

CHAPTER ONE

INTRODUCTION

This is the study entitled **Exploring Ways for Teaching Grammar Lessons at Secondary Level**. This is the introductory chapter which consists of background of the study, statement of the problem, objectives of the study, research questions, significance of the study, delimitations of the study and operational definition of the key terms.

1.1 Background of the Study

There are many languages in the world. Among them, English is a language which is widely used all over the world as a means of communication. In this regard, Harmer (2007, p. 13) says “English works as a lingua franca between the people who do not share the same first language (or even second) language”. It is used as an official language in many parts of the world. In the context of our country, English has been given more priority than other international languages such as Chinese, French and Germany. In recent years, it is taught as a compulsory subject from grade one to bachelor’s degree as a foreign language (EFL). According to Awasthi (2005, p. 22), "The introduction of ELT in Nepalese education started only in 1971 AD with the implementation of National Education system plan 1971". The same year Tribhuvan University started B.Ed. programme in English education. When the High Level National Education Commission (2002 AD) recommended that ELT should be started from grade one of school, which added a new brick in English education in Nepal.

Language is the means of communication through which we express our inner feelings, desires, and exchange ideas between and among the people. The main purpose of language teaching is to make the learner able to communicate appropriately in a given context meaningfully. So, a language should be appropriate in its structure too. The structure of language is technically termed

as grammar. So, grammar is one of the variables of language teaching that should be taught and learnt. It is the description, analysis and formalization of language pattern. Cowan (2012, p. 3) defines grammar as “the set of rules that describes how words and groups of words can be arranged to form sentences in a particular language”. He emphasized grammar as the organization of words to make comprehensible and organized sentences. It is a backbone of language teaching. Similarly, Thornbury (1999, p. 1) says “A grammar is a description of rules that govern how a language’s sentences are formed”. Furthermore, grammar is a connection of words to make an acceptable sentence. He further asserts it studies possible forms (or structures) in a language. Grammar is an attempt to explain why the sentences are in an acceptable way. In the same way, Hagemann (2002, p. 3) defines “Grammar is the set of rules of the language shared by its speakers which tells how to pronounce syllables, (phonology), how to form words, (morphology) how to structure sentences, (syntax) and what style of language to use in a given context, (pragmatics). Grammar is the rules of language which helps to produce structurally and contextually meaningful sentences and discourse. Thus, grammar is a multi-dimensional word which has multiple meaning. In this a way, different scholars have presented different ideas regarding the definition of grammar.

Without teaching grammar language teaching cannot be completed. Grammar teaching is essential variable of language teaching and develops linguistic competence. Teaching grammar has similar history as to the language teaching. They are in reciprocal relation in the field of language teaching. In this regard, Celce-Murcia (2001 as cited in Nassaji & Fotos 2011, p. 13) explains “Language teaching was equated with grammar teaching and grammar was used as content as well as organizing principles for developing curriculum and language teaching materials”. For thousands of years, grammar teaching was the center of language pedagogy and curriculum development. From that time of history of language teaching different ways and methods are being used in the field of grammar teaching. On the basis of the context of language teaching,

nature of the grammar lesson, level and background of the learner ways of grammar teaching can be adopted and sometimes generated too. Thornbury (1999, pp. 29-90) has mentioned the ways of teaching grammar as deductive, inductive and text- based method. These three are especially the ways of teaching grammar which follows their own different ways and techniques while presenting the grammar lessons in the language classroom. These methods have their own pros and cons in the field of grammar teaching.

As these methods are the specified ways of teaching grammar this study tries to explore out which of these ways are adopted or to discover any other new ways to teach each grammar lesson in the EFL context like Nepal at secondary level.

1.2 Statement of the Problem

Grammar teaching is one of the variables of language teaching. We cannot deny the role of teaching grammar in language classroom. In this regard, Pennington (1995, p. 4) says “a central goal for language pedagogy will be for the learner to build up, over time, a grammatical repertoire and an understanding of the functions that grammatical repertoire in various context of communication”.

So, for the successful language use, the learners will also need to acquire the ability to apply various grammatical structures in different grammatical context and to develop the ability of understanding communicative meaning. To achieve the pedagogical goal successfully instructor can use various ways of teaching grammar on the basis of nature of grammar lesson, level of the learner, his proficiency level and teaching and learning environment. The success of grammar teaching depends on the ways adopted in the process of delivering the lessons to the learners. There are different ways of teaching grammar such as deductive, inductive and text- based which the teachers are practicing inside the language classroom.

In the context of Nepal, teaching grammar is really a challenging task for

teachers and matter of great difficulty for learner because of teachers' less concern to utilize effective ways of grammar teaching like inductive method. So, in the one hand the students are working hard to achieve expected result and on the other hand, teachers' ways of grammar teaching are less appropriate to address the students' expectations. In this scenario, whether the ways of teaching grammar being practiced are appropriate or we can use other different ways. This situation is yet to be explored and the focus of my research will be laid on the exploration of such issues.

Nowadays, the syllabus in school level is designed on the basis of communicative approach and the teachers are also using and focusing communicative ways of grammar teaching in spite of that students' grammatical competency is not satisfactory. Most of the teachers are not adequately able to bring varieties of ways of grammar teaching such as inductive, text-based, communicative methods. The teachers are practicing with the same way i.e. GT method for all grammar lessons as a result learners seem bored and less interested to grammar lesson. They rarely assessed with the effectiveness of this method for each and every lesson prescribed in the textbook.

This has resulted ineffective educational achievement and produced less competent learners in English grammar. Recognition of an appropriate ways is the main problem in the grammar classes at secondary level. The ways of teaching grammar differ according to each lesson, context and level of the learners. We can generate our own ways of teaching grammar as to be suited in our context. This study tries to explore out the practiced ways and further suggest possible ways of teaching grammar for each grammar lesson.

1.3 Objectives of the Study

This study had the following objectives:

- a. To explore the practice ways for grammar teaching at secondary level in terms of; teaching prepositions, tense, articles, tags, causative verbs and subject verb agreement.
- b. To suggest some pedagogical implications on the basis of derived findings.

1.4 Research Questions

The study was carried out to explore the answer of the following questions.

- a. What are the ways of teaching grammar lessons incorporated at secondary level English textbook?
- b. How the secondary level English teachers are practicing grammar lessons such as article, prepositions, tense, tags, causative verb and subject verb agreement prescribed in the course?

1.5 Significance of the Study

Every research study has some significance to relate the concerned individuals. Similarly, this study is beneficial and useful to those who are involved in language teaching in general and English language teaching in particular at secondary level. As the primary concern of this study was to find out the practice ways of teaching grammar, the direct benefit will be to the teachers who are engaging in teaching profession at secondary level. They can get different ideas regarding the practiced and further possible ways of teaching grammar to make their activities effective and meaningful.

Likewise, this study will be helpful for the educationist and course designer to design the grammar courses and methods as to be suited to the level of the

learners and the context. Indeed, this study will be effective to the students to boost up their learning achievements. Similarly, this research will be helpful to the researcher who wants to carry out further research in the related field of grammar teaching.

1.6 Delimitations of the Study

This study had following limitations:

- a. The sample size of the study was 30 teachers for responding questionnaire from different secondary schools of Parbat district. Among them 10 teachers were selected to observe their grammar classes on the basis of checklist.
- b. The main focus of this study was to find out the practice and possible ways of grammar teaching.
- c. The study was limited to survey design.
- d. The tools for data collection were observation checklist and questionnaire consisting of both close-ended and open-ended questions.

1.7 Operational Definitions of the Key Terms

The key terms of this study are as follows:

Grammar lesson: In this research, grammar lesson refers to the grammatical category (units) such as articles, prepositions, tense, tags, causative verb and subject verb agreement that are prescribed in secondary level curriculum approved by CDC.

Secondary level: In this study, secondary level refers to a level of school education where the classes run from grade nine to ten. In such classes the students aged fourteen to fifteen receive education.

CHAPTER TWO

REVIEW OF RELATED LITERATURE AND CONCEPTUAL FRAMEWORK

This part of the study is divided into four main subheadings. The first is review of the related theoretical literatures which covers theories related to the research area. The second one review of related empirical literatures describes the summary of the researches which are already carried out in this area. The third, implication of the review of the study clarifies the contributions and importance of the reviewed literatures for the present study. The last and fourth, conceptual framework conceptualizes the research study.

2.1 Review of Theoretical Literature

This sub- chapter deals with the different theoretical perspectives related to grammar teaching and its ways which are directly and indirectly associated to English language.

2.1.1 English Grammar: An Introduction

Grammar is the study of words and the ways words work together. It is a knowledge that guides us to put words together into sentences appropriately. Grammar is multi-dimensional which has multiple meanings. Grammar is defined differently by different scholars for some grammarians it is a set of rules and some other see grammar as a language user's mental system of language. Regarding this, Debata (2013, p. 1) says:

The word *Grammar* means different things to different people. To the ordinary citizen, it connotes to correctness or incorrectness of the language that he or she speaks. To a school student, it means an analytical and terminological study of sentences.

Grammar is the study and description of appropriate use of language. Thus, grammar generally refers to the structure or pattern of language, rules of language and can be called as the frame or skeleton of the language. It is hardly possible to define grammar in a single sentence.

Thornbury (1999, p. 2) defines grammar, “as the study of the syntax and the morphology of sentence”. Syntax refers to order of words in a sentence and morphology refers to the formation of words. So, it is a study of how words are formed and are chained together in a particular order to make a meaningful discourse. Grammar also studies formation of words and words into sentences. Likewise, according to Celce- Murcia (1988, p. 15) Language is the subtype of rule –governed behavior which includes grammar having rules. And these rules are a part of what is known automatically by native speaker of a language which may or may not exist outside the native speaker. In such a way, grammar is the rules of language that are the mental system of native speaker. Whatever the native speakers speak that is regarded as the rules of language and these rules are the grammar of language.

Similarly, defining grammar Holmes (2001, p. 76) writes:

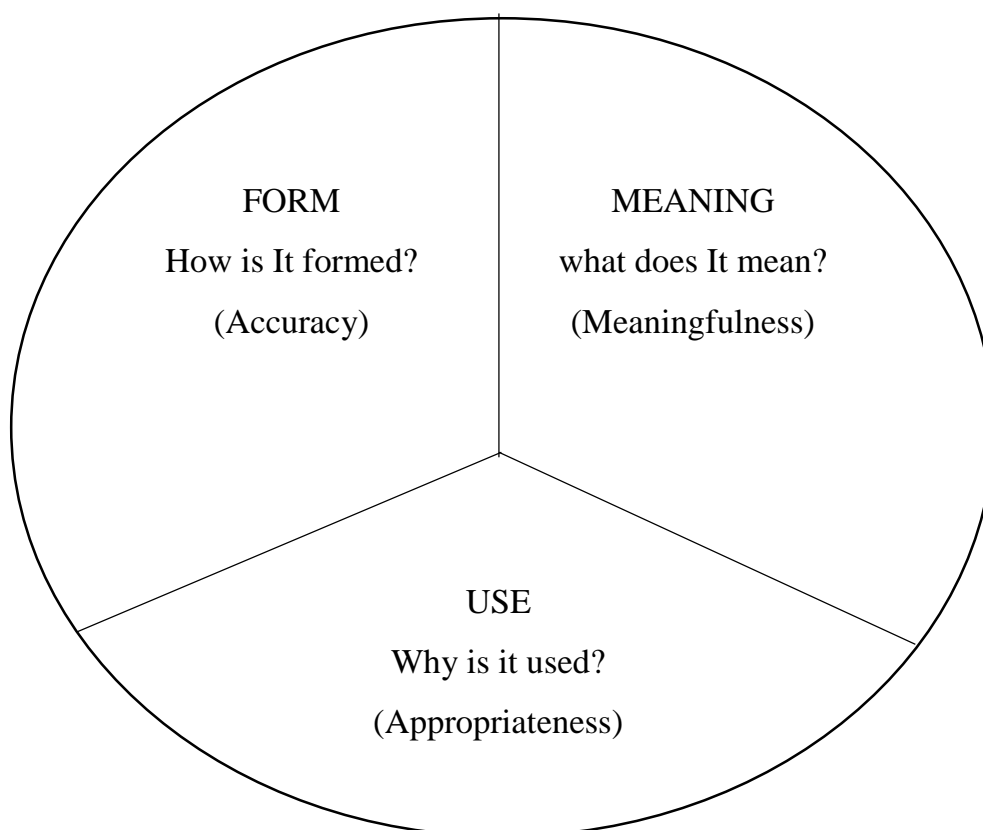
The term grammar can also be used to describe the rules that govern the linguistic behavior of a group of speakers. The term English grammar, therefore, may have several meanings. It may refer to the whole of English grammar that is grammars of all the language in which case the term encompasses a great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

Thus, we can say that grammar is the system of rules we use to arrange words into meaningful English sentences. Especially, these rules are the mental system of its native speakers. In the same way, Pennington (1995, p. 12) states “Grammar refers to the whole system of rules which makes up a language, not just the rules for the arrangement and appropriate marking elements in a

sentence, but all of lexical phonological and syntactic patterns which a language uses”. Grammar does not only include its structure it also describes whole language syntactically and semantically. Grammar is not only a set of structure but a flexible frame which interexchange components that can be organized and manipulated in different ways.

Grammar is both the structure of language and its communicative use. Grammar operates in morphological, syntactic and discourse level. It is the study of seven (or eight) parts of speech and four kinds of sentences. In this regard, Murcia & Freeman (1999, p. 4) says:

Grammar is not merely a collection of forms but rather involves the three dimensions of what linguistics refers to as (morpho) syntax, semantics, and pragmatics. We refer these as the dimensions of *form*, *meaning* and *use*. The three are interrelated – that is, a change in one will involve a change in another. It is helpful to view the three dimensions as a pie chart.



Grammatical structures have not only morpho syntactic form, they are also used to express meaning (semantics) in context- appropriate use (pragmatic). So, the relation between form, meaning and their appropriate use is called grammar.

