

# CHAPTER I

## INTRODUCTION

This research proposal is on “Techniques Used in Teaching Grammar at Lower Secondary Level.” The main aim of this study is to explore the techniques used in teaching grammar in lower secondary level. It contains the background of the study, statement of the problem, objectives of the study, research questions, significance of the study, delimitation of the study and operational definition of the key terms.

### 1.1 Background of the Study

Grammar is one of the major aspects of language. Chomsky (1957) says, grammar is the set of rules that describes how words and groups of words can be arranged to form sentences in a particular language. Grammar form sentences in a particular language. Grammar specially concerns with combination and ordering of words into sentences using appropriate rules. It checks the language from being deviated and makes language understandable and meaningful. It means with the help of grammar, we can arrange morphemes into words, words into phrases, phrases into clauses and clauses into sentences and sentences into meaningful paragraph using rules and principles of language.

Grammar is regarded as an integral part of the language. The main purpose of teaching grammar is to help the students to choose appropriate structures and to develop their accuracy as well as fluency level which express the meaning of language. The students want to create and use grammar in appropriate situation. Various scholars have defined the term ‘grammar’ differently. According to Lado (1961), “Grammar governs the central role of an utterance.” Here the central structure means the way of arranging the morphemes into words and words into sentences. Likewise in Chomsky’s (1957) words:

Any grammar of a language will project the infinite and

somewhat accidental corpus of observed utterances, a set (presumably finite) of grammatical utterances. In these aspect behaviors of speakers who, on the basis of a finite and accidental experience with language can produce or understand infinite numbers with language can produce or understand infinite numbers of new utterances.

Grammar is the basis for the production of any correct utterances which makes the language meaningful. Grammar is taught for systematic analysis of language forms formal analysis. According to Harmer (1987), “grammar is the way in which words change themselves and group together to make sentences.” It means grammar is the way which helps to change, combine and manipulate the language. According to Thornbury (1999), “Grammar is a kind of sentence making machine.” It is a set of formal patterns in which words of language are arranged to convey meaning. According to Cowan (2009), “Grammar is a set of rules that describes how words or group of words can be arranged to form sentences in a particular language.”

In this way grammar is a set of rules which is responsible for the development of accuracy as well as fluency in speaking and writing a language. A teacher can present it as a class activity by using appropriate methods and techniques while teaching grammar.

A technique is an implementation that actually takes place in a classroom. It is a particular trick used to accomplish an immediate objective. Technique is an art applied in a classroom. Teaching grammar in lower secondary level, there are no fixed techniques to teach story, poem, whole literature and technique to teach grammar should have used differently. If the teacher can adopt other appropriate techniques instead of grammar translation method or traditional techniques according to the level of the students and nature of grammatical aspects, it can be beneficial in teaching learning process. Techniques must be consistent with method and therefore in harmony with an approach as well.

Techniques may be different according to the teachers and objectives of the lessons.

## **1.2 Statement of the Problem**

As I have experienced, when I was at lower secondary level English teacher the teaching learning activities were entirely based on teacher and his style. It is necessary to select the appropriate techniques for appropriate teaching items. We cannot imagine the teaching without techniques. In teaching grammar at lower secondary level, there are no fixed techniques to use but the techniques to teach story, poem or literature and techniques to teach grammar should have used differently. Different techniques are used by different teachers during their teaching process while teaching grammar. So, teaching techniques are different one teacher to another teacher. While teaching grammar, some teachers are not more serious to select appropriate techniques and they have used the same techniques for all the teaching items for their own ease. Either knowingly or unknowingly English teachers are adopting traditional techniques and methods as a result, achievement in grammar is not satisfactory and they could not respect the student's interest.

Therefore, in order to find out the reality with the situation I became interested in researching in this topic to find out the techniques used in teaching grammar at lower secondary level at Syangja district.

## **1.3 Objectives of the Study**

The objectives of this study were:

- i. To explore the existing techniques used by teachers while teaching grammar at lower secondary level.
- ii. To find out the mostly used and least used techniques by the lower secondary level English teachers.
- iii. To suggest some pedagogical implications.

## **1.4 Research Questions**

This study sought the answers of the following questions:

- i. What are the techniques used in teaching grammar?
- ii. Which techniques are mostly/least used by teachers at lower secondary level?
- iii. In which techniques students are actively participated?

