

**EXPLORING WAYS FOR TEACHING GRAMMAR
LESSONS AT SECONDARY LEVEL**

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

**Submitted by
Prakash Subedi**

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

2017

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**Date of Approval of the Thesis
Proposal: 01-08-2016
Date of Submission: 07-03-2017**

DECLARATION

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

Date: - 06/03/2017

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Prakash Subedi

RECOMMENDATION FOR ACCEPTANCE

This is to certify that **Mr. Prakash Subedi** has prepared this thesis entitled **“Exploring Ways for Teaching Grammar Lessons at Secondary Level”** under my guidance and supervision.

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DEDICATION

Affectionately Dedicated

To

My Parents, Guru and Gurum

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ABSTRACT

Teaching grammar is one of the aspects of language teaching. Different methods such as teaching from rules, teaching from examples, teaching through texts have been employed to teach grammar since the past. Thus, this present study entitled “**Exploring Ways for Teaching Grammar lessons at Secondary Level**” aimed at exploring the practice ways for grammar teaching at secondary level in terms of; teaching prepositions, articles, tense, tags, causative verbs and subject verb agreement. This research was done to explore the practice ways for each of these grammatical lessons. Both the primary and secondary sources of data were used to carry out this research. Separate tools i.e questionnaire and classroom observation checklists were used to elicit the data. The result shows that most of the teachers use inductive ways to teach grammar lessons focusing on learner- centered techniques. The findings indicated that the teachers can use and select methods on the basis of level of the learners and context and nature of the text.

This study comprises altogether five chapters. The first chapter is introductory part which includes background of the study, statement of the problems, objectives of the study, research questions, significance of the study, delimitations of the study and operational definition of the key terms. Similarly, second chapter includes the review of theoretical and empirical literature and its implications as well as the conceptual framework. In the same way, third chapter deals with the methods and procedures of the study under which design of the study, population sample and sampling strategy, research tools, data collection procedures, data analysis and interpretation procedures as well as ethical considerations are mentioned. Likewise, chapter four comprises analysis and interpretation of results. Chapter five includes summary of findings, conclusion and recommendations. Finally, the references and appendices are included.

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LIST OF SYMBOLS AND ABBREVIATIONS

%	=	Percentage
CDC	=	Curriculum Development Center
CLT	=	Communicative Language Teaching
Dr.	=	Doctor
DEO	=	District Education Office
EFL	=	English as Foreign Language
ESL	=	English as Second Language
E.g	=	For example
Etc.	=	Etcetera
GT	=	Grammar Translation
i.e	=	That is
LT	=	Language Teaching
M. Ed.	=	Master in Education
No	=	Number
Obj	=	Object
P.	=	Page
RC	=	Resource Center
RP	=	Resource person
S.N.	=	Serial Number
Sub	=	Subject
TTC	=	Teacher Training Center
TPD	=	Teacher Professional Development
T.U	=	Tribhuvan University
Viz.	=	Namely
vol.	=	Volume