Encapsulating these all ideas given by different grammarians, grammar is the branch of linguistic sciences which is concerned with description and analysis of rules of language patterns. Grammar is an outline and frame of any language it describes how to produce well-formed sentences. Mainly, grammar is concerned with how we can arrange words into meaningful discourse for communication. So, grammar is a framework of rules that tells how we can produce contextually appropriate language. Moreover, grammar explains the relation between form, meaning and use of language in an appropriate way.

2.1.2 Teaching Grammar

Grammar is defined as the connection of word groups in an acceptable structure. It is one of the aspects of language that should be learnt and taught. Grammar is important aspects and backbone of any language. It is the study of what forms (or structures) are possible in a language. Nassaji & Fotos (2011, p. 12) states “Grammar is fundamental to language, without grammar language does not exist”. So, for the existence and perfection of language in meaningful way it needs to teach grammar. Teaching of any language is automatically consistent with teaching its grammar in the sense that whichever language the learner acquires whether the mother tongue or second language there exist grammar. Without teaching grammar, we cannot produce sentences appropriately. So, the learners expect that they know grammar when their teachers tell them what the rule is. Grammar tells us the possible sentences of a language and their description. Grammar plays a pivotal role in language. It helps in the production of new sentences. To get mastery over any language, one needs to know its underlying grammar and structures.

According to Thornbury (1999, p. 15) “Grammar, after all, is a description of the regularities in a language, and the knowledge of these regularities provides the learners with the means to generate a potentially enormous number of original sentences”. It asserts that teaching of grammar offers the learners the means for potentially limitless linguistic creativity. Grammar teaching helps to check the language forms 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 meaningful paragraphs using rules and principles of language. On the other, acquisition of grammar refers to acquiring the ability to practice the language or to make use of language grammatically correct without any conscious attention of any of grammatical facts.

Grammar is one of the most controversial variables of language teaching because some has argued in favor of teaching grammar with the logic that it provides clear guidelines for language usage. On the other hand, some opines against teaching grammar and tells it is less useful to develop communicative competence. So, it is often misunderstood in the field of language teaching. In this regard, Zhang (2009, P. 1) states “Webbe was one of the earliest educators to question the value of grammar instruction, but certainly not the last. In fact, no other issue has so preoccupied theorists and practitioners as the grammar debate, and the history of language teaching is essentially the history of the claims and counterclaims for and against the teaching of grammar”.

Whatsoever a sound knowledge of grammar is essential for the mastery of language because of which pupils are going to use language creatively and appropriately. The history of language teaching shows that grammar occupied the prominent position within the old tradition of language teaching where Latin and Greek were dominant. The oldest method of language teaching i.e Grammar Translation Method was the primary method of language teaching. In this regard, Greenbaum (1996, p. 39) writes:

Traditional grammar adopts the approaches and descriptive category

used, particularly in school grammars in the eighteenth and nineteenth centuries. Traditional grammar describes solely or chiefly the written language and are indebted to Latin grammar for some of their analysis of English. Traditional grammar typically makes use of notional criteria.

In the early part of the twentieth century, grammar formed an essential part of language instruction, so much so that other aspects of language learning were either ignored or downplayed. It was believed that mastery over grammatical rules of language makes the learner able to communicate effectively. It was argued that grammatical competence is only one part of communicative competency. In recent year educationists, theorists, researchers and practitioners have shown their interest in teaching grammar. They have also pointed out that in the absence of formal instruction learners learn the risk of fossilization. Therefore, we are not in the position of rejecting the teaching of grammar.

In this context, it is worth quoting Celce- Murcia and Hilles (1988, p. 14). They say “In any case, it is clear that no one should dismiss grammar instruction altogether because there is no empirical evidence that to do so is ultimately more beneficial to second language learning”. This shows that the debate regarding the role of grammar in language teaching never stops. Nothing in the field of language pedagogy has been as controversial as the role of grammar teaching. For that, Nassaji & Fotos (2011, p. 11) presents “The controversy has always been whether grammar should be taught explicitly through a formal presentation of grammatical rules or implicitly through natural exposure to meaningful language use”. Therefore, it seems more plausible to present the arguments for the teaching of grammar.

Thornbury (1999, p. 15) gives the following seven arguments for putting grammar in language teaching. They can be presented briefly as below:

- a. *The sentence machine argument:* According to this argument grammar works as a kind of sentence making machine for the learners. Grammar has finite set of rules which are used to generate infinite numbers of new sentences.
- b. *The fine-tuning argument:* This argument suggests that knowledge of grammar helps the learners to express meaning clearly and explicitly. Knowledge of grammar is required to increase intelligibility as well as appropriacy in the use of language, and to avoid ambiguity.
- c. *The fossilization argument:* Grammar counters the risk of fossilization. Learners who do not receive instruction are at the risk of fossilization. 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:* According to this argument grammar enables us to cut language into different learnable and teachable units. Grammar helps us to reduce the complexity of language learning task because it consists of finite set of rules.
- f. *The rule- of- law argument:* This argument suggests that grammar offers the teacher a structured system that can be taught and tested in methodological steps. Grammar is a system of learnable rules which can be transferred from those who have to those who do not have.
- g. *The learner expectations argument (1):* According to this argument, grammar is put in language teaching because of learner expectation to learn grammar. Many learners expect that learning grammar makes their language learning more efficient and systematic. Most of the learners want to develop their grammatical competence in a particular language.

Though the issue 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. The issues presented by Thornbury are the strong points in favor of teaching grammar in English language classroom. 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 students to develop accuracy. So it needs to be taught and learnt.

2.1.3 Importance of Teaching Grammar

Grammar is the important aspects of language because without teaching grammar we cannot make our learners fully competent and successful over language. Knowledge of grammar is the basis of any language which helps learner to use language appropriately and fluently. In this regard, Zhang (2009, p. 1) says “English language learners who have been lacking in grammar rules instruction can neither use English language accurately to make a complete sentence, nor speak English language fluently on accuracy”. Grammar teaching is necessary to furnish the four skills of language viz. listening, speaking, reading and writing. Teaching of grammar helps students in the correction of mistakes and improvement of written work. Thus, grammar teaching is very essential to communicate in clearer and effective manner.

Teaching of any language consists teaching its grammar because whether the native or foreign language there exist grammar. We cannot acquire grammar naturally without any instruction on patterns (or structures). Ur (2006, p. 4) says “There is no doubt that a knowledge-implicit or explicit—of grammatical rules is essential for the mastery of a language: you cannot use words unless you know how they should be put together”. In this way, teaching of grammar is necessary to organize words into sentences to convey the intended meaning. The teaching of grammar is the means of acquiring a thorough mastery of the language as a whole not as an end itself. By teaching grammar,

we can fulfill our intended goal of language teaching also beside grammatical rules only. The value of grammar teaching is important in English language teaching field. Grammar is the base of English language so it needs to be instructed.

Grammar operates at the sentence level and governs the syntax or word orders that are permissible in the language. The study of the English language can help students develop their ability to adjust their language appropriately to different contexts. They should be aware of the expectations that Standard English is the norm for public writing, and they will need to learn to adopt the conventions for public writing in grammar, vocabulary, spelling, and punctuation. Regarding the importance of grammar teaching Greenbaum (1996, p. 49) says:

There are other applications of knowledge of grammar both in and out of the classroom: the interpretation of texts—literary or non-literary—sometimes depends on grammatical analysis; recognition of grammatical structures is often required for punctuation; and a study of one's own grammar is helpful in studying the grammar of foreign language.

Thus, grammar teaching is very essential to get appropriacy and accuracy in language. Without teaching grammar, we cannot use all the four language skills appropriately. Grammar teaching is not important only to organize words into sentences sometimes the knowledge of grammar is required to analysis different literary and non- literary texts. Language is used in context so, to communicate in different situation appropriately and effectively grammar teaching is very important.

2.1.4 Approaches to Teaching Grammar

Approach refers to the set of assumptions that deals with the theories about the nature of language and language learning. In this regard, Harmer (2007, p. 62) says “Approach refers to theories about the nature of language and language learning which are the source of the way things are done in the classroom and which provide the reason for doing them.” Approach serves as the source of practices and principles in language teaching which is the guidelines for the appropriate methods and procedures.

According to Cowan (2012) there are three approaches of teaching grammar such as Communicative Language Teaching (CLT), Grammar in Context, and Task- Based Language Teaching (TBLT).

a. Communicative Language Teaching

Communicative language teaching- CLT is an approach in language teaching which assumes language as a means of communication. In this approach learner gets enough exposure to language, and opportunity to use language. They involve in interaction and communication rather than rote learning. Widdowson (1978, as cited in Nassaji & Fotos 2011, p. 17) quotes “The communicative approach defined the aim of language learning as acquiring communicative ability, that is, the ability to use and interpret meaning in real-life communication, not simply learning formal grammatical rules and structures”. So communicative language teaching focuses on language in use in communicative context. Similarly, in this regard Cowan (2012, p. 33) says:

In its pure form, CLT focuses on meaning, with no explicit attention to grammatical form. CLT evolving reaction to a view of language instruction that relied largely on the development of four language skills-listening, speaking, reading and writing-and on mechanical drills that manipulated grammatical form with no relation to realistic communication.

So, meaning is paramount in communicative language teaching. It gives emphasis on the both fluency and accuracy of language use. This method of language teaching focuses on the development of communicative competence rather the instruction on grammatical form and language skills. Richards and Rodgers (2010, p. 159) says “The goal of communicative language teaching is to develop what Hymes (1992) referred as ‘communicative competence’”. In CLT the students develop their ability to interact and share ideas with other speakers to make meaning and share intended message which is distinct from the ability to demonstrate grammatical competence.

Classroom instruction in CLT involves students in practice of communicative activities and games. Harmer (2007, P. 69) says “A major strand of CLT centers on the essential belief that if students are involved in meaning- focused communicative tasks then language learning will take care of itself.” So, in communicative classroom, the teachers should not show their interest to assist students in providing grammatically accurate communication. The collaborative interaction between the teacher and students will lead the students in development of grammatical accuracy. Generally, in communicative classroom group work, pair work, presentation of tasks, oral exercises, written exercises, speaking activities, reading games etc. techniques are used. These techniques help to develop grammatical competence automatically without teaching any rules of language.

b. Grammar in Context

In this method, the students are adequately exposed with the authentic texts. They practice different activities collaboratly with their friends and learn language. So, teaching grammar in context consists of variety of techniques that can be used to achieve certain goals, rather than a formal method with a series of prescribed steps. Cowan (2013, p. 34) says “Grammar in context is a reaction against the “focus on forms” format of traditional language teaching syllabi that presents discrete units that focus on a particular grammar point

before moving on to another grammar point”. This way of grammar teaching focuses on the exposure of authentic text and views learner as active explorers of a language. The learners can get insight on language maintaining relationship between grammar and discourse.

According to Cowan (2013, p. 33) some of the operational principles of organic method of teaching grammar in content are the following:

- i. Expose learner to many examples of authentic language.
- ii. Provide them with opportunities to use language that they have not been exposed to or have not practiced in any systematic way.
- iii. Give them opportunity for collaborating with other students and comparing their efforts.
- iv. Let them revise and compare their final efforts with the language in the original text.

c. Task-Based Language Teaching

Task-based language teaching (TBLT) is a method of language pedagogy that suggests acquiring a language involves doing task in that language. TBLT makes the performance of meaningful tasks central to the learning process. Instead of a language structures to be acquired, the learners are involved in completing a task or in solving a problem. Richards and Rodgers (2010, p. 223) define TBLT as “An approach based on the use of task as the core unit of planning and instruction in a language pedagogy”. The task generally includes the activities in which language is used for meaningful outcome.

Task- based language teaching is the natural expansion of communicative language teaching it emphasizes on task rather than the language. In this regard, Larsen- Freeman (2004, p. 144) states that “A task based approach aims to provide learner with natural context for language use”. As learners work to complete the task they have an opportunity to interact in the target language.

While accomplishing the task, they negotiate the meaning and language learning takes place. Through the process involved in the completion of a task, learner may develop their communicative competence. In this method, the classroom and pedagogical procedures are oriented on task- based instruction.

Nassaji & Fotos (2011, p. 23) explains:

In designing task-based instruction, there must be a balance between a focus on grammar forms and a focus on communication. To this end, he outlined three goals for second language task-based pedagogy: accuracy, complexity and fluency. Accuracy was defined as how well language is produced, complexity as “the elaboration or ambition of the language which is produced,” and fluency as the ability to produce language “without undue pausing or hesitation”.

Thus, task is the central unit of teaching and learning a language. The task in this approach may range of forms and modes including simple and small language practices to complex and large one. The task should be design balancing accuracy, complexity and fluency for meaningful outcome.

According to Cowan (2013, p. 35) the basic principles of TBLT are as follows:

- i. Use realistic tasks in teaching.
- ii. Elaborate on the input given to the student.
- iii. Do not use authentic text alone.
- iv. Provide the students with rich input (language that is comprehended and promotes the formation of grammatical rules).
- v. Respect and encourage learner syllabi.
- vi. Promote cooperative leaning between and among students.

Task based language teaching focuses on the presentation of real task in the

language classroom because of which learners are adequately exposed with the authentic texts and materials. Task based language teaching develops the sense of learning in groups and solving the task in comprehensible language this leads to the formation of grammatical rules.

2.1.5 Methods (ways) of Teaching Grammar

A method can be defined as the overall plan for teaching grammar. Method is a way that tells us how exactly language is taught in a specific context. In other words, it is concerned with classroom procedures. So, a method is procedural. According to Thornbury (1999, pp. 29-69) there are three ways of teaching grammar which are popularly known as, teaching grammar through rules (deductive method), teaching grammar through examples (inductive method) and teaching grammar through text (text –based method).

a. Deductive Method

Deductive method is a way of teaching grammar where grammatical items are taught through the presentation of rules. Rules are explained before presenting examples. Thornbury (1999, p. 29) says, “A deductive approach starts with the presentation of a rule and is followed by examples in which the rule is applied”. It is rule- driven way of teaching grammar. Similarly, Richards et.al.

(2010, p. 185) say, “An approach to language teaching in which learner are taught rules and given specific information about language and apply these rules when they use the language” is a deductive approach. Thus, deductive approach is a language teaching method which emphasizes the grammatical rules of a language.

From these definitions, we come to know that deductive approach to teaching grammar starts with explanation of rules and followed by examples.