## **1.5 Significance of the Study**

Grammar is regarded as an integral part of the language. It is very important in order to manipulate the language in speech and writing. Therefore, teaching grammar helps the students to generate the structure from which they express the meaning of language in spoken and written form. It is significant for them to enhance the communicative efficiency. Techniques are used in teaching grammar in order to achieve goals of teaching and learning. The present research on, “Techniques used in teaching grammar at lower secondary level” is significant in the sense that it is a new experiment to explore the existing techniques used by teachers while teaching at lower secondary level. So, finding will be fruitful to those persons who will be directly or indirectly involved in teaching and learning English grammar. They can find out the variety of techniques used. Similarly, this study will be invaluable source for those researchers who will be interested in relevant areas in the days to come. The study will be equally useful for the language teachers, curricular developers, textbook writers and evaluators as they can take further steps in the finding.

## **1.6 Delimitations of the Study**

The limitations of this study were:

- It was limited to the lower secondary level teachers of Syangja district.

- Only five teachers were selected from government-aided schools.
- Checklist and taking note were used as a tool for the data collection.
- Only the class eight grammar classes were observed.
- Only eight classes of each teacher were observed.

### **1.7 Operational Definitions of Key Terms**

According to the time, situation and contexts, different terms have different meaning so, I defined the following terms used in this research.

- **Grammar:** Grammar of lower Secondary Level.
- **Technique:** A particular trick or stratagem used by lower secondary level teachers in class eight, even the ways of teaching grammar like deductive and inductive are presented as techniques.
- **Lower secondary level:** Particularly class eight students.

## **CHAPTER II**

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

This chapter included the review of theoretical literature, review of empirical literature, implication of the review for the study and conceptual framework.

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

This section included the following theoretical reviews:

##### **2.1.1 ELT Situation in Nepal**

The history of English language teaching in Nepal doesn't have long-rooted history. About the history of Education in Nepal, Adhikari (2014) says, English was introduced formally in the school level education system after the historic visit of Europe in 1951 by the then prime minister Jung Bahadur Rana. He established an English school in 1854 A.D. However, it was not introduced in the higher education till 1981 A.D. when Tri-Chandra College was established. The introduction of ELT in Nepalese education started only in 1971 with the implementation of National Education System Plan (NESP) and it started in 1971 when FOE of TU initiated B. Ed. program in English education. About the ELT situation, Bhattarai (2006) says, almost half of the numbers of schools are in English medium. Nepalese people have always given higher importance to the teaching and learning of English. The reason behind this is that, it is helping them to grow and grab different opportunities available within and beyond the border area. One of the most important roles of English in Nepal is that it has become the voice human rights and democracy and help people to fight for these causes. This is one language with the educated mass, intellectuals, freedom fighters and human right activists can hold their dialogue with the rest of the world.

In the context of Nepal there are two types of schools viz. government-aided public schools and institutional schools. In case of institutional schools all the

subjects except Nepali are taught in English, where as in government –aided public schools all other subjects except English are taught in Nepali. In course of language teaching, most of the language classes are conducted in large classes and the lecture method, translation and paraphrasing are applied.

This is revealed that present trend of teaching and learning of English is communicative language teaching (CLT) but in reality there is very little progress in CLT.

### **2.1.2 Teaching Grammar and Its Importance**

Generally, grammar is defined as the connection of words and word groups in an acceptable structure. It is one of the most important aspects of language. Ur (1996, p. 76) defined it as, “how words are combined or changed to form suitable units of meaning within a language.” The ability to arrange the words of a second language into meaningful sentences is absolutely basic to communicating in that language. In this fact, it would seem that learners need grammar and its instructions. Knowledge of grammatical system of a language is not only important but essential in order to use the language appropriately and accurately. Though, ungrammatical utterances may be intelligible, such utterances are not acceptable in many situations.

Grammar plays a vital role in language. It is a spoken or written form. It has some specific structure and that is not a hotchpotch of randomly distributed elements. Grammar enables the learners to use the language accurately and appropriately in meaningful way. Thornburry (1999 as cited in Gimire) presents grammar is taught for the following importance:

- (a) For developing accuracy.
- (b) For systematic analysis of language forms.
- (c) For generating grammatical sentences.
- (d) For showing the relationship of vocabulary with grammar and the inverse.

- (e) For developing communicative efficiency.
- (f) For leading itself to the process of transmission from one person to another.

According to Palmer (1971), “grammar is a device that specifies the infinite set of well-formed sentences and assigns to teach of them one or more structures and assigns to teach of them one or more structure description.” That is to say it tells us just that all the possible sentences of a language and their description.

### **2.1.3 Benefits of Teaching Grammar**

Learners need to learn grammar for practical and instrumental purposes for general and specific purpose. Teaching grammar is beneficial for language learning for the following reasons.

- It serves as a tool to improve the mastery of language.
- Students can find an intrinsic interest in grammar.
- The study of grammar is necessary to learning to use a language.
- It is better for the learners to study grammar individually and independently than as a part of the classroom.
- It is beneficial for participants of classroom interactions.
- It is beneficial to things for pleasure and general information.

