

# **TECHNIQUES USED IN TEACHING GRAMMAR AT LOWER SECONDARY LEVEL**

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

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## **DECLARATION**

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

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## RECOMMENDATION FOR ACCEPTANCE

This is to certify that **Ms. Bhagwati Karki** has prepared this thesis entitled **Techniques used in teaching grammar at lower secondary level** under my guidance and supervision.

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## **ABSTRACT**

This research work entitled **Techniques used in teaching grammar at lower secondary level** has been carried out to explore the existing techniques used in teaching grammar at lower secondary level. In order to carry out this research, I have used non-random judgmental sampling procedures to select five teachers from five government-aided schools in Syangja district. The tools applied for data collection were observation checklist and taking note. The data obtained was analyzed descriptively and interpreted using simple statistical tools. After the interpretation of the raw data obtained from the teachers, it was found that the teachers are using many techniques for teaching a single grammatical item. Like deductive and inductive ways of teaching, lecture, explanation, illustration, demonstration, group/pair, task-based, discovery, teaching through text, elicitation and teaching with fun and games activities techniques while teaching grammar. There is the vast majority to use illustration and task-based techniques in grammar teaching (i.e. 87.5% classes). Likewise teaching through text and lecture/explanation techniques were also mostly used techniques and deductive way of teaching, discovery and demonstration techniques were least used techniques. From the classroom interaction, students enjoyed learning through task-based and teaching with fun and games activities techniques.

This thesis consists of five chapters. The first chapter consists of background of the study, statement of the problem, objectives and significance of the study. The second chapter consists of review of theoretical literature, review of empirical literature, implication of the review and conceptual framework of the research. The third chapter deals with methodology adopted to carry out the research. It consists of design of the study, population of the study, sampling procedure, data collection tools, data collection procedures and delimitations of the study. The fourth chapter deals with analysis and interpretation of results. It consists of analysis of data and interpretation of the results and summary/discussion of the findings. Finally, the fifth chapter consists of the conclusions and recommendation followed by references and appendices.

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## **LIST OF FIGURE**

Figure 1: Conceptual Framework of the Study

## **LIST OF ABBREVIATIONS**

CDC: Curriculum Development Centre

EFA: Education for All

e.g.: Exempli gratia (for example)

et al.: et alia (and others)

etc.: et cetera (and so on)

i.e.: id est (that is)

%: Percentage

ELT: English Language Teaching

CLT: Communicative language teaching

B.Ed.: Bachelors in Education

M.Ed.: Masters in Education

MOE: Ministry of Education

NESP: National Educational System Plan

T.U: Tribhuvan University

UK: United Kingdom

Vol.: Volume

S.N.: Serial Number