According to Thornbury (ibid) a typical deductive method includes the following steps:

- i. Presentation of rules
- ii. Description and explanation of rules
- iii. Providing some examples
- iv. Explaining underlying rules mostly by using mother tongue
- v. Asking students to practice the rules orally or written
- vi. Contrasting the areas of differences between mother tongue and target language

Advantages of Deductive Method

According to Thornbury (1999, p. 47) there are different advantages of deductive method. Deductive method is direct, no-nonsense, and can be very efficient. It allows using learner mother tongue so it is easy to use. It respects students' intelligence, expectations and learning style. Mostly, it is appropriate for adult learners. It is time saving because it gets straight to the point. It acknowledges the role of cognitive process in a language acquisition. It is very easy to handle the class for the teacher.

Disadvantages of Deductive Method

According to Thornbury (1999, p. 47) the disadvantages of deductive method can be explained in this way. It can be seen as dull, over technical and demotivating for the learners. It disrespects the learner autonomy. This method is not appropriate for young learners. It neglects the communicative aspects of language teaching as the teacher focuses the explanation of rules themselves. It encourages the belief that learning a language is simply a case of knowing a rule which is not true in fact.

b. Inductive Method

On the other hand, inductive method/ way to grammar teaching is to teach grammar through examples. Therefore, it is known as rule discovery method of teaching grammar. It is known as modern and scientific method. In the process of defining inductive method Thornbury (1999, p. 29) says, "An inductive

method starts with some examples from which a rule is inferred”. Similarly, Richards et.al. (2012, p. 85) 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”. In this method learners, will be played with sufficient examples where the rule which is expected to teach is practiced. It is a method which emphasizes the use of language rather than presentation of information about the language. Therefore, it is learning through experience. The students get massive amount of exposure and input.

According to Thornbury (1999, p. 29) a typical type of inductive method to grammar teaching will have the following steps:

- i. Presentation of examples
- ii. Analysis of examples
- iii. Rule formulation
- iv. Generalization of the rules that grow out of the previous activity
- v. Written or oral practice

Advantages of Inductive Method

As to deductive method inductive method to grammar teaching has also advantage and disadvantages. According to Thornbury (1999, p. 54) the advantages of inductive method can be explained in this way. It is a method which favors pattern-recognition and problem solving abilities which suggests that it is particularly suitable for learners who like this kind of challenge. In this method problem solving activities are done collaboratively in the target language so, learners get opportunity for extra language practice. Working activities for the students themselves prepare them as greater self- reliance and foster learner autonomy. Students are actively involved in learning process rather than being simply passive recipients. The mental effort involved ensures a greater degree of cognitive depth which again ensures greater memorability.

Disadvantages of Inductive Method

Inductive method is a scientific method of grammar teaching although it is not out of disadvantages. According to Thornbury (ibid) the advantages can be presented in this a way. The time and energy spent in working out rules may mislead students into believing that rules are the object of language teaching. Sometimes students may hypothesize wrong rules. It can place heavy demands on teacher planning the lessons. It is too time consuming for the induction of rules.

c. Teaching Grammar through Text (Text- Based Method)

Text- based method to teaching grammar is different than previous two types of method as it is solely depending around the text or content rather simply on the rules and examples. Richards & Rodgers (2010, p. 204) say “Text- based method refers to an approach to second language teaching in which grammar teaching is organized around the content or text that students will acquire, rather than around a linguistic or other type syllabus”. The subject matter of language teaching is no grammar or functions or some other language-based unit of organization, but that is content. In the same way, Thornbury (1999, p.69) defines text-based method and says:

Language is a context- sensitive. This means that, in the absence of context, it is difficult to recover the intended meaning of a single word or phrase. This is true of words taken out of the context of sentences. It is true of sentences taken out of the context of texts.

Without understanding the context, we cannot understand the meaning of the sentences. In order to become fully intelligible, we require some knowledge of where, and even when, the text was originally placed. The students are presented subject matter, and would learn the language by- product. This method believes that language learning is motivating when students are

focusing on something other than language, such as ideas, issues and opinions. This method assumes that grammar text provides the learners with contextual knowledge so grammar should be taught and learnt in context.

Advantages of Text-Based Method

Text-based method to teaching grammar has also some advantages. According to Thornbury (1999, p. 90) some of the advantages of using text are in this a way. They provide co- textual information, allowing learners to deduce the meaning of unfamiliar grammatical items from the co-text. If the texts are authentic they can show how the items are used in real communication. Along with grammar input, texts provide vocabulary input, skills practice and exposure to features of text organization. Sometimes, we can use the text that come from students themselves this is helpful to make the learner more engaging and their language is more memorable too.

Disadvantages of Text-Based Method

The texts are not always good and appropriate so, text- based method has also some disadvantages. According to Thornbury (1999, p. 90) the disadvantages of this method can be presented in this a way. It is very difficult to find out an authentic text. The alternative use of simplified texts may give a misleading impression as to how the language items are naturally used. Not all the texts can draw the attention of all the students equally. Intelligent students may get more benefit by giving the quick answer of the text based answer.

From the abovementioned discussion of teaching grammar, we come to know that there are different approaches and ways of grammar teaching. No single approaches and method of grammar presentation is going to be appropriate for all grammar items, nor for all learners, nor for all learning contexts. The way of presenting grammar depends on the kind of practice opportunities that the teacher provides on the basis of language teaching and learning environments. So, the teacher sometimes can generate new methods of teaching grammar on

the basis of his classroom process and procedures depending on the context.

2.1.6 Techniques of Teaching Grammar

Grammar teaching technique is a classroom activity, a pedagogical device, and a part of actual classroom procedures. In other words, technique refers the activities which are used in the classroom in order to achieve the immediate goal of teaching and learning.

Ur (2009, P. 84) has presented different techniques of teaching grammar which are as follows:

a. Awareness

In this technique, the teacher should provide grammar practice opportunities when he/ she introduce structures to the learners. Learners should encounter within some kind of discourse, and do the task that focuses their attention on its form and meaning. For example, learners are given extracts from newspaper articles and asked to underline all the examples of the past tense that they can find.

b. Controlled drills

While teaching using this technique, the learners are given cues previously by the teacher or textbook. After that, the learners produce examples of the structure which are very clear to the ended cues. The activities can be done under the control of teachers' guidelines. For example, write or say statements about Ram, as in the following example.

Ram drinks tea but he does not drink coffee.

i) Like: reading newspaper/ reading book

c. Meaningful drills

In this technique, the learners can make a limited choice of cues. The responses

are very controlled. The teacher provides situation and guidelines and the learner should respond to them within this limitation. For example: now choose a person you like very well and compose a paragraph writing true sentences about him/ her. The teacher can give such type of exercise to practice simple present form.

d. Guided, meaningful practice

The learners form sentences in their own words following a set pattern in this technique. The choice of vocabulary depends on the choice of the learners. They are given a situation and are asked to express their logic and reasons. For example: to practice conditional clauses, learners are given the clue if I had a million dollars, and suggest, in speech or writing, what they would do.

e. Free sentence composition

In this technique, students are provided with a visual or situational clue and asked to write their own answer. The learners are directed to use the given structure. For example: the learners are asked to describe the picture using appropriate tense showing the picture of people doing different tense.

f. Discourse composition

In this technique, learners are asked to hold a discussion or write a passage according to a given situation. For example: the class is given a dilemma situation (you have seen a good friend cheating in an important test) and asked to recommend a solution. They are directed to use modal verbs.

g. Free discourse type

In this technique, the learners are asked to write a paragraph or hold a discussion but, they are not given any specific situation to use the structures. For example: now give a direction to the stranger to reach to the post office. Such types of tasks are provided to the learners.

Techniques require the nature of roles that the students and teachers play during the teaching and learning of a language. On the basis of degree of activation, we can classify classroom techniques into two categories such as teacher- centered techniques and learner- centered techniques.

a. Teacher-centered techniques

Teacher- centered techniques require the teachers to adopt different strategies to deliver and clarify the content and motivate the students. Teacher-centered techniques play dominant role in teaching and learning activities in the context of Nepal. Most commonly, teacher centered techniques include: lecture, explanation, illustration, demonstration, etc.

b. Learner-centered techniques

Learner- centered techniques keep the role of learners at the center of teaching and learning activities. The students may get sufficient opportunities to work and progress in language learning. Learner- centered techniques include: pair work, group work, role play, task performance, project work, discovery techniques, etc.

2.1.7 Introduction to Secondary level English Textbooks

Secondary level textbook refers to the teaching material that is designed on the basis of Secondary Level English Curriculum, approved by Curriculum Development Center. Both grade nine and ten textbooks are secondary level English textbooks. These textbooks are published by Government of Nepal, Ministry of Education, Curriculum Development Center, Sanathimi, Bhaktapur. Grade nine English textbook is revised and has been developed on the basis of recent Secondary Level Curriculum, 2071. This book contains variety of materials and exercises which will help learners to achieve the competency and learning outcomes set in the curriculum.

Similarly, grade ten textbook is designed on the basis of Secondary Level

English Curriculum which was developed and implemented in 1999. This book contains communicative activities with an aim to make students competent in communicating ideas with people of any nationality. Both of these textbooks contains all four language skills viz. listening, speaking, reading and writing. In the same way, language aspects such as language functions, vocabulary and grammar are carefully designed in these textbooks. This study concerns on one of the aspects of language teaching that is teaching grammar. The grammatical units are common in Secondary Level Curriculum which are presented in the table as below:

Table 1

Grammatical Units Prescribed at Secondary Level Curriculum

1. Articles	2. Prepositions
3. Tags	4. Subject verb agreement
5. Transformation	6. Tense
7. Reported speech	8. Voice
9. Connectives	10. Conditional
11. Causative verbs	

All these grammatical items are prescribed by secondary level English textbook. Teaching and learning of these grammatical items helps to develop grammatical competency on the part of learners. So, the ways of delivery should be appropriate and effective. This is a small-scale research so the researcher cannot incorporate all these items within a single study. Therefore, only six grammatical items such as articles, prepositions, tags, tense, concord and causative are selected as the representative grammatical items for the study.

Source: grade nine and ten English textbooks approved by CDC

2.2 Review of Empirical Literature

Several studies have been carried out on the topic grammar and grammar teaching under the Department of English Education. Among them here, I have reviewed following related studies to measure my study in systematic way.

Pandey (2004) carried out a research entitled the “Effectiveness of Language Games in Teaching Grammar.” The major objective of this study was to find out the effectiveness of language games in teaching grammar. In this study, the primary sources of data were the sample students of grade ten in Jaya Devkota Mankamana Higher Secondary School, Kathmandu. For the data collection, sixty students were taught around forty language games. The students were used by the researcher himself for one and half months. He was carried out an experimental research. A test was used for data collection. The study concluded that the games were effective technique for teaching grammar. The students learnt effectively using game rather than usual way of teaching.

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 English language. The sample of her study was 30 students from grade nine. They were taken from Sunsari district for that study. The main tool for the collection of data was test. The test was followed by both objective and subjective type of questions such as multiple choices, fill in the blanks, true or false. After conducting the research, she found that the texts to be relatively effective for teaching grammar. The progress was seen in favor of experimental group.

Shah (2010) carried out a research entitled “Effectiveness of Teaching Grammar through Inductive Method”. The main objective of his research study was to find out the effectiveness of teaching grammar through inductive method. His study was based on experimental research design. The researcher used test as a tool of data collection. The test materials and items were developed from specific areas of grammar, viz. tenses, tag question,

prepositions and subject verb agreement. The sample of his study was 20 students from grade nine of Ram Secondary School, Nepalgunj. Random sampling procedure was followed to select the students. Pre-test and post- test were taken to the controlled and experimental group. After conducting the research, he found that the majority of students i.e. 64.44% committed errors in pre- test. The students committed more errors in pre- test than in post- test. He concluded that inductive method was more effective than deductive method of teaching grammar.

Gautam (2011) carried out a research entitled “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 from 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 the 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 method to teach grammar.

Adhikari (2014) conducted a research on “Effectiveness of Discovery Technique in Teaching Grammar. The objective of his research /study was to find out the effectiveness of discovery technique in teaching grammar. He used experimental design. He selected fifty-two students of grade nine from Janata Higher Secondary School, Kapilvastu district as a population and sample of the study. Non-random judgmental sampling procedure was used. The students were divided into controlled and experimental groups. Only a set of test items was used as a tool to elicit the require information. Both pre-test and post-test were administered to collect data. He concluded that the students who were taught through discovery technique performed far better than the students taught through explanation technique. In addition to this, the students who were

taught through explanation technique could only explain the rules of grammar but were less able to imply in practical.

Similarly, Sharma (2014) carried out a research on “Techniques Used in Teaching Grammar”. The main objective of his study was to find out the techniques used by secondary level English teacher in teaching grammar. The populations of this study were the English teachers teaching at secondary level. As a sample of this study two teachers from Chitwan district were selected purposively. A survey study was conducted. Class room observation checklists were the tools for data collection. Fifteen classes were observed from the selected teachers and recorded their attitudes with the help of checklist. It was found that in 6.66% of the classes, teachers used deductive method. In 10% of the classes teachers used inductive method while teaching grammar. Most of the teachers liked inductive method although controlled deeds and modeling were also used.

All the reviewed researches which are carried on the topic of grammar teaching are related to techniques of teaching grammar. As to my knowledge, no research studies are carried out on the ways of grammar teaching so this study is needed to carry out. No any researches have been carried out on the ways of teaching every grammatical item so this study seems rather different. Similarly, this study will explore and suggest some possible ways of teaching grammar on the basis of teachers’ practices. The findings of this study will be useful to apply practically in the field of grammar teaching. This study will try to find out the ways of grammar teaching in secondary level. So, I think it is the different and new research study in this department.