### **2.1.4 The Need of Teaching Grammar**

The teaching of grammar plays a central role in language teaching. The necessity of teaching grammar to second language learners is that they cannot get adequate native exposure of the target language. They have to teach properly in order to make them realize the grammatical structures accurately and appropriately. The need of teaching grammar to second language learners can be mentioned as,

- a) For adults learners
- b) Eliminating language errors



- c) Affective factors
- d) To develop competency

The grammatical knowledge is essential for the mastery of language. The second language learners need grammar instruction to make substantial progress.

### **2.1.5 Grammar Instruction**

Grammar instruction has a great value in language teaching. Thurnbury(1999, p. 16) says, “Research suggests that learners who receive no grammar instruction are at the risk of fossilizing sooner than those who receive.” The language learners require the explicit linguistic knowledge or implicit linguistics knowledge to guide the learners to explore grammar in context. Therefore, there are two types of grammar instructions.

a. Explicit Instruction

b. Implicit Instruction

#### **(a) Explicit Instruction**

In teaching grammar, the rules are explained to learners which are followed by different kind of exercises and activities like, memorizing dialogues, reading simplified texts, transformation exercises, and negative feedback from teachers and so on through explicit instruction. It is also called deductive instruction. It focuses on forms, not on functions of language. It ignores the roles of developmental stages in learning.

#### **(b) Implicit Instruction**

In implicit grammar instruction, the learners are directed to find the rules looking at the linguistic examples. This type of grammar instruction involves having students formulate rules from natural language. Exploring grammar in context is one of the examples of how to teach inductively. It is more useful for the higher level students. It makes no overt reference to rules or forms.

Thus, the forms and structures can be taught explicitly while others can be taught implicitly. The teacher should not wait for the better explanation to be given by the linguists; they would never get them. So, good explanation would have to be won by teachers from their action research in collaboration with the learners.

### **2.1.6 Ways of Teaching Grammar**

Every language has its own grammar .Grammar has meant various things at various times and often several things at the same time. There are mostly two ways of teaching grammar;

- (a) Deductive Way of Teaching
- (b) Inductive Way of Teaching

#### **(a) Deductive Way of teaching**

Deductive way of teaching grammar is derived from deductive approach. Deductive approach is defined as “it starts with the presentation for the rules and is followed by examples in which rules are applied.”Thurnbury (1999, p. 29). It is a rule-to-language use approach. The main goal of this approach is to help learners possess explicit knowledge of the target language. It is an academic and scholarly approach to grammar teaching. Deductive way of language teaching is to traditionally associate with Grammar-Translation method. In this way, lesson starts with explanation usually in the learner’s mother tongue of a grammar point. So, this method develops learner’s linguistic competence rather than functional communicative skills. It is an old method but not outdated. There are some general stages of teaching grammar deductively. They are:

- Presentation of rules with representative examples.
- Description and explanation of rules providing some examples
- Explaining underlying rules mostly by using mother tongue.
- Practice of the rules orally or in written.

## **(b) Inductive Way of teaching**

Inductive way of grammar teaching grammar is derived from the inductive approach. Inductive approach starts with the presentation of some examples from which learners have to infer rules. Cowan (2009, p.32) states that inductive instruction involves having students formulate rules from natural language and it is perhaps more useful in teaching intermediate and advance students. According to Thurnbury (1999), "generative situation is a situation which the teacher sets up in the lesson in order to generate several examples and sentences of a structure." Richards et al. (1999, p.241) also emphasized "natural communication rather than formal study of grammar rule." From the above definitions, it can be said that inductive way of teaching is such kind of way of teaching grammar, in which, the sentences are presented and practiced orally and in writing and students have to discover the rules from the example.

It often involves a lot of examples to encourage learners to see the pattern of usages. In this approach, learners study and from these examples they derive on understanding of the rules. It is rule-discovery or rule-governed creativity approach. This approach is identified with the experimental methods such as direct method, situational language teaching and discovery learning.

Inductive way of teaching includes the following steps:

- Presentation of examples.
- Analysis of the examples.
- Rule formulation.
- Generalization of rules written or oral practices.

### **2.1.7 Techniques of Teaching Grammar**

Techniques are activities which are used in the classroom in order to achieve the immediate goal of teaching and learning. These are implementation procedures used in second language classroom. There are various techniques of teaching grammar such as; lectures, explanation, illustration, demonstration,

pair/group work, task-based, discovery, language fun and game activities etc. Among these above mentioned techniques, they are categorized into two groups, i.e. teacher-centered and learner-centered technique. Lecture, explanation, illustration and demonstration are teacher-centered techniques and group/pair works, task-based, elicitation, discovery, teaching through text, teaching with game and fun activities are learner-centered techniques.

