did not come out fruitfully.

Communicative technique and explanation technique were found to be the most vital component of teaching technique. Using this techniques teacher tried to help students to express their impressions and understanding of certain issue. In addition, explanation technique was used primarily to simplify and exemplify complex topic. The researchers found the simultaneous uses of both the inductive and deductive method. Both the uses of this method helped students to understand the topic in detail. For the most part, visual demonstration was occasionally used by the teachers to joy the memory of students complex topic was clarified by using this method.

To sum up English teacher in public schools used teacher center, student center and others techniques and methods were used to facilitate the process of teaching and learning.

### **5.3 Implications of the Study**

On the basis of the above conclusions, following implications have been suggested keeping in mind the thought-provoking saying – *‘no great work can be done without sacrifice.’*

#### **5.3.1 Policy Level**

- Regarding the grammatical development of students in secondary level, satisfactory achievement can hardly be seen. It might be the causes of

insufficient input in the course. So the syllabus designer should include the apt portion of grammatical part in the prescribed textbook.

- The teachers of chitwan based schools are found using more teacher centered technique than learner centered ones. They are suggested to use learner centered techniques while teaching.
- The government of Nepal, ministry of education and educational manpower development center should have due concern to train the teachers on teaching grammar. So that they can strengthen their skills to teach effectively.
- The experts and trainers should focus on the difficulties related to teaching grammar while making policy of teaching and preparing manual of training.
- The findings of this study suggest that teachers do not have adequate knowledge on the effective methods of teaching, so it is necessary to empower them from the policy level.
- Good policy is the good sign of effective practice, so while making the policy of teaching language and its structure, the concerned authority should pay due attention on it.

### **Practice level**

- Though there are number of teachers who have been teaching grammar in secondary teachers as trained one, they have not adopted the skills that they gain in such training, so this study implies that teacher should be reflective in teaching.
- In the absence of sufficient amount of exposure, students do not pay attention on their learning, especially in the case of grammar. So they should be exposed with variety of activities and materials.
- Grammar is considered as one of the problematic area of SLA. Considering this fact, teachers should spend more time in practicing grammar than that of other aspects of language teaching.



- The teachers of chitwan based schools are found using more teacher centered technique than learner centered ones. They are suggested to use learner centered techniques while teaching.
- Most of the literature argues that inductive approach and explicit instruction help in great extent in teaching and learning grammar. So individual teacher should focus their intervention on those things.
- Students centered instruction is the cry of the day. So the pedagogy should be shifted from the instructor centered to learner centered.
- As it is found that grammar provides the base for linguistic proficiency of the learners and pedagogy of language should include this fact.

### **Further Research**

Research is a continuous and ongoing process. It is an attempt of exploring newness in the existed situation. So, this study simply tried to reflect the general techniques used in teaching grammar. Only for this study, it is difficult to present the techniques that became useful in teaching English grammar. So there is the need of further study as well. Following implications can be suggested at this level:

It is the observation study and it reflects the methods use by two teachers in their 30 days observation. So, it cannot provide all the information about it due to such limitation. That's why further researches can be carried out on action, survey or experimental design to provide specific information. Further research can be carried out on effectiveness, perception approaches, activities and so on related to teaching grammar.

This study presents the techniques used by secondary levels in teaching grammar. Being based on this study, further researchers can study on some other levels including large number of data. The researcher hopes that this study will open the gate for further researcher to study on language aspects including grammar as well.

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## Appendix\_I

### Observation Checklist

Name of the School: Bhairaiya Higher Sec.School  
Sharma

Class observed: Badri Nath

Name of Teacher: Shiva Hari Mainaly

Topic:

Grade: Ten

Time: 10: 15 am

Period: First

Subject: English

	Observation items	Yes	No
	Techniques used in teaching English Grammar		
20.	Inductive method		
21.	Deductive method		
22.	Strip story		
23.	Controlled drills		
24.	Free sentence composition		
25.	Modeling		
26.	Isolation		
27.	Visual demonstration		
28.	Writing		
29.	Finger technique		
30.	Explanation		
31.	Lecture		
32.	Pair work		
33.	Discovery technique		
34.	Illustration		
35.	Individual work		
36.	Question answer		
37.	Oral exercise		
38.	Personal question		

## Appendix\_I

### Observation Checklist

Name of the School: Kaparphori Secondary School    Class observed: Badri Nath Sharma

Name of Teacher: Chanda Acharya

Topic:

Grade: Nine

Time: 11 am

Period: Second

Subject: English

	Observation items	Yes	No
	Techniques used in teaching English Grammar		
1.	Inductive method		
2.	Deductive method		
3.	Strip story		
4.	Controlled drills		
5.	Free sentence composition		
6.	Modeling		
7.	Isolation		
8.	Visual demonstration		
9.	Writing		
10.	Finger technique		
11.	Explanation		
12.	Lecture		
13.	Pair work		
14.	Discovery technique		
15.	Illustration		
16.	Individual work		
17.	Question answer		
18.	Oral exercise		
19.	Personal question		