2.3 Implications of the Study

Through the intensive study on theoretical and empirical literature, I pinpointed the fact that the previous researchers missed the ways of teaching grammar at secondary level. The review of theoretical literature made me feel the need to carry out this study. Theoretical literature and empirical literature provided

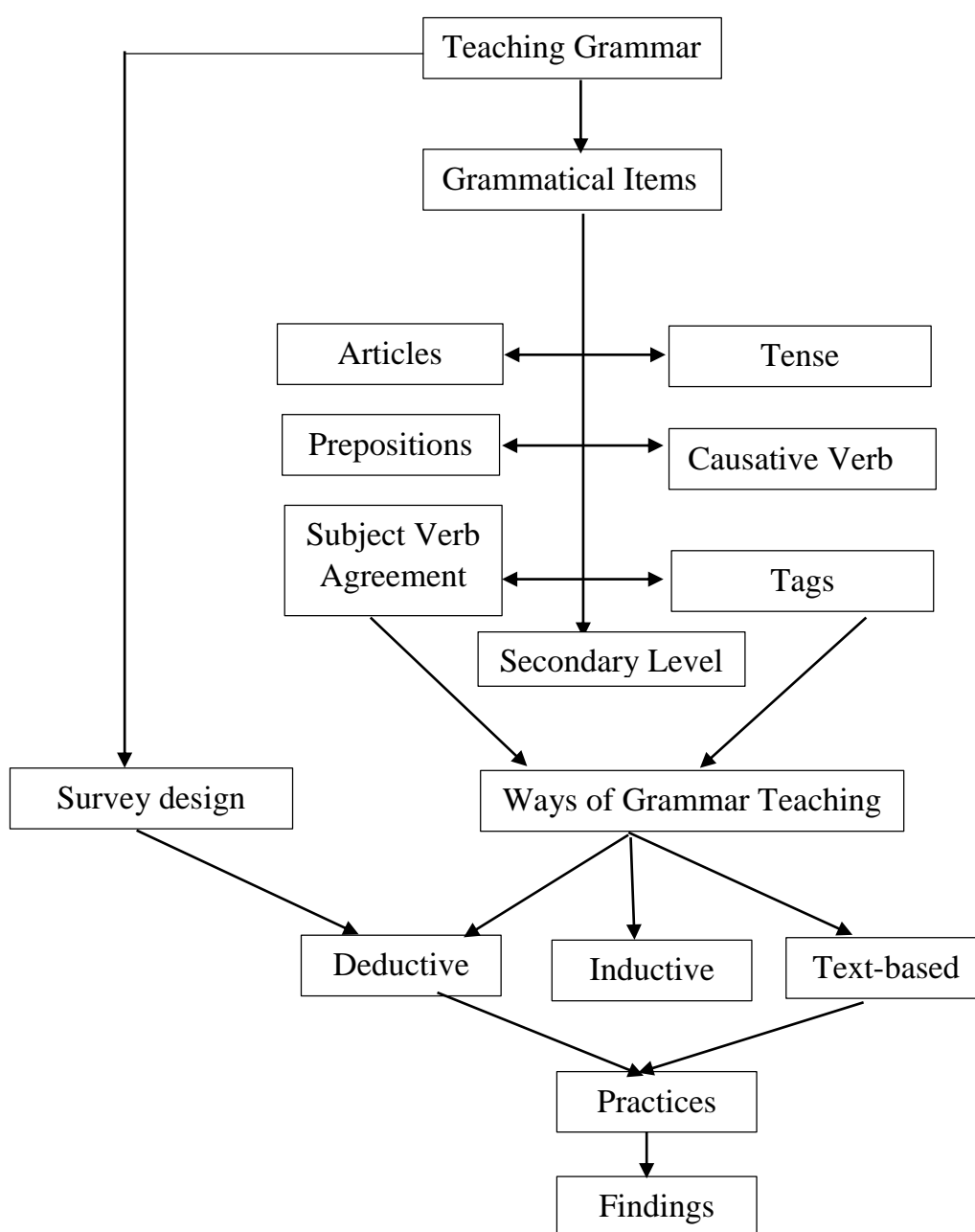
insight to carry out this study. To be precise, from the theoretical review of Thornbury (1999), Pennington (1995), Ur (2006), Cowan (2012), Nassaji and Fotos (2011) and Hagemann (2002) I got the ideas regarding the introduction of grammar, grammar teaching and ways of teaching grammar. Among them, Thornbury (1999) and Richards and Rodgers (2010) provided me a lot of information regarding the ways of teaching grammar. Similarly, I got much more information about the argument about teaching grammar from this book. These theoretical literatures helped me to shape my study in a systematic way. Similarly, Harmer (2007), Greenbaum (2013) and Richards and Rodgers (2010), and Cowan (2012) provided me the knowledge on the importance of teaching grammar, and methods of teaching grammar. The abovementioned literature played very important role to dare me to carry out this study in this areas i.e grammar teaching.

In the same way from the review of empirical study, I got practical ideas on how to carry out this study, what may be the possible challenges while collecting data. Moreover, from the empirical study, I got ideas on how can we review the theoretical literature and what are the possible titles regarding this respective study area. From the study of Pandey (2004), I got ideas on what are the things to be included in the introduction of the proposal. Similarly, I got ideas to design research questions. Likewise, from the study of Neupane (2010), Shah (2010) and Gautam (2011), I got a lot of ideas on defining grammar teaching and delimitations of the study. In the same way, Sharma (2014) and Adhikari (2014) provided me knowledge on preparing conceptual framework. As a whole these empirical studies helped to get insight on the practical aspects of framing this proposal. Sharma (2014) provided insight on the guidelines for the design of my study.

In such a way, all these reviewed theoretical and empirical studies provided me the theoretical knowledge to practical knowledge to carry out the research. From which I got ideas on how to frame the research, how to collect data and ways of interpretation and analysis data to draw out the findings.

2.4 Conceptual Framework

Grammar teaching is one of the aspects of language teaching which covers varieties of the teaching approaches, methods and techniques. Teaching grammatical units prescribed by Secondary level curriculum following different ways such as deductive, inductive and task- based which really help the teachers to deliver the lesson effectively and learners to get mastery over grammatical competence. These all concepts can be presented in following framework.



The framework presented above shows the conceptual roadmap that the researcher followed to carry out this study in this form. As presented in this framework, i have limited this study to explore the practice ways of teaching grammar at secondary level following survey design. There are eleven grammatical items prescribed by CDC at secondary level. As it is a mini research I focused on only six grammatical items such as articles, prepositions, tense, tag, causative verb and subject verb agreement. This study was mainly concerned in deductive, inductive and text- based method of teaching grammar and further tried to explore other practice ways too.

CHAPTER THREE

METHODS AND PROCEDURES OF THE STUDY

This section consists design and methods of the study, population, sample and sampling procedures, study area, data collection tools, techniques and procedures and data analysis and interpretation procedures. The following research methodology and procedures were used to carry out this research to fulfill the abovementioned objectives.

3.1 Design and Method of the Study

The research topic itself reveals the nature of the research to be undertaken. To be precise, among the many research design, I have adopted the survey research design. The survey researcher gathers data at particular point of time specially to describe the nature of the existing situation or to identify more standard once against the existing situation. Cohen and Manion (1985, as cited in Nunan 1992, p. 145) say “surveys are the most commonly used descriptive methods in educational research and may vary in scope from large scale government investigation to small studies carried out by a single researcher.”

According to Kerlinger (1986, as cited in Malhotra and Grover 1998, p. 409) “Survey research is a kind of research which studies large and small population or universe by selecting and studying sample chosen from the population to discover the relative incidence, distribution and interrelationship of social and psychological variables”. Thus, survey is a research design from which we can collect information from the defined large population by selecting small sample. It is the best research design to find out public opinions, behaviors and attitude of different social and psychological variables. Survey research is the most popular design of research in social science including in the field of educational research.

There are some steps of survey research design to be followed while carrying out the research study in a systematic way. According to Nunan (1992, p. 160)

there are eight steps they are; define the objectives, identify target population, literature review, determine sample, identify survey instrument, design survey procedure, identify analytical procedure and determine reporting procedure. These steps need to be sequentially followed to carry out the research.

Survey is the descriptive research which is used for collecting data from the large population using sampling. The purpose of survey in general is find out public opinion, beliefs and attitudes on a certain issue as well as to find out behaviors of different professionals which is quite related subject of my study. This study is survey research as I will explore the ways of teaching grammar at secondary level. This study will represent the whole Parbat district and the population sample will be carried out from the large number. Lastly, the findings will be generalized to the whole population.

3.2 Population, Sample and Sampling Strategy

Every research study is carried out in certain area and locality. Representative number of population should be selected for the convenience of the study. To accomplish the targeted objectives of my research, I selected English teachers, teaching in Secondary level of Parbat district as the population of this study. As the sample of my study I selected 30 teachers to respond the questionnaire. I selected 10 teachers for classroom observation checklists using purposive non-random sampling procedures.

3.3 Study Area/ Field

All the Secondary schools of Parbat district were the study area. For the convenience of this study, the researchers selected the schools which are situated around headquarter and Northern part of Parbat district. Under academic area/ field this study had concerned the ways of teaching grammar in secondary level.

3.4 Data Collection Tools

Tools are the effective means for data collection. As the tools for data collection I used questionnaire and classroom observation checklist which were prepared for English teachers.

3.5 Data Collection Procedure

I collected the data through questionnaire and classroom observation checklists from Secondary level English teachers. For that, I adopted the following procedures and steps which are described below in paragraph.

First of all, I prepared questionnaire and observation checklist for teachers. After that, I visited DEO of Parbat district and explained my purpose of research study to take the lists of secondary schools and took the list of 30 secondary schools. Then, I visited with the head teacher and established rapport with him. Then after, I briefly explained the purpose of my study and took permission for data collection. Similarly, I got permission with the concerned teacher. After that, I observed his /her class on the basis of prepared observation checklists. I observed two classes for each teacher. Two different classes were observed after the interval of some days. After completion of the class, I provided questionnaire to the teachers and requested them to response. For that, I provided about an hour to respond the questionnaire. When they responded the questionnaire, I took back the responded questionnaire. Lastly, I thanked to the teacher and authority for their kind favor.

3.6 Data Analysis and Interpretation Procedures

Qualitative data is analyzed in narrative way with description dividing them into different themes and quantitative data is analyzed and interpreted with the help of simple statistical tools like tables and charts.

3.7 Ethical Considerations

Ethical considerations play significant role in conducting a research study in its ethical way. At first, I took a formal letter from Department of English Education, Tribhuvan University asking permission to carry out my research study in different secondary schools. I asked permission with the every individual teacher along with the school administration to respond questionnaire and classroom observation. I explained objectives and purpose of my proposed study in detail to all the respondents clearly before starting my research. I was conscious and respectful regarding my respondents' privacy in terms of their personalities, weaknesses, and professional ethics. Even I vowed with them not to disclose their secrecy and inadequacies. I did not reveal any respondents' and school identity like name address and personal details. The participants' views and ideas were kept confidential. I assured them that their ideas will not be violated, avoided, modified, provoked and manipulated.

CHAPTER FOUR

ANALYSIS AND INTERPRETATION OF DATA

This chapter mainly deals with the analysis and interpretation of the data collected from the primary sources. The data were collected with the help of a questionnaire consisting of close ended and open ended questions and from classroom observation checklists. The questions and checklists were constructed being based on the objectives of the study. Topic wise analysis and interpretation of the data collected from the questionnaire and checklist have been presented below:

4.1 Analysis of Data and Interpretation of the Results

This topic deals about the relevant data collected from informants. The data were collected from two separate tools i.e. questionnaire and observation checklists. The analysis and interpretation of the result also has been done separately as follows:

4.1.1 Analysis of Data and Interpretations of Results Based on Questionnaire

The questionnaire was prepared to explore out the ways of teaching grammar. Some specific questions were asked to the informants to attract their attention on the ways of teaching grammar. The relevant data from this phase were found as below:

4.1.1.1 Most Effective Methods of Teaching Grammar at Secondary Level

The informants were asked to select the most effective ways for English teachers to teach grammar at secondary level in order to find out the effective teaching method of grammar to be implemented in English classroom. The responses elicited from the respondents have been exhibited in table no. 1

Table 1

Most Effective Method of Teaching Grammar at Secondary Level

S.N	Focused Teaching Methods	No. of Teachers	Percentage
1	Teaching grammar from rules	1	3.33%
2	Teaching grammar from Examples	22	73.33%
3	Teaching grammar through texts	2	6.66%
4	Sometimes from rules and sometimes from examples	5	16.66%

From the table above it can be analyzed that out of thirty teachers, 3.33 percent teachers teach grammar from rules. Similarly, 73.33 percentage of the teacher teach grammar from examples. Likewise, 6.66 percentage use teaching grammar through texts and 16.66 percentage of the teacher sometimes teach grammar from rules and sometimes from examples. This data shows that majority of the teachers (i.e. 73.33%) use inductive method to teach grammar in secondary level. The informants were also asked to mention reasons for selecting each method. Some specific reasons for this fact are as mentioned below:

- i. To make the students motivated, interested and active in the process of language teaching and learning.
- ii. To make the learning scenario lively and creative through the process of learning by doing.
- iii. Students become self-dependent and autonomous.
- iv. It is very effective to learn easier and faster.
- v. Students get more opportunity to practice language inside the classroom.
- vi. Provides chance to develop communicative competence while doing problem activities in collaboration.

- vii. The rules induced from the students have greater degree of memorability.
- viii. It gives students relief from overburden of rote learning and monotonous environment of language learning.
- ix. To make a language classroom a real world of learning.

4.1.1.2 Most Effective ways to Teach Articles

The respondents were asked to mention the most effective ways for EFL teachers to teach articles. This question was asked in order to know the most effective ways of teaching articles in secondary level. The result has been presented in table no. 2 below.

Table 2

Effective Ways to Teach Articles

S.N	Focused Teaching Method	No. of Teachers	Percentage
1	Teaching grammar from rules	15	50%
2	Teaching grammar from examples	11	36.67%
3	Teaching grammar through texts	4	13.33%

Respondent responses on effective ways to teach article has been presented in table no. 2. It can be seen that, out of thirty teachers 50% teach articles from rule similarly, 36.67% teach from examples. Only 13.33% teachers teach articles through texts in English language classroom. The data shows that teaching from rules, teaching from examples and teaching through texts are the methods for teaching articles. Among them majority of the teachers (i.e. 50%) were found to use rules for teaching articles. The reasons for selecting this method as mentioned by informants are presented below:

- i. Articles has long list of rules to memorize and teach so teaching from rules makes easy to understand for students and to teach for teachers.