In teacher-centered techniques, a teacher plays the dominant role. He/she is the authority in the classroom. Teacher-centered techniques are more logical than psychological. It emphasizes the product rather than process. These techniques are widely criticized in the matter that they allow restricted opportunities for the learners to process the information appropriately. So that the learners remain passive in learning, the rate or success of learning may not be satisfactory as the situation where they can actively participate in learning.

In learner-centered techniques, the role of learners lies at the center of teaching and learning activities. They emphasize learners' autonomy in learning the target language. The students may get sufficient opportunities to work and process for learning. These techniques encourage the learners to be engaged in certain types of work and they learn by experiencing, hypothesizing or by being involved rather than being told. It is more psychological than logical. It emphasizes the process rather than product. The teacher functions as a facilitator. The learners learn by doing themselves.

Some of the techniques in teaching grammar are discussed in brief here.

### **(a) Lecture/explanation**

It is the oldest teaching method given by philosophy of idealism. In teaching grammar, lecture/explanation method refers to the teaching procedure involved in the clarification or explanation of grammatical items to the students.

Lecture/explanation method lays emphasis on the presentation of the content. Teacher is more active and students are passive but he uses question answer to keep them attentive in the class. In grammar teaching, teachers use this method

to clarify matters, to expand content and motivate the students. While delivering his lecture/explanation, a teacher can indicate by his facial expression, gestures and tones the exact shade of meaning that he wishes to convey. Teacher directly presents the grammatical structures, provides examples and explains about the structures. It emphasizes the product rather than process. So, the rate of success in learning may not be satisfactory while teaching grammatical items.

### **(b) Demonstration**

Demonstration is one of the significant techniques of language teaching that contributes to make it more effective. This technique requires something to be displayed in the classroom such as maps, graphs, science experiments, sentence cards, structure cards, etc. While teaching grammar, preposition can be effectively introduced using this technique. Demonstration requires some verbal explanation which makes clear and facilitates the learning process. The demonstrated materials, process, teaching skills, etc. can be explained, analyzed and discussed. Therefore it is also teacher-centered rather than student centered. There are several follow up activities that students should perform after demonstration, interpretation, explanation, prediction, project work, report writing, generalization, application, peer tutoring; research papers, etc. are adaptation of demonstrations

### **(c) Group/pair Works**

Group/pair works are learning activities which involve learners working together in groups or pairs. Each group/pair of the learners are assigned with a well prepared task that they attempt to accomplish. They can be put in pairs/groups for a great variety of works. From these work, students can help each other to use and learn language. In group or pair, students can do drills, asking and answering questions using language. These activities encourage the students to communicate and to do different tasks. In grammar teaching too, teacher uses these techniques to teach different grammatical items.

#### **(d) Elicitation**

Elicitation is “a technique used to obtain information about how someone uses a particular language item. The subject may be asked to describe a picture, tell a story, or finish an incomplete sentence.” (Richards’s et al. 1985). Students can be involved more in presentation stage by asking them for their ideas and suggestions, getting them to contribute what they know already, and encouraging them to guess new words. It focuses the students’ attention and making them to think.

#### **(e) Discovery Technique**

Discovery technique is a technique where students are given examples of language and are told to find out how they work to discover the grammar rules rather than be told them; (Harmer, 1987, p.29, as cited Phyak, 2010). This technique is used while teaching grammar through inductive method. This method is rule discovery method. Richards et al. (1985, p.18), “In inductive learning learners are not taught grammatical or other type of rules directly but are left to discover or induce rules from their experience of using the language.” According to Thornbury (2009, p.49), in an inductive method without having met the rule, the learner studies examples and from these examples derives an understanding of the rule.

In this technique students are given examples of language and then asked to find out or discover the grammar rules from the examples. This technique makes students active thoughtful and invite them to use their reasoning process/cognitive power.

#### **(f) Task-Based Technique**

Task based technique is based on task-based approach to the teaching. This technique focuses the classroom activities in which students perform either individually or collaboratively in a pair/group. According to Nunan (1989), the communicative task is a piece of classroom work which involves learner in a

comprehending, manipulating, producing or interacting the target while their attention is principally focused on meaning rather than form.

Teacher provides a long task and the students carry out this communicative task employing the target language without specific focus on the language form. After they have completed the task they report and discuss how they accomplished it. The activities and the task are used in learning process. In this technique, it is focused on process rather than product. It emphasizes on communication and meaning. Learners learn language being engaged in the tasks.

### **(g) Teaching Grammar through Text**

Teaching and learning of any language means teaching and learning of its grammar. In this technique, teaching grammar is not used only for teaching grammatical items but also for teaching vocabulary and reading skills as well. Language is context sensitive. It means without context it is very difficult to find out its meaning. It is same in the case of texts. Text without context may be difficult to interpret. Likewise, teaching grammar without its context may have the same result. Thornbury (1999, p. 71) says, “Decontextualizing of grammar often results in practice exercises that are of doubtful value.”

Grammar in context is a creation against the “focus on forms.” Text based grammar lessons follow a guided discovery approach and students are able to find out about the language themselves. So, grammar is the design of the tasks that guides students to an understanding of the target grammar point. Teaching grammar through context is entirely for the target grammar point. Teaching grammar through context is entirely for the students and to the students and the exercises are also done by students.

Thornbury (1999, p. 72) has very clearly presented that there are at least four possible sources of texts. They are as follows;

- Course book
- Authentic sources: newspapers, songs, literary text, internet etc.

- Teacher
- Students

### **(h) Language Games and Fun Activities**

Language and fun activities technique is also a technique to teach grammar in interesting way. This technique is relevant to the situation in which the language function can be used. This technique is more appropriate for the young students. However to avoid the monotonous and to motivate them in learning, the teacher can use. This technique helps the students to create situational context at classroom. Through this technique, teacher can make difficult ideas easy and clear. Language fun and games activities techniques are used to teach grammatical structures, sequence of events in a story and other grammatical items like preposition, comparatives adjectives, action verbs etc.

Above these techniques, learner-centered technique is better for teaching grammar. If the learners can adopt the grammatical knowledge from learner - centered techniques, today's English teacher need to follow this technique. So, it will be my main concern for the sake of conducting the research work.

## **2.2 Review of Empirical Literature**

Each and every research work requires the knowledge of previous background to obtain the targeted objectives and to validate the study. A number of research works have been carried in the fields of grammar teaching in the Department of English Education, T.U. Some of the related major research are tried to be reviewed here;

Pokhrel(2008) has carried out a research entitled 'Techniques of teaching grammar.' The objective of the study was to find out the effectiveness of inductive/ deductive method in teaching tense. It was an experimental research. The test item was the major tool for the data collection. The students of grade seven were the population of the study. She had used judgmental non-random procedure in her research. The main finding of her research was that inductive



method was more effective and meaningful than the deductive in teaching tense in English.

Upadhaya (2011) has carried out a research on ‘The effectiveness of learners’ mother tongue in teaching grammar’ was to find out whether the use of mother tongue in the English language classroom is judicious or not. It was an experimental research. The test item was the major tool for the data collection. It was limited to only one government-aided school of Bardia district in teaching only simple past and continuous tense. The number of population was thirty students of grade seven. The finding of the study was the use of mother tongue helps to increase their level of understanding to make learning effective and memorable and better in teaching grammar.

Neupane (2011) has carried out a research on ‘Effectiveness of teaching grammar through text.’ Its aim is to find out the effective way of teaching grammar as a whole. It is an experimental research. Test item was the main tool for the data collection. The students of the grade nine of Shree Mahendra Secondary School Sunsari were the main population. He used the non-random judgmental sampling procedure in his research work. The main finding of his study was that experimental group has performed better in post-test than controlled group which means grammar teaching through text produced better result than grammar teaching through individual sentences.

Thapa (2012) has carried out a research on ‘Technique used by the English teacher in teaching reading.’ The purpose of the study was to find out the techniques used by the teachers while teaching reading at lower secondary level in Morang district. Observation, check-list, survey and opinionnaire were used as the tools. Ten teachers were selected by using non-random sampling procedure. The main finding of this research was that majority of teachers were conducting sensitizing and scanning techniques.

B.K. (2012) has carried out a research on ‘techniques used by teacher in primary level to motivate students.’ The main aim of the study is to find out the main techniques used by the teachers of primary level to motivate students. The

tools were questionnaire and class observation. She has used judgmental non-random sampling procedure. Ten private primary schools of Kathmandu were selected. The main finding of the study was most of the teachers used motivational techniques such as revising previous lesson, telling lesson or page number, pair-work and group- work, picture showing, breaking class, asking questions individually, exchanging answers to each other, changing seat to motivate their students.

Rawal (2012) has carried out a research on ‘Effectiveness of Discovery technique in Teaching Passivation English’. The test item was the main tool for the data collection. The students of grade eight studying at Shree Janaki Secondary School, Janakpur were the population. Judgmental non-random sampling procedure was used for the study. The main finding is discovery technique proved to be one of the motivating and effective techniques in the field of English passivation.

Although, above mentioned researches are somehow related to my proposed study, no practical studies have been carried out to find out ‘the techniques used in teaching grammar at lower secondary level.’ So, this study is different from rest of the studies carried out in the department till present date. I hope that this research will be fresh research in the department.