- ii. We can present the exceptional cases easily through rules.
- iii. Students can use the articles appropriately.
- iv. It arises interest and curiosity to the students so that, they can actively participate in the classroom.

4.1.1.3 Most Effective Ways to Teach Prepositions

The informants were asked to mention the most effective ways to teach prepositions to know the effective ways for teaching prepositions. Similarly, they were also asked to specify any other methods except inductive, deductive and text-based. The obtained result has been exhibited in the table 3 below:

Table 3

Effective Ways to Teach Prepositions

S.N	Practiced Ways	No. of Teachers	Percentage
1	Teaching from rules	-	-
2	Teaching from examples	9	30%
3	Teaching through texts	6	20%
4	Other (realia and pictures)	11	36.66%
5	Sometimes from text and sometimes from examples	4	13.33%

This table presented above shows that out of thirty teachers nobody teaches prepositions from rules. Whereas 30 percent teach prepositions from examples and 36.33 percent teach prepositions through pictures and realia, similarly, 13.33 percent use both text and examples to teach prepositions. From the data presented in the table above it is found that teaching from examples, teaching through texts, teaching using realia and pictures and sometimes through text and sometimes from examples are the ways for teaching prepositions. Among

these methods majority of the teacher (i.e. 36.33) teach prepositions in secondary level using realia and pictures. The reasons for using realia by most of the teachers are as below:

- i. Use of realia makes classroom lively and learning becomes long lasting.
- ii. Students can get the clear concept about the similar type of prepositions (i.e. above and over).
- iii. Realia is very practical and make sense to learn as fast as possible.
- iv. Reduces teacher talking time and increases student talking time.
- v. It is appropriate to address the heterogeneous students inside the classroom
- vi. It brings real life into the classroom.

4.1.1.4 Effective Ways to Teach Tags

The respondents were asked to mention the effective ways to teach tags. This question was asked in order to know the effective ways to teach tags at secondary level. The responses elicited from the respondents have been exhibited in the table below:

Table 4

Effective Ways to Teach Tags

S.N	Practiced Ways	No. of Teachers	Percentage
1	Teaching grammar from rules	9	30%
2	Teaching grammar from examples	16	53.33%
3	Teaching grammar through texts	2	6.66%
4	Sometimes from examples and sometimes through texts	3	10%

The data presented in the table 4 shows that out of thirty teachers 30% teaches tags from rules likewise, 53.33% follows the way of teaching grammar from examples and only 6.66% teacher teaches tags through texts. But only 10% teachers teach tags using both of the way of teaching grammar i.e. sometimes from examples and sometimes through texts. From the table above it is observed that teaching from rules and examples, teaching through text and teaching sometimes from examples and sometimes through texts are the practice ways of teaching grammar. The data in the table above shows that most of the teachers (i.e. 53.33%) teach tags considering the way teaching grammar from examples. Some reasons behind the use of examples to teach tags by majority of the teachers are as below:

- i. Student can generate their own rules which are easier to memorize.
- ii. It provides opportunity for extra language practice.
- iii. It develops communicative competence along with linguistic competence.
- iv. It fosters learner autonomy and reduces monotony in the classroom.
- v. Both students and teacher feel more comfortable because tags have no more rules to memorize and no more exceptional cases.

4.1.1.5 Ways to Teach Concord (Subject Verb Agreement)

The informants were asked to mention the mostly used way of teaching concord. This question was provided to the respondent to know the effective way of teaching concord at secondary level. The result obtained from the informants is displayed in the table below.

Table 5

Ways to Teach Concord (Subject Verb Agreement)

S.N	Practiced Ways	No. of Teachers	Percentage
1	Teaching grammar from rules	2	6.66%
2	Teaching grammar from examples	10	33.33%
3	Teaching grammar through texts	13	43.33%
4	Sometimes from examples and sometimes through texts	5	16.66%

The data presented in table no. 5 shows that out of thirty teachers only 6.66% teachers follow the way of teaching grammar from rules to teach concord, 33.33% teach using teaching grammar from examples. Similarly, 43.33% teach concord through texts. And 16.66% teachers sometimes teach from examples and sometimes through texts. It can be seen that the teachers are employing teaching from rules, teaching from examples teaching through texts likewise, teaching sometimes from examples and sometimes through texts at secondary level. However, the result shows that majority of the teacher (i.e. 43.33%) teach concord through texts at secondary level. Some of the important reasons for using this method by most of the respondents are as given:

- i. It is very effective to provide contextual knowledge. So, students can use learnt items appropriately in different contexts.
- ii. Students can develop the insight faster and easily to create structurally appropriate sentences.
- iii. It is a best way to teach from general to specific.
- iv. If texts are authentic they provide the knowledge about language used in real communication.

4.1.1.6 Effective Ways to Teach Tense

The informants were asked to mention the effective ways of teaching tense at secondary level in order to take the data regarding the effective ways of teaching tense. The responses obtained from the respondents are exhibited in table no. 6 below.

Table 6

Effective Ways to Teach Tense

S.N	Ways	No. of Teachers	Percentage
1	Teaching grammar from rules	7	23.33%
2	Teaching grammar from examples	13	43.33%
3	Teaching grammar through texts	5	16.66%
4	Sometimes from examples and sometimes through texts	5	16.66%

The table 6 mentioned above shows that out of thirty teachers 23.33% follows teaching grammar from rules to teach tense, similarly, 43.33% use teaching grammar from examples, likewise, only 16.66% teachers teach tense through texts. Among them 16.66% teachers use sometimes examples and sometimes texts to teach tense at secondary level. Teaching from rules, teaching from examples, teaching from examples and through texts are the mostly practices ways of teaching grammar. According to this data majority of the teachers (i.e. 43.33%) teach tense from examples. The major reasons for selecting this method by the respondents are as below:

- i. To make students able to use different events appropriately.
- ii. Students feel easy to differentiate the functions of three tenses.
- iii. Students feel independent and autonomous as a result learning becomes effective and meaningful.

- iv. To achieve the targeted goal of English curriculum i.e. communicative competence
- v. Help to enable the students to narrate their events and experiences.

4.1.1.7 Effective Ways to Teach Causative Verbs

The respondents were provided questionnaire asking to mention the effective ways of teaching causative verbs in order to explore out the ways to teach causative verbs at secondary level. The result obtained from the informants is exhibited in the table no. 7 below:

Table 7

Effective Ways to Teach Causative Verbs

S.N	Practiced Ways	No. of Teachers	Percentage
1	Teaching grammar from rules	4	13.33%
2	Teaching grammar from examples	23	76.66%
3	Teaching grammar through texts	3	10%

By the table no. 7 it is shown that out of thirty teachers 13.33% teach grammar from rules and 76.66% use teaching grammar from examples for teaching causative verbs, only 10% teach causative verbs through texts. It has been revealed that teaching from rules, teaching from examples and teaching through texts are the practiced ways for teaching tags at secondary level. However, the data shows that most of the teachers (i.e. 76.66%) teach causative verbs from examples at secondary level. Some reasons for practicing this way are mentioned as below:

- i. Students understand how the actions are carried out.
- ii. To reduce the vagueness between the use of three causative verbs linking with person and objects.
- iii. To develop the problem-solving abilities making the students actively

participate in the teaching learning process.

- iv. Learning becomes long lasting as they induce the rules from the examples themselves.
- v. It helps to develop the greater degree of cognitive depth on the particular items.

4.1.1.8 Mostly Practiced Techniques of Teaching Grammar at Secondary Level

Teacher uses and designs different techniques to teach grammar lessons within a single method and classroom. As the method and techniques are interrelated each other they both influence teaching learning activities. The informants were asked to specify the techniques that they practice mostly to teach grammar lessons such as prepositions, articles, tense, tags, causative verb and subject verb agreement at secondary level. This question was asked to the informants in order to find out the practiced techniques to teach grammar as a whole. The data elicited from the questionnaire is exhibited in table no. 8 in the next page.

Table 8

Mostly Practiced Techniques of Teaching Grammar

S.N	Techniques	No. of Teachers	Percentage
1	Teacher- centered techniques	4	13.33%
2	Learner- centered techniques	27	90%
3	Awareness	3	10%
4	Controlled drills	4	13.33%
5	Meaningful drills	7	23.33%
6	Guided practice	10	33.33%
7	Free sentence composition	6	20%
8	Discourse composition	6	20%
9	Free discourse type	5	16.66%

The table 8 presented above shows that the teachers use different techniques to teach grammar lessons in the classroom. Out of thirty teachers 13.33% practices teacher- centered techniques such as *lecture, explanation, illustration, demonstration* etc. Most of the teacher i.e. 90% gives priority to learner-centered techniques such as *pair work, group work, role play, task performance, project work, discovery techniques* etc. Only 10% use awareness technique, similarly 13.33% consider controlled drills, likewise, 23.33% follow meaningful drills and 33.33% practice guided practice to teach grammar lessons. In the same way, 20% of the teachers practice free sentence composition and discourse composition respectively. And 16.66% design free discourse activities in the grammar teaching classroom. It is seen that various techniques can be designed to teach grammar at secondary level such as *teacher- centered techniques, learner- centered techniques, awareness, controlled drills, meaningful drills, guided practice, free sentence composition, discourse composition and free discourse type*. However, the data shows that majority of the teachers (i.e. 90%) design learner- centered techniques to teach grammar lessons at secondary level.

4.1.1.9 Teachers Suggestions Regarding the Ways of Teaching Grammar

Finally, the teachers were requested to present their suggestions on the basis of their classroom practices regarding the ways of teaching grammar. This question was designed to draw out the data that the close-ended questions were unable to include. The data obtained from the informants is concluded and presented in the points as below:

- i. The efficiency of teaching grammar depends on the way how it is delivered so a teacher should select the methods on the basis of nature of the course and level of the learners.
- ii. The teacher has to create child friendly environment in the tutorial setting which respects the students' level and ability.
- iii. Almost 80% informants suggested that there is no specific method

which is applicable and can fit for all the grammatical lessons so, we should select and blend different methods in our classroom.

- iv. Teacher should play the role of facilitator creating the environment where students can expose different things.
- v. In English as Foreign Language (EFL) context memorization of rules also can't be ignored.
- vi. Teachers can invent some ways for delivering grammar lessons as to be suited to the learning environment and context.
- vii. We can't teach grammar successfully isolating form and functions.

By the data and opinions given by the respondents it is concluded that, we can select and design the methods of teaching grammar on the basis of the nature of texts and level of the learners. The learners should be exposed with different opportunities to address their creativity and ability.

4.1.2 Analysis of Data and Interpretation of Results Based on Classroom Observation

Under this section, the data obtained from the classroom observation on the basis of observation checklist is analyzed and interpretation of the result is presented. Twenty classes from ten teachers were observed regarding the ways of teaching grammar. All the classes were observed on the basis of different aspects such as deductive method, inductive method, text- based method, communicative teaching, task based teaching, grammar in context, awareness, controlled drills, meaningful drills, guided practice, free sentence composition, discourse composition, free discourse type, teacher- centered techniques and learner- centered techniques. The frequency of these aspects used by the teachers in grammar classroom was observed. The obtained data is analyzed and interpreted narratively as below:

4.1.2.1 Teaching Articles

Three separate classes of teaching articles were observed in different times. All the classes I observed were started almost using deductive method. Teachers began the class with the definition of 'Articles'. The definition and its types were written by the teachers with oral explanation. The students were instructed to copy the rules and examples written by the teachers.

The first class that I observed was about indefinite article *a/an*. At first the teacher gave the definition of articles such as:

- a. Articles are adjectives, noun makers or determiners.
- b. Articles are followed by a noun or noun phrase. Indefinite article '*a/an*' can be used with countable singular noun. For example:
- c. I found a purse on the way to my home.
- d. My sister gives me a bag.
- e. She saw an owl hooting on the tree.

Similarly, with a noun complement:

- a. Sita is an actress. Gita will be a dancer.
- b. 'An' is used before the words beginning with a vowel sound; an umbrella, an owl an animal, an orange, an honest, an S.L.C etc.
- c. 'A' is used before the words beginning with a consonant sound; a man, a boy, a cat, a dog, a university, a European etc.

After that, the students were instructed to make some sentences on the basis of given rules and explanation. Finally, the students were assigned to remember the rules and to solve the following exercises in the book. During this class the teacher gave oral explanation on the written rules and students were listening to him. Less chance was provided to the students for their creative work.

Likewise, the second class that I observed was found identical with the first one. The teacher at first defined the articles and presented rules with examples

in such a way:

“A” and “an” signal that the noun modified is indefinite, referring to any member of a group. For example:

- a. Sita is an actress. Gita will be a dancer.
- b. ‘An’ is used before the words beginning with a vowel sound; an umbrella, an owl an animal, an orange, an honest, an S.L.C etc.
- c. ‘A’ is used before the words beginning with a consonant sound; a man, a boy, a cat, a dog, a university, a European etc.

After that, the students were instructed to make some sentences on the basis of given rules and explanation. Finally, the students were assigned to remember the rules and to solve the following exercises in the book. During this class the teacher gave oral explanation on the written rules and students were listening to him. Less chance was provided to the students for their creative work.

Likewise, the second class that I observed was found identical with the first one. The teacher at first defined the articles and presented rules with examples in such a way:

“A” and “an” signal that the noun modified is indefinite, referring to any member of a group. For example:

- a. Suman bought a pen as a present for his friend. (This refers to any pen. We don’t know which pen.)
- b. I have a book.
- c. He is a boy.
- d. She is an honest doctor. (Any doctor)
- e. My father bought an iron for me.
- f. I pluck an orange from our orange tree

In the same way, in exclamations:

- a. What a beautiful girl!
- b. Such a long queue!

To show a unit of something:

- a. A cup of tea, a half- kilo of rice, a long distance etc.

Sometimes the students were asked to form their own sentences on the basis of presented rules. And they were asked to tell their sentences individually.

Finally, the teacher asked the students to rote the rules and to form their own sentences for each rule.

Similarly, the third class that I observed was about definite article. This class was also started with the presentation of definition and rules as below:

- a. Definite article 'The' means that one which can be used with countable, uncountable, singular and plural nouns.