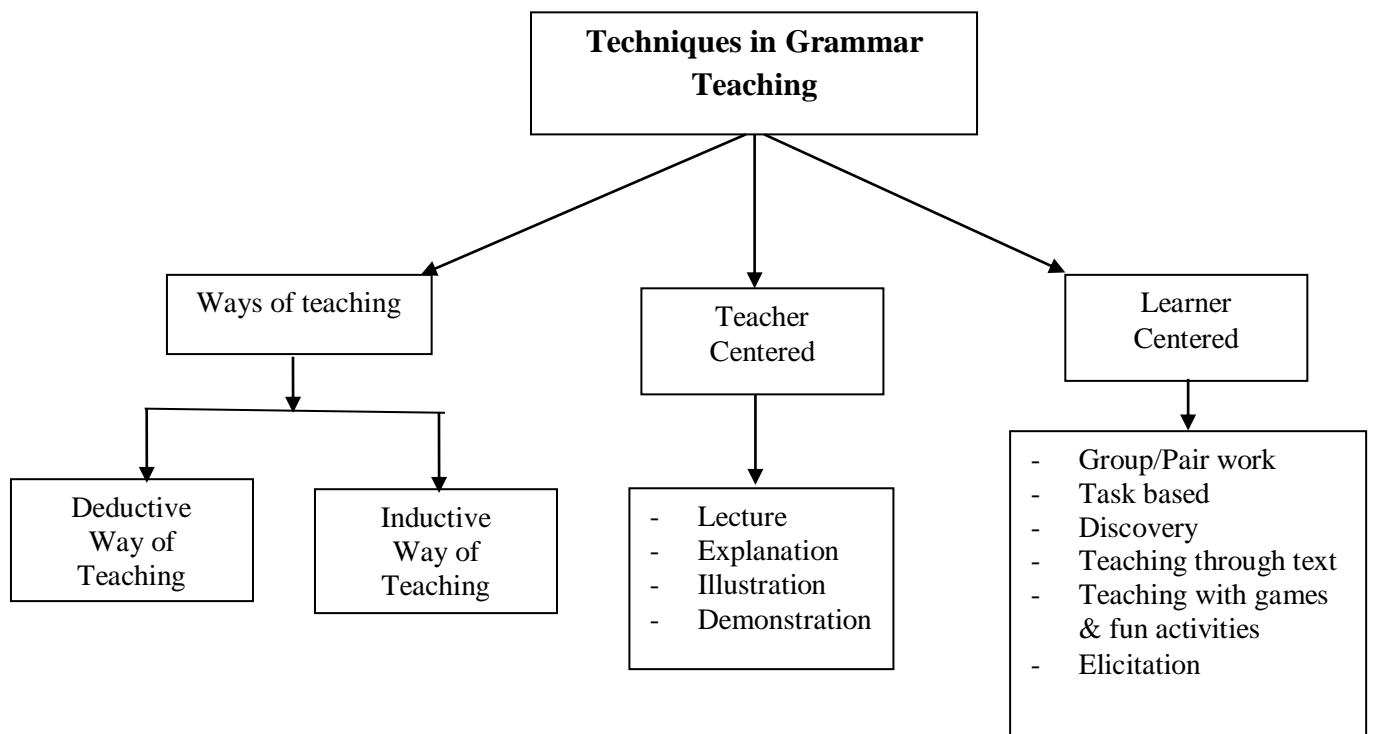
### **2.3 Implications of Review for the Study**

The reviewed study is to some extent similar to my study. After reviewing those works I have got of ideas regarding the Techniques used in lower secondary level in teaching grammar. Reviewing the literature is very much helpful for research problem. After reviewing theses of Pokhrel (2008), Upadhya(2011), Neupane(2011), Rawal(2012), Thapa(2012) and B.K.(2012), I have got information about the actual finding of their studies as well as I also got the ideas on how to design the methodology for the research for identifying the key issues and data collection techniques best suited to the topic. The theoretical review of related literature helped me to understand better. So, a literature review is one of the important parts of any research which helps to find the gap in the knowledge and previous justification for the necessity of

research in the question. It also helps me to develop the conceptual framework which becomes the basis of the investigation.

## 2.4 Conceptual Framework

The conceptual framework of the study is as presented below:



## **CHAPTER THREE**

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

The following methodology was adopted to achieve the set of objective of the study:

#### **3.1 Design and Method of the Study**

Survey research was used to complete this study. In this research, I observed different teachers classes to collect data. To complete this study survey research was adopted because it is the most popular design of research in social science including in the field of education. As well as in my research I have to include number of techniques used in teaching grammar in lower secondary level so that survey research is much appropriate. Surveys are the most commonly used descriptive methods on educational research and may vary in its scope from large scale governmental investigations to small scale studies carried out by a single researcher (Cohen and Manion, 1985). The purpose of a survey is generally to obtain a snapshot of condition, attitudes and/or events at a single point in time.

Surveys are used mostly in large scale researches where a huge population is required to be included in the research. Generalization is focused in this type of research. Survey is usually done in natural setting. Data in survey design are collected through questionnaire, observation, interviews, test scores, attendance rates, results of public examinations, etc. Another important thing is that in survey research data is collected only one time from multiple respondents. Different scholars and researchers have defined survey research from different perspectives. According to Kerlinger (1986), "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".

From the above definition what we come to conclude that survey research has wide and inclusive coverage. Because of wide coverage the findings can be generalized which is the main aim of survey research. In other words, survey research is the method of collection of collecting information by asking pre-formulated questions in a pre-determined sequence in a structured questionnaire to a sample of individual. It is always concerned with the present situation. It investigates what is happening in the existing situation.

The main purpose of survey research is to find out the opinion on certain issues to assess certain educational program to find out the behavior of different professionals to evaluate certain activities, to study certain trend and existing state of certain institutions in a single point of time than compare the findings with the standards once. Finally to forwards some suggestion for the improvement of the research area.

Ojha and Bhandari (2013) present steps or processes of survey research are enlisted in the following points in natural order:

- Framing the topic/identification of problem
- Specifying the objectives
- Constructing hypothesis
- Expanding theoretical knowledge
- Writing the research proposal and tools
- Piloting the research tool
- Sampling the population
- Going to the field and contacting the informants
- Establishing rapport with respondents
- Distributing or implicating research tools to respondents/observing the population or situation
- Collecting the information/data
- Analyzing the data
- Comparing the data

- Calculating the findings
- Listing the suggestion

I selected this research for the following reasons:

- This study explored the techniques used in teaching grammar at lower secondary level.
- This study represented the whole teachers of Syangja district.
- Population sample is carried out from the large number.
- Many questions can be asked about a giving topic.
- The finding is generalized to the whole population.
- Survey research is standardized; it is relatively free from several types of errors.
- Survey research captures data from multiple choice, closed questions, test scores, interview and observation too.

### **3.2 Population, Sample and Sampling Strategies**

All lower secondary level English teachers of Syangja district were the population of the study. Five lower secondary level English teachers from government-aided schools were the sample of the study. Eight classes of each teacher were observed. I used non- random judgmental sampling procedure to select the five teachers.

### **3.3 Study Area/ Fields**

Lower secondary level English teachers of government-aided schools of Syangja were the study areas and techniques of teaching grammar were my study field.

### **3.4 Data Collection Tools and Techniques**

In order to collect data I used observation checklist and taking note as my research tools.

### **3.5 Data Collection Procedures**

The following steps were followed to collect the required data:

- At first I visited the selected schools of Syangja and asked permission of the authorities, established rapport with the teachers and made them clear regarding the purpose of my visit.
- Then I selected five English teachers with non- random sampling procedure.
- Then I served a set of observation checklist to five English teachers to elicit the data.
- Finally, observation checklist and taking note were analyzed to find out the techniques used by lower secondary level teacher in teaching grammar.

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

Systematically collected data were analyzed descriptively and statistically. Simple statistical tools such as measures of frequency and percentage were used to analyze and interpret data. Similarly, detailed description of the classes and techniques were given on the basis of taking note during data collection stage.

## **CHAPTER FOUR**

### **ANALYSIS AND INTERPRETATION OF RESULTS**

This chapter includes the analysis of data and interpretation of the results as well as the summary/discussion of findings. The data were elicited by observing the checklist and taking note. Systematically, collected data of lower secondary level English teachers from government-aided schools of Syangja district were analyzed and interpreted to find out the existing techniques and mostly/least used techniques in teaching grammar at lower secondary level. On the basis of the analyzed data I have presented the following sub headings:

- (1) Analysis of Data and Interpretation of the Results
- (2) Summary/ Discussion of Findings

#### **4.1 Analysis of Data and Interpretation of the Results**

This section deals with the analysis and interpretation of the data obtained from observation classes of lower secondary level English teachers. As it is already mentioned in the previous chapter, I myself observed the classes and I used checklist and taking note and there are eleven techniques and some question sets are included. I analyzed the observed works with simple statistical tools. The statement, tabulation and interpretation of each question have been presented. Here the techniques used in teaching grammar at lower secondary level have been analyzed to find out what techniques are used in teaching grammar at lower secondary level in Syangja district.

##### **4.1.1 Analysis of the Data Obtained from the Teachers**

Here the used techniques and mostly/least used techniques in teaching grammar at lower secondary level are analyzed and interpreted holistically and individually.