The rules for use of 'The' are:

1. Before a noun mentioned a second time:
 - a. His car struck a tree. The car is to the left of the tree.
2. With the unique object:
 - a. The sun, the moon, the earth, the star etc.
3. With musical instruments:
 - a. The flute, the guitar, the madal etc.

In this a way, the rules were presented and students were suggested to write the rules presented by the teacher. After that, the individual students were asked to form some sentences on the basis of rules and present in the classroom. The students were assigned to rote the rules and solve the exercise followed by the respective item in the practice book.

The above explanation shows that the teachers frequently used deductive method and teacher- centered technique to teach articles in secondary level. Sometimes they used inductive method and task based teaching. Text based teaching, communicative method and free sentence composition were rarely used. Similarly, awareness, controlled drills, meaningful drills, guided practice, discourse composition and learner- centered techniques were also practiced rarely. It proved that deductive method was frequently used to teach articles.

4.1.2.2 Teaching Prepositions

I observed three different classes of teaching prepositions to elicit the data regarding the practiced ways of teaching prepositions. The teachers started their classes with the demonstration of different materials and pictures available locally.

The first class that I observed was about ‘Prepositions of Place’. This class was totally based on the materials available and used inside the classroom. At the beginning of this class students were asked different questions such as:

- a) Where is the book?
- b) Where is the pen?
- c) Where we are now?
- d) Can you see the fan? Where is it?
- e) Where is the bag?
- f) Where am I? (Standing behind the door)
- g) Where is Suresh? (Requesting him to hide under the bench) etc.

Then, the teachers explained briefly about the purpose of asking such questions and introduced prepositions. Different pictures and charts hanged on the walls and locally available materials such as marker, board, windows, door, bag, and so on were used during the teaching learning process. The students were asked several questions orally.

After that, the teacher gave explanation for each Preposition with his own sentences together with the students. Such as:

In:

- a. To talk about the point itself; there is a coat *in* the room.

Inside:

- a. To express something contained; put the present *inside* the box.

On:

- a. To talk about the surface; I left your keys on the table.

At:

- a. To talk about general vicinity (surrounding or locality); she was standing *at* the corner. Then the students were assigned to write the exercise given in the book.

Likewise, in the second class of teaching prepositions the teacher used different pictures carried by him. In this class the prepositions such as; on, into, among, between, to, onto by and with were discussed.

As it was the second day of teaching prepositions for this class the teacher started his class with the brief reflection of previous day's discussion. Then the picture was demonstrated in front of the class and was hung on the wall. The students were provided sometimes to look and observe the picture. The teacher asked some students to describe the pictures. In the course of their explanation teacher wrote some sentences on the board consisting of prepositions. Such as:

- i. The plane is running on to the run way.
- ii. The police are running to the airport.
- iii. There is a bag into the box.
- iv. The tourist is standing between the bus and the van.
- v. Someone is looking for his relatives among the crowd. Etc.

Then, the students were given short explanation orally on usage of some prepositions by the teacher. The class was ended with the distribution of another picture to all the students and assigning them a task to write a couple of paragraphs describing the picture given.

Similarly, the third class was identical with the second class. At first the teacher asked one of the students to describe about their classroom and he wrote some sentences on the board consisting of prepositions. Such as:

- i. There are pictures hanging on the walls.
- ii. I am looking outside through the window.
- iii. Our teacher is writing with the marker.
- iv. Sujan is standing at the door.
- v. There are bags on the bench and the books and exercise books are in the bag.
- vi. We are inside the classroom etc.

The teacher underlined the prepositions used in these sentences and gave some more explanation. He even asked some students to form new sentences assigning different prepositions to them. And the teacher explained some prepositions in deductive way. Such as:

1. Use of 'with'

- a. To indicate the tool or instrument or equipment with which something is done:
For example: Draw with a pencil, cut with a knife
- b. To indicate that somebody or something has or carries something:
 - a. I am living with my parents.
 - b. She plays with children.

2. Use of 'about'

- a. To indicate the concern or connection with something or somebody:
- b. Let's talk about exam
- c. I am going to speak about my exams
- d. To mean approximately/ nearly
- e. It is about midnight.

In such a way, teacher explained the rules with examples and concluded the class. Students copied the teacher's explanation. Lastly, the teacher assigned homework telling to write couple of paragraphs describing their kitchen and dining room.

From this above justification, it is concluded that, the teachers mostly used pictures and realia to teach prepositions. Together with pictures and realia they used deductive, inductive and communicative way of teaching grammar. Task based method and learner-centered method was frequently practiced inside the classroom. The teachers rarely used text based method, controlled drills, awareness, free discourse type and teacher –centered techniques. No teachers used meaningful drills, guided, free discourse type and discourse composition. From the above discussion, it is stated that realia and pictures are frequently practiced way of teaching prepositions.

2.1.2.3 Teaching Tense

I observed four different teachers' classes of teaching tense out of twenty classes. Among these four classes two were of present tense and another two were of past tense. All the teachers used separate ways of teaching tense.

The first class that I observed was about present tense. At first teacher gave brief explanation about tense and its' aspects and centered his class toward simple present tense. Then he presented a paragraph about simple present tense

on the board. Such as:

I get up early in the morning then I go to bathroom to have a bath and brush my teeth. My mother prepares breakfast and serves me. After that I start to do my homework. I read English stories and do given task. My brother helps me to read and write. I take my lunch at 9:00 am. My father drives me in his car to my school.

After that, the teacher asked the students to read the paragraph and presented the explanation of the uses of simple present tense in such a way.

The simple present tense is used:

- a. For habits and repeated actions or events. (As the paragraph presented above)
 - i. They watch television regularly.
 - ii. She takes a glass of milk every morning.
 - iii. I always go to temple.
- b. For general or universal truths.
 - i. The sun rises in the east.
 - ii. Water boils at 100° c.
- c. To express routine activities.
 - i. Our exam starts on 1st May.
 - ii. The bus leaves at 5pm.
- d. For theories and principles.
 - i. Light travels faster than sound.
 - ii. A triangle has three sides.

While explaining the uses the teacher asked students to form new sentences individually. Finally, they induced form of simple present as; sub + v1 /v5 + obj. The teacher told the students to read the uses and write about their daily activities as an assignment.

The second class was about past tense. At first the teacher introduced past tense with the judicial use of mother tongue. Then he requested all the students to read the text that was written and hung on the flannel board. There was an abstract of short story as following:

Once there lived a great hermit, who was famous for telling the truth. He had taken a vow not to lie and was popularly known as “Mr. Truthful.” No matter what he had said, everyone believed him because he had earned a great reputation in the community where he lived and did his spiritual practice.

After that, the teachers asked students to read the text and underline past tense from the paragraph. The teachers gave the brief explanation of the use of simple past tense with the judicial use of Nepali translation. Such as:

- a. We use simple past tense to talk about a completed action in a time before now. The words commonly used with simple past include yesterday, ago, the other day, those days, in + past point of time, last+ day, month, week etc. For example:
- i. She came here yesterday.
 - ii. My father visited Rajbiraj in 2007.
 - iii. My grandma died 10 days ago, etc.

In the same way, the students were asked to write some past sentences and discuss with their pair and present in the classroom. Finally, the teacher told the students to write their memorable event as home work.

Likewise, the third class that I observed about teaching tense was about present progressive tense. In the beginning of the class the teacher uttered some sentences such as:

- a. We are discussing about tense.
- b. They are not listening to me.
- c. Are they writing an essay?
- d. We are studying grammar now. Etc.

Then he asked the students about the tense of these sentences. He explained the purpose of telling these sentences and introduced that day class. Some students were randomly asked to tell similar sentences. After that the teacher presented the structure of present progressive tense (Present continuous tense) as; am/ is/ are + present participle (v4) together with students' active participation. Then the usage of present progressive tense was discussed in the following way:

- a. To describe an action that is going on at this moment.
- b. To describe an action or events that is going on during this period of time, but not necessarily at the moment of speaking.
- c. To describe temporary event or situation.
- d. With always, forever, constantly etc.
- e. After short expression like stop! Listen! Look! Keep quiet! Hurry up! Don't disturb! etc. to draw attention.

The teacher presented the usage and asked the students to make statements for each of them. At last, the teacher instructed the students to rote the rules and to make some sentences for each of the usage.

The fourth and final class that I observed regarding teaching tense was about the 'Past Perfect Tense'. The teacher started his class asking one of the students to summarize yesterday's class calling him in front of the class. He briefly introduced about that day's discussion. After that the teacher presented some statements such as:

- a. He had finished his painting.
- b. I had worked hard on the essay.
- c. The patient had already died before the doctor came.
- d. The bugler had rushed away before the police came.
- e. I had repaired my two- wheeler as I left for Pokhara.

Then the teacher requested students to make some more such sentences individually and present them in front of the class. Finally, they induced form of past perfect tense. The teacher asked the students to solve the exercise given in their practice book as an assignment.

On the basis of above discussion based on observation, it is stated that inductive method was frequently used to teach tense. Similarly, deductive method, task based teaching and learner- centered techniques were sometimes used by the teachers. Likewise, grammar in context, discourse composition and teacher -centered techniques were rarely practiced. Awareness, controlled drills and guided practices were never used. Judicial use of mother tongue was also used time and again in this class.

4.1.2.4 Teaching Tags

Three different classes were observed for teaching tags. The first class that I observed was started with the presentation of some real like examples. Such as:

- You have done your homework, haven't you?
- a. They are not reading books, are they?
 - b. The teacher taught us, didn't he?

Then the teacher asked the students to make such type of questions and tags. Students made different sentences. On the basis of examples, he requested them to induce rules and provided necessary explanation. After that, the students were divided into several groups and practiced given task. At last, they

were assigned to add tag to the written statement on the board.

The second class that I observed was about tags of imperatives and indefinite pronoun. At the beginning of that class the teacher presented some examples such as:

- a. Have a rest, will you?
- b. Always speak the truth, will you?
- c. Let me do it, will you?
- d. Let's do it, shall we?

And the teacher requested all the students to make similar type of sentences. They discussed in pair and presented in the class. After that the teacher provided required explanation and they formulated rules altogether. Lastly, he asked some of the students to add tag providing them statement orally.

The third class that I observed started with the explanation of teacher on basic rules of question tags. Then he presented examples on the board. For example:

- a. It's a lovely day today, isn't it?
- b. I am a student, aren't I?
- c. Sarala can't swim, can she?
- d. I'd better go to hospital, hadn't I?

Then, the students were divided into different pairs and provided with task. The given task was practiced between them and presented in front of the class. After that the teacher explained some usage with the presentation of statements in this a way.

1. *If the statement is negative, the tag is positive. If the statement is positive the tag must be negative.*
 - a. You don't like me, do you?
 - b. You won't tell him secret, will you?
2. *The negative verb forms in the tag are put in contracted forms.*
 - a. He is an engineer, isn't he?

Finally, some statements were written on the board and asked the students to add appropriate tag as an assignment.

From the above fact, it is proved that inductive method and task based teaching were frequently practiced. Likewise, deductive method, communicative teaching, and learner- centered method were sometimes employed. Similarly, text based method, grammar in context, free sentence composition rarely were to be used. Awareness, controlled drills, meaningful drills and guided practice were no used while teaching tags.

4.1.2.5 Teaching Concord

I observed three different classes of teaching concord. The classes were started with the presentation of contextual examples and texts.

The first class that I observed was started with the short introduction of that day's class. The teacher presented some examples as follow:

- a. Someone has left the pen on the bench.
- b. Each boy is responsible for this action.
- c. Is everybody ready?
- d. A lot of students are playing on the ground.
- e. One- third of the students are still outside. And so on.

Then the teacher requested each student to make some more similar statements. Students presented their sentences and were provided necessary feedback and explanation. The students were explained some generated rules with examples.

The second class was little bit different with the first one. As the students were already exposed with the basic knowledge of concord in the previous class teacher asked some questions orally as the reflection. Then, the teacher provided a text from the book and instructed to pinpoint the subjects and verbs from the texts. Teacher explained some usage being based on the text and context. Again, the teacher asked the students to compose a text describing the events of any fair as an assignment.

The third class also started with the presentation of some examples such as:

- a. People are discussing about the picnic.
- b. The child is playing inside the cot.
- c. Ram and Shyam are friends.
- d. Someone is playing on the ground.
- e. A lot of sugar is harmful for the health.
- f. A lot of books were sold.

And the students were requested to read these statements and make similar types of sentences on their own and share with their pairs. After then, the teacher discussed on some usage based on presented examples with students in such a way:

- a. He goes to school everyday.
- b. There is a book on the table.

The rules are:

1. Singular subject singular verb.
 - a. We are the farmers from the same village.
 - b. Students are studying in this school for many years.
2. Plural subject plural verb.
 - a. Mom and dad don't quarrel.
 - b. Do Hari and Binod share ideas?
3. When two or more nouns are joined with 'and' it becomes a plural subject and requires a plural verb.
 - a. Slow and steady wins the race.
 - b. Time and tides waits for no one.
4. But when two or more nouns are joined by 'and' and signify a single concept, we should use a singular verb.

In such a way, the rules were discussed on the basis of examples. While presenting and discussing rules the students were asked to make some statements also. Finally, students were asked to solve the exercise given in the book as an assignment.

The abovementioned discussion shows that inductive method and text based teaching were to be frequently practiced. In the same way, grammar in context, communicative teaching, task-based teaching, and free sentence composition were used sometimes. Similarly, deductive method, learner-centered techniques discourse practice and teacher –centered technique were rarely practiced. Controlled drills, meaningful drills, discourse composition were not used in teaching concord.

4.1.2.6 Teaching Causative Verbs

I observed four different classes of teaching causative verbs. Almost all the time inductive method was used. The classroom procedures of each class are

presented below separately.

The first class that I observed was beginning with the presentation some examples. Such as:

- a. She always makes us laugh.
- b. I had my teacher correct my answers.
- c. He got his hair cut.
- d. I got the cobbler to repair my shoes.

After that, students were asked to perform some actions and duties and were suggested to make some more examples on the basis of performed actions. Teacher wrote some rules on the board inducing from examples with the active participation of students. The students were encouraged to make some more possible examples and presented in the classroom.

Likewise, the second class that I observed was similar to the first one. The teacher started his class with the presentation of some sentences. Such as:

- a. Did your teacher make you do the homework?
- b. He got his sister to call a taxi.
- c. They are having their house decorated at the moment.
- d. The film made me cry.
- e. I made my father buy a car for me.
- f. Shila has her clothes washed.

The students deeply examined the statements presented on the board. They were asked to write similar statements in the pair and to discuss between them. After that, the students induced structures with the support of teaches as follow:

- a. Sub + make/ have + agent + v1.....
- b. Sub + get + agent+ to + v1.....
- c. Sub + get+ have + object +v3.....

Finally, the students were assigned to make statements on the basis of structures.

Similarly, the third class that I observed was started with the brief explanation of that day's class. Then the teacher presented the structures of causative verb. Such as:

- a. Sub + make/ have + agent + v1.....
- b. sub + get + agent+ to + v1.....
- c. Sub + get+ have + object +v3.....

Then he asked the students to make the sentences on each of the structures in pairs. They discussed the rules and sentences in the pair and presented in the classroom. Lastly, teacher gave necessary explanation with examples and concluded the class. Students were assigned to solve the exercise given in the practice book.

In the same way, the fourth and the final class for observation was identical with that of first one. In the initiation of the class the teacher presented examples and he requested all the students to make similar type of sentences on their own. The statements were about causative with agent. Such as:

- a. He had his son bring the books.
- b. A farmer had his goats graze.
- c. She has me cook rice.
- d. Do you have your father pay tuition fee?
- e. He got his son to bring the books.
- f. She is getting the mechanic to mend her watch.
- g. I got the cobbler to repair the shoes.

Then after, the students induced rules as: (have + agent + v1) and (get + agent + to +v1) with the active support of the teacher. The teacher provided required information with necessary correction. The class was ended assigning them to

make ten sentences on each structure.

This above discussion shows that inductive method is the frequently practiced way of teaching causative verbs. Similarly, task based teaching, learner-centered technique and communicative method were to be used sometimes. Likewise, text based teaching, deductive method, discourse composition, free discourse type, and awareness technique were rarely used while teaching causative verbs.

On the basis of abovementioned justification based on classroom observation it is stated that, the teachers frequently practiced inductive method and task based teaching to teach grammar items. Similarly, deductive method, text based teaching, communicating teaching and pictures and realia are sometimes were to be used. In the same way, the teacher rarely considered some techniques such as controlled drills, free sentence composition, free discourse type and awareness technique. This fact has proved that the scenario of teaching grammar is changed into inductive method from the deductive one. Moreover, teachers blend different techniques and methods within a single classroom.

CHAPTER FIVE

FINDINGS, CONCLUSION AND RECOMMENDATIONS

In this chapter, on the basis of the data analyzed on chapter four, I have presented the summary of findings, conclusions and recommendations in policy, practice and further research level.

5.1 Findings

The obtained data and information was analyzed with the help of simple statistical tools and qualitative approach. The findings of this study are as follows:

5.1.1 Findings Based on Teachers' Response

The findings, analyzed and interpreted on the basis of teachers' response are presented below:

- i. As teaching grammar is one of the aspects of language so many ways (methods) are found to be practiced while teaching grammar inside the classroom.
- ii. Different methods such as teaching from rules, teaching from examples, teaching from texts are used to teach grammar in secondary level. Among them 73.33% were found to use teaching from rules.
- iii. Separate methods such as inductive, deductive, text-based, sometimes from examples and sometimes from rules, realia are used to teach each grammatical items such as articles, prepositions, tense, tags, causative verbs and subject verb agreement. The ways for teaching these all items are presented below:
- iv. While teaching articles, teaching from rules, from examples and through text were to be used. 50% were found practicing teaching from rules (deductive method) in the classroom.

- v. The ways to teach prepositions were to be found as teaching from rules, teaching from examples, teaching through texts and sometimes from example. The teachers were asked to specify any other ways, 36.66% suggested realia such as books, bags, pens, marker, charts hung on the wall, flannel board, pictures drawn by the students and downloaded from the internet as the effective ways for teaching prepositions.
- vi. Teaching from rules, teaching from examples, teaching through text and sometimes teaching from examples and sometimes from text were found as the ways of teaching tags. 53.33% considered teaching from examples as the effective one.
- vii. Subject verb agreement (concord) is one of the grammatical items in secondary level. Different ways i.e. teaching from rules, teaching from examples, teaching through texts and sometimes from examples and sometimes from rules were practiced. 43.33% pinpointed teaching through texts as the effective way.
- viii. Different methods such as teaching from rules, teaching from examples, teaching through texts, and sometimes from examples and sometimes through texts were practiced to teach tense. 43.33% are found to be used inductive methods as the effective method in the classroom.
- ix. Regarding the ways of teaching causative verbs teaching from rules, teaching from examples and teaching through text are suggested as the practiced methods. 76.66% employed teaching from examples as the best way.
- x. As the methods and techniques of teaching grammar are interrelated each other, techniques are designed on the basis of methods practiced. The teachers were asked to suggest mostly practiced techniques of teaching grammar. Some practiced techniques were; teacher- centered techniques, learner- centered techniques, awareness, controlled drills, meaningful drills, guided practice, free sentence composition, discourse composition and free discourse type. 90% of the teachers found

practicing student- centered techniques in the classroom. A teacher was found designing different techniques within the single class.

- xi. The teachers were asked to provide any suggestions regarding the ways of teaching grammar. 80% suggested to select teaching method on the basis of level of the learners, nature of the grammar items and learning contexts. They explained there is no 'hard and fast' way for teaching grammar.
- xii. It was found that, teachers used different methods to teach different grammatical item as there is no specific method to teach grammar.
- xiii. It was found easier to teach grammar from example for short and comprehensive grammatical items e.g. causative verbs and those grammatical which consists long lists of rules and are vague were found effective to teach from rules and texts.

5.1.2 Findings Based on Observation

Twenty classes were observed from ten teachers, two for each in the interval of some days. The classes were observed on the basis of different aspects such as; deductive method, inductive method, text based method, communicative teaching, task based teaching, grammar in context, awareness, controlled drills, meaningful drills, guided practice, free sentence composition, discourse composition, free discourse type, teacher-centered techniques and learner-centered techniques to find out the practiced ways of teaching grammar. Six grammatical items i.e. articles, prepositions, tense, tags, causative verbs and subject verb agreement were observed based on five responses such as always, frequently, sometimes, rarely and never. The data were analyzed and interpreted narratively. The findings are presented below:

The teachers used different methods to teach grammar within forty-five minutes' time. No any method was always used to teach each grammatical lessons.

- ii. Different methods and techniques were practiced to teach articles. Deductive method emphasizing teacher centered techniques was frequently used.
- iii. Regarding teaching prepositions, pictures and realia such as bags, books, marker, pen, charts hung on the wall, door, benches and desks etc. and deductive method were frequently employed. Sometimes they used communicative activities based on demonstrated pictures and realia.
- iv. Regarding the ways of teaching tense, inductive method was seemed to be used frequently. But judicial translation of rules equivalent with Nepali tense was sometimes practiced.
- v. Inductive method and task based teaching were to be used frequently to teach tags. They focused on learner- centered techniques i.e. group work and pair work.
- vi. While teaching concord, text based teaching and inductive methods were frequently used. Sometimes task based teaching and communicative teaching were also to be used focusing on oral question and answer.
- vii. It was found inductive method only to be frequently used to teach causative verb. Sometimes task based teaching and learner centered techniques were also to be practiced. Real like examples were presented by the students.
- viii. Finally, regarding the ways of teaching grammar, inductive method and task based teaching were frequently practiced. Sometimes deductive method, communicative teaching, pictures and realia were found effective to teach grammar.

5.2 Conclusion

On the basis of the analysis and interpretation of the result, it is concluded that there is no specific way of teaching grammar. We can select and design any methods to be suited to address the level of learners, nature of the courses and

teaching context. Blending of different methods makes grammar classroom effective and meaningful. Wise selection and blend of different methods inside the classroom is fruitful to motivate the learners and arise interest and curiosity. Consequently, it helps to boost up the learning outcome of students. To develop grammatical competency in the side of the learners and to get expected outcome it is better to design our own methods addressing the needs of classroom rather following the traditional ways of teaching grammar. Practice and selection of different methods makes classroom lively and a learning community reducing monotony in the side of students and burden and fatigue to the teachers.

5.3 Recommendations

On the basis of findings derived from the analysis and interpretation of the questionnaire and observation checklists, the researcher has pinpointed the recommendations of the study on three levels as below:

5.3.1 Policy Related

Policy is a course of action of a government to systematize the activities of the people belonging to a particular field. It is the plan pursued by government to formulate the systems, rules and regulations. The study conducted on the research reports of the English language teaching would be highly helpful for the policy makers of Nepal to formulate the policy related to education. The study suggests the following recommendations for the policy makers:

- i. The government should formulate the policies and need to launch such teaching training programs which foster teachers' knowledge in determining and implementing the most suitable teaching methods.
- ii. CDC should reform the old ELT curriculum by including clear guidance for the teacher in order to help the teachers in selecting and designing different suitable teaching methods along with the factors which a teacher has to consider.

- iii. TTC, DEO and RC need to carry out such a teacher training programs which helps teachers to teach grammar effectively considering different factors such as students level, teaching context and nature of the course while determining suitable teaching methods in EFL classroom.

5.3.2 Practice Related

The implication of the research studies in the practical field as day to day life is categorized under practical level. The studies analyzed in the research are related to the practical field of English language teaching in general and teaching grammar at secondary level in particular. Therefore, these would be very useful for the people concerned with English language teaching. The practitioners of ELT such as teachers, textbook writers, materials producers, linguists, principals and supervisors can effectively utilize the study. The major implications of the study in practice related are:

- i. Novice teachers should not follow the traditional way of teaching rather they should consider all the determining factors while selecting the teaching methods.
- ii. Language teachers in general should consider all the factors i.e. level of learners, nature of the course, and teaching context while selecting teaching methods so that, all the students can learn easily and clearly.
- iii. The teacher educators who have been involved and who would be involved in teaching should be clear about the factors which influence in teaching and learning.
- iv. All the teachers should design and use their own methods of teaching addressing the demand of their classroom so that, they can foster high learning outcome and motivate the students toward classroom practices.
- v. A wise selection and implementation of methods helps to develop competency on the part of learners therefore, a teacher should be both producer and consumer.

5.3.3 Further Research Related

Findings drawn from the analysis and interpretation of result of this study are also helpful to the persons who want to conduct their research in the similar area or topic in the days to come. I am hopeful that; this research study will be a major base for the further researchers. They will be benefitted in the following ways:

- i. The present study is a survey study based on Parbat district. Further researcher can use other designs such as case study and experimental.
- ii. This study is equally important and useful to other teachers of other districts and other people who are related to teaching field.
- iii. This study focuses on only six grammar items so a researcher can explore ways on the remaining grammatical items.
- iv. A researcher can consider this study as the major secondary resources for their study

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APPENDIX I
PARTICIPANT INFORMATION SHEET

Research Title: Exploring Ways For Teaching Grammar lessons At secondary Level.

Researcher: Prakash Subedi

Faculty of English Education

Tribhuvan University

Kirtipur, Kathmandu

Supervisor: Mr. Ashok Sapkota

Teaching Assistant

Department of English Education

TU, Kirtipur, Kathmandu

You are kindly requested to take part in a research entitled “**Exploring Ways for Teaching Grammar lessons at secondary Level**”.

This form is part of the process of informed consent. It gives you the basic idea of what the research is about and what your participation will involve. It also describes your right to withdraw from the study. In order to decide whether you wish to participate in this research study, you should understand enough about its risks and benefits to be able to make an informed decision. This is the informed consent process. Take time to read this carefully and to understand the information given to you.

I recognize the value of your time and sincerely appreciate your afford for my behalf. It is entirely up to you to decide whether to take part in this research. If you choose not to take part in this research or if you decide to withdraw from the research once it has started, there will be no negative consequences for you, now or in the future.

Introduction: In order to fulfill the part of the requirements of my master degree, I am undertaking a study on “Exploring Ways For Teaching Grammar lessons At secondary Level. This will be under the supervision of **Mr. Ashok Sapkota**, Teaching Assistant of Department of English Education TU, Kirtipur

Purpose: The purpose of this study is to find practice ways of teaching grammar lessons at secondary level.

Participation: If you decide to participate in my research, you will have to complete a short survey questionnaire which consists of only ten questions, both close- ended and open-ended.

Financial Considerations: You will not receive any financial compensation for your participation nor will you incur any costs as a result of your participation in this research.

Length of Time: Completion of this survey questionnaire will take you about 20-30 minutes to complete.

Potential Risks: There are no foreseeable physical or emotional discomforts or inconvenience involved in this study.

Potential Benefits: There are no specific benefits to you in participating. The only benefit to you if you participate in this research may be that you will learn about survey and research questionnaire. Others may benefit by learning about the results of this research.

Confidentiality: Any information obtained in connection with this study that can be identified with you will remain confidential and will be disclosed only with your permission. Results of the study, including all collected data, may be published in my thesis and in possible future journal articles and professional presentations, but your name or any identifiable references to you will not be included. Other researchers will have access to this data only if they agree to preserve the confidentiality of the data.

Voluntary Participation: Your participation in this study is completely voluntarily and your responses to this survey will remain confidential.

Right to Withdraw: You may withdraw at any time without prejudice after signing this form. In the event you choose to withdraw from the study all information you provide will be destroyed and omitted from the final paper.

Explanation of the Research: Where possible, you will be given a verbal explanation of the research even if you are consenting in writing and the consent form contains the necessary information.

Contact Information: Please feel free to contact the researcher if you have any questions, concerns or complaints about this study. If you have any questions at any time before, during or after your participation you can call the researcher at 9851196560 or email at pkrs.subedi@gmail.com.

Before you sign this form, please ask any questions on any aspect of this study that is unclear to you. You may take as much time as necessary to think it over. By completing and returning the survey, you are granting consent to participate in this research. Your participation is highly appreciated.

APPENDIX II
RESEARCH QUESTIONNAIRE
Informed Consent Form

Please tick in the box if you are agree with the terms below:

1.	I have read and understood the information about the research, as provided in the Information Sheet.	<input type="checkbox"/>
2.	I have been given the opportunity to ask questions about the research and my participation.	<input type="checkbox"/>
3.	I voluntarily agree to participate in this research study.	<input type="checkbox"/>
4.	I understand I can withdraw at any time without giving reasons and that I will not be penalized for withdrawing nor will I be questioned on why I have withdrawn.	<input type="checkbox"/>
5.	The procedures regarding confidentiality have been clearly explained (e.g. use of names, pseudonyms, anonymisation of data, etc.) to me.	<input type="checkbox"/>
6.	If applicable, separate terms of consent for interviews, audio, video or other forms of data collection have been explained and provided to me.	<input type="checkbox"/>
7.	The use of the data in research, publications, sharing and archiving has been explained to me.	<input type="checkbox"/>
8.	I understand that other researchers will have access to this data only if they agree to preserve the confidentiality of the data and if they agree to the terms I have specified in this form.	<input type="checkbox"/>
9.	Select only one of the following: I would like my name used in this research. I do not want my name used in this research.	<input type="checkbox"/>
10.	I have no any beneficial expectation except academic.	<input type="checkbox"/>
11.	I agree to sign and date this informed consent form.	<input type="checkbox"/>

.....
Name of participant

.....
Signature

.....
Date

Questionnaire

1. What types of ways you are using to teach grammar lessons such as prepositions, article, tense, tags, causative verb and subject verb agreement in secondary level please, mention them that you have experienced from your practices?

.....
.....

2. What do you feel are the most effective ways/methods for English teachers to teach grammar in secondary level?

- i. teaching grammar from rules
- ii. teaching grammar from examples
- iii. teaching grammar through texts
- iv. if you are using any other methods mention them below:

.....
.....

Please, mention any three reasons for selecting above method.

.....
.....
.....

Which of the followings are the most effective ways/methods for EFL teachers to teach articles?

- i. teaching grammar from rules
- ii. teaching grammar from examples
- iii. teaching grammar through texts
- iv. other (specify)

.....
.....

Please, mention any three reasons for selecting above method.

.....

.....

.....

What are the most effective ways/methods for EFL teachers to teach prepositions?

- i. teaching grammar from rules
- ii. teaching grammar from examples
- iii. teaching grammar through texts
- iv. other (specify)

.....

.....

Please, mention any three reasons for selecting above method.

.....

.....

.....

3. The effective ways to teach tags are:

- i. teaching grammar from rules
- ii. teaching grammar from examples
- iii. teaching grammar through texts
- iv. if you are using any other method mention them below

.....

.....

Please, mention any three reasons for selecting above option.

.....

.....

.....
4. Which of these ways you are using to teach concord (subject verb agreement)?

- i. teaching grammar from rules
- ii. teaching grammar from examples
- iii. teaching grammar through texts
- iv. if you use any other methods specify them below:

.....
.....
Please, mention any three reasons for selecting above method.

.....
.....
5. What are the effective ways to teach tense?

- i. teaching grammar from rules
- ii. teaching grammar from examples
- iii. teaching grammar through texts
- iv. other (specify)

.....
.....
Please, mention any three reasons for selecting above method.

.....
.....
6. The effective ways to teach causative verbs are:

- i. teaching grammar from rules
- ii. teaching grammar from examples

- iii. teaching grammar through texts
- iv. other (specify)

.....
.....

7. Which of these techniques you practice mostly to teach grammar lessons such as prepositions, article, tense, tags, causative verb and subject verb agreement at secondary level?

- i. Teacher- centered techniques
- ii. Learner – centered techniques
- iii. Awareness
- iv. Controlled drills
- v. Meaningful drills
- vi. Guided practice
- vii. Free sentence composition
- viii. Discourse composition
- ix. Free discourse type

8. You are requested to give any suggestions regarding the ways of teaching grammar lessons that you have experienced from your practices.

.....
.....
.....
.....

Personal details

Name:

School:

1. What types of ways you are using to teach grammar lessons such as prepositions, article, tense, tags, causative verb and subject verb agreement in secondary level please, mention them that you have experienced from your practices?

I use inductive method mostly while teaching grammar in above mentioned topics. I get more participation of students. Students own ideas and knowledge to generate rules from the examples.

2. What do you feel are the most effective ways/methods for English teachers to teach grammar in secondary level?

- i. teaching grammar from rules
- ii. teaching grammar from examples
- iii. teaching grammar through texts
- iv. if you are using any other methods mention them below:

Although grammar from rules is still in practice in Nepalese EFL classrooms, I teach grammar from examples mostly and grammar through texts in very few contents.

Please, mention any three reasons for selecting above method.

Students can actively participate while teaching grammar

Use of students creativity and knowledge

It gives students relief from rote learning and monotonous environment of classroom.

3. Which of the followings are the most effective ways/methods for EFL teachers to teach articles?

- i. teaching grammar from rules
- ii. teaching grammar from examples
- iii. teaching grammar through texts
- iv. other (specify)

Teaching grammar from rules and teaching grammar through texts are mostly preferred methods for EFL teachers. Games, rhymes also can be used to teach grammar.

Please, mention any three reasons for selecting above method.

It removes thinking in students that grammar should be learnt through rote and recitation.

It makes students more active and creative.

The above mentioned methods are flexible. Teachers can use *s.a.* autonomy to select any techniques and methods in classroom.

4. What are the most effective ways/methods for EFL teachers to teach prepositions?

- i. teaching grammar from rules
- ii. teaching grammar from examples
- iii. teaching grammar through texts
- iv. other (specify)

..... ii. methods are more effective. Realia songs and rhymes also can be used.

Please, mention any three reasons for selecting above method.

While teaching through examples, classroom is enough to more extent to teach grammar preposition. The teacher should not worry about prepare more materials.

Students can be involved in different games to teach preposition of time and movement.

5. The effective ways to teach tags are:

- i. teaching grammar from rules
- ii ✓ teaching grammar from examples
- iii. teaching grammar through texts
- iv. if you are using any other method mention them below

..... is more effective teaching tags

Please, mention any three reasons for selecting above option.

Students can generate their own rules which are easier to memorize.

While teaching through text, they can learn how implementation of tags in real conversations and written texts.

6. Which of these ways you are using to teach concord (subject verb agreement)?

- i. teaching grammar from rules
- ii. teaching grammar from examples
- iii. teaching grammar through texts
- iv. if you use any other methods specify them below:

ii & iii are more effective. First rules and examples also cannot be completely ignored.

Please, mention any three reasons for selecting above method.

Teachers and students are autonomous in classroom. They have their own freedom to select interesting and appropriate methods. Students can use learned items in other places as well.

7. What are the effective ways to teach tense?

- i. teaching grammar from rules
- ii. teaching grammar from examples
- iii. teaching grammar through texts
- iv. other (specify)

(ii) ~~and~~ is more effective. Teaching grammar through texts also cannot be ignored.

Please, mention any three reasons for selecting above method.

Students don't realize that they have to recite the grammar rules. They can be linked to other grammar items such as active passive voice, direct indirect speech.

8. The effective ways to teach causative verbs are:

- i. teaching grammar from rules
- ii. teaching grammar from examples
- iii. teaching grammar through texts
- iv. other (specify)

ii and iii methods can be used. From rules also they can be described.

Please, mention any three reasons for selecting above method.

Students should not worry about the recitation of rules. It ensures greater degree of cognitive depth active participation, students' creativity and imaginative power to solve the problems.

9. Which of these techniques you practice mostly to teach grammar lessons such as prepositions, article, tense, tags, causative verb and subject verb agreement at secondary level?

- i. Teacher- centered techniques
- ii. Learner - centered techniques
- iii. Awareness
- iv. Controlled drills
- v. Meaningful drills
- vi. Guided practice
- vii. Free sentence composition
- viii. Discourse composition
- ix. Free discourse type

10. You are requested to give any suggestions regarding the ways of teaching grammar lessons that you have experienced from your practices.

As second language learner a memorization of rules can not be ignored. There is no any hard and fast rules to teach grammar. According to level of students, classroom size, students background, need and interests any techniques and methods teachers can select.

Appendix- III

Check- list of classroom observation for teaching grammar

Name of teacher
School

Name of the

.....
.....

Date.....
.....

S.N	Grammatical Items	Observed Aspects	Responses				
			Always	Frequently	Sometimes	Rarely	Never
1	Articles	Deductive method					
		Inductive method					
		Text based method					
		Communicative teaching					
		Task based teaching					
		Grammar in context					
		Awareness					
		Controlled drills					
		Meaningful drills					

		Guided practice					
		Free sentence composition					
		Discourse composition					
		Free discourse type					
		Teacher-centered techniques					
		Learner-centered techniques					
		Running commentary					
2	Prepositions	Deductive method					
		Inductive method					
		Text based method					
		Communicative teaching					
		Task based teaching					
		Grammar in context					
		Awareness					

		Controlled drills					
		Meaningful drills					
		Guided practice					
		Free sentence composition					
		Discourse composition					
		Teacher-centered techniques					
		Learner-centered techniques					
		Free discourse type					
		Running commentary					
3	Tense	Deductive method					
		Inductive method					
		Text based method					
		Communicative teaching					
		Task based teaching					

4		Grammar in context					
		Awareness					
		Controlled drills					
		Meaningful drills					
		Guided practice					
		Free sentence composition					
		Discourse composition					
		Free discourse type					
		Teacher-centered techniques					
		Learner-centered techniques					
		Running commentary					
Tags		Deductive method					
		Inductive method					
		Text based method					

		Communicative teaching					
		Task based teaching					
		Grammar in context					
		Awareness					
		Controlled drills					
		Meaningful drills					
		Guided practice					
		Free sentence composition					
		Discourse composition					
		Free discourse type					
		Teacher-centered techniques					
		Learner-centered techniques					
		Running commentary					
		Deductive method					

5	Subject Verb Agreement	Inductive method					
		Text based method					
		Communicative teaching					
		Task based teaching					
		Grammar in context					
		Awareness					
		Controlled drills					
		Meaningful drills					
		Guided practice					
		Free sentence composition					
		Discourse composition					
		Free discourse type					
		Teacher-centered techniques					
		Learner-centered techniques					

		Running commentary					
6	Causative Verbs	Deductive method					
		Inductive method					
		Text based method					
		Communicative teaching					
		Task based teaching					
		Grammar in context					
		Awareness					
		Controlled drills					
		Meaningful drills					
		Guided practice					
		Free sentence composition					
		Discourse composition					
		Free discourse type					

Appendix- II

Check- list of classroom observation for teaching grammar

Name of teacher

Name of the School

Date.....

S.N	Grammatical Items	Observed Aspects	Responses				
			Always	Frequently	Sometimes	Rarely	Never
1	Articles	Deductive method		✓			
		Inductive method			✓		
		Text based method			✓		
		Communicative teaching				✓	
		Task based teaching				✓	
		Grammar in context					
		Awareness					✓
		Controlled drills					✓
		Meaningful drills					✓
		Guided practice				✓	

		Free sentence composition					✓	
		Discourse composition				✓		
		Free discourse type					✓	
		Teacher-centered techniques		✓				
		Learner-centered techniques				✓		
		Running commentary	presentation of rules & their examples. Sometimes Nepali equivalent terms were used					
2	Prepositions	Deductive method			✓			
		Inductive method			✓			
		Text based method				✓		
		Communicative teaching		✓				
		Task based teaching				✓		
		Grammar in context				✓		
		Awareness					✓	
		Controlled drills					✓	
		Meaningful drills					✓	
		Guided practice					✓	
		Free sentence				✓		

		composition						
		Discourse composition				✓		
		Teacher-centered techniques				✓		
		Learner-centered techniques			✓			
		Free discourse type				✓		
		Running commentary	Most of the time the teachers demonstrated pictures & realia locally available - oral statement formation.					
3	Tense	Deductive method				✓		
		Inductive method	✓					
		Text based method	✓					
		Communicative teaching			✓			
		Task based teaching			✓			
		Grammar in context				✓		
		Awareness				✓		
		Controlled drills					✓	
		Meaningful drills					✓	
		Guided practice					✓	
		Free sentence composition				✓		

4		Discourse composition				✓		
		Free discourse type				✓	✓	
		Teacher-centered techniques				✓		
		Learner-centered techniques			✓			
		Running commentary	The students worked on provided text and examples & presented similar examples. Relate English text with Nepal					
	Tags	Deductive method					✓	
		Inductive method		✓				
		Text based method				✓		
		Communicative teaching				✓		
		Task based teaching		✓				
		Grammar in context					✓	
		Awareness					✓	
		Controlled drills					✓	
		Meaningful drills						✓
Guided practice						✓		
Free sentence composition					✓			
Discourse								

		composition						
		Free discourse type					✓	
		Teacher-centered techniques					✓	
		Learner-centered techniques			✓		✓	
		Running commentary	- Real like presentation of examples - formation of two groups, one statement another question tag					
5	Subject Verb Agreement	Deductive method					✓	
		Inductive method		✓				
		Text based method		✓				
		Communicative teaching				✓		
		Task based teaching				✓		
		Grammar in context					✓	
		Awareness						✓
		Controlled drills						✓
		Meaningful drills						✓
		Guided practice					✓	
		Free sentence composition						✓
				Discourse composition				

		Free discourse type				✓		
		Teacher-centered techniques			✓			
		Learner-centered techniques		✓				
		Running commentary	At first the teacher gave real like examples & he selected a text from practica book and taught this.					
6	Causative Verbs	Deductive method				✓		
		Inductive method	✓					
		Text based method					✓	
		Communicative teaching	✓					
		Task based teaching				✓		
		Grammar in context					✓	
		Awareness						✓
		Controlled drills						✓
		Meaningful drills						✓
		Guided practice					✓	
		Free sentence composition						✓
		Discourse composition				✓		
		Free discourse						

	type					
	Teacher-centered techniques			✓		
	Learner-centered techniques			✓		
	Running commentary	<p>The students were asked to do ^{make} something to do something & several examples/statements were formed by students themselves.</p>				