#### 4.1.1.1 Holistic Analysis of Techniques Used in Teaching Grammar

By observing the collected data the deductive and inductive ways of teaching, lecture/explanation, demonstration, group/pair, task based, discovery, teaching through text, elicitation and teaching with games and fun activities techniques are used in teaching grammar. Here, the holistic analyses of techniques used in the classes are presented in following table.

**Table-1**

**The Techniques Used in the Classes**

S.N.	Techniques	Techniques Used in the Classes
1.	Deductive	47.5%
2.	Inductive	70%
3.	Lecture/Explanation	85%
4.	Illustration	87.5%
5.	Demonstration	27.5%
6.	Group/Pair	72.5%
7.	Task-based	87.5%
8.	Discovery	42.5%
9.	Elicitation	70%
10.	Teaching Through Text	85%
11.	Teaching with Game & Fun Activities	72.5%

The above table shows that there is the vast majority to use task-based, teaching through text and lecture/explanation techniques in teaching grammar (i.e. above 85% classes). Inductive ways of teaching, group/pair, elicitation, and teaching with fun and games activities also have the majority to use (i.e. above 70% classes). By comparing to other demonstration, discovery and deductive techniques are less used.

#### 4.1.1.2 Analysis of Techniques and Students' Participation in Teaching Grammar

Students' participation is different according to the techniques. In some techniques students were highly motivated, participated in classroom activities. So the learning rate was low. Here the analysis of different students' participation in different grammatical items helps to find out the effectiveness and appropriateness of techniques are presented in table.

**Table-2**

**Students' Participation in Different Techniques**

S.N.	Techniques	Students' Participation
1.	Deductive	41.20%
2.	Inductive	58.86%
3.	Lecture/Explanation	35.96%
4.	Illustration	47.30%
5.	Demonstration	54.63%
6.	Group/Pair	64.59%
7.	Task-based	68.94%
8.	Discovery	54.66%
9.	Elicitation	47.30%
10.	Teaching Through Text	50.76%
11.	Teaching with Game & Fun Activities	67.91%

The above table shows that, the teachers are using different techniques in teaching grammar at lower secondary level. Students' participation is not same in every technique. In task based technique and teaching with fun and games techniques, students' participation is higher than others. In lecture/explanation and deductive way of teaching, students' participation is less than other

techniques. It means students were highly motivated to learn through student-centered techniques than teacher-centered.

#### **4.1.1.3 Individual Analysis of Techniques in Teaching Grammar**

Here I analyzed how many classroom teaching through deductive way of teaching, inductive way of teaching, lecture/explanation, illustration, demonstration, group/pair, task-based, discovery, elicitation, teaching through text and teaching with fun and games techniques and how is the students' participation in that techniques individually with table by observing checklist and taking note:

##### **i. Deductive way of teaching**

The use of deductive way of deductive way of teaching and the students' participation in this technique is presented in the following table.

**Table -3**

#### **Use of deductive Way of teaching**

<b>Technique</b>	<b>Used in Classes</b>	<b>Students' Participation</b>	<b>Remarks</b>
Deductive Way Teaching Techniques	19 (47.5%)	41.20%	Students were not interested to learn grammatical items.

The above table shows that deductive way of teaching was used in 19 classes (i. e. 47.5%). While applying deductive way of teaching, students' participation is 41.20% others were remain passive. This technique was not effective on the basis of students' participation. Students were not interested to learn and there was the less participation of students.

## ii. Inductive way of teaching

The use of inductive way of teaching and the students' participation in this technique is presented in the following table.

**Table-4**

### **Use of Inductive Way of Teaching**

<b>Technique</b>	<b>Used in Classes</b>	<b>Students' Participation</b>	<b>Remarks</b>
Inductive Way Teaching Technique	28(70%)	58.86%	Classroom interaction and motivation

The above table shows that, 70% classes were taught inductively (i.e. 28 classes). The 58.86% students were active while teaching through inductive way of teaching grammar. It is quite effective technique in teaching grammar on the basis of students' participation. Students were motivated and participated to learn.

## iii. Lecture/Explanation

The use of lecture/explanation technique and the students' participation in this technique is presented in the following table.

**Table-5**

### **Use of Lecture/explanation technique**

<b>Technique</b>	<b>Used in Classes</b>	<b>Students' Participation</b>	<b>Remarks</b>
Lecture/Explanation	34(85%)	35.96%	Students were not interested to learn grammatical items.

The above table shows that in 34 classes (i. e.85%) were taught through lecture /explanation technique. There was the vast majority to use this technique in these days too. But students’ participation was very low i.e. 35.96%. So this technique was not effective and appropriate in teaching grammar on the basis of students’ participation. Students were not interested to learn.

**iv. Illustration**

The use of illustration and the students’ participation in this technique is presented in the following table.

**Table-6**

**The Use of Illustration Technique**

<b>Technique</b>	<b>Used in Classes</b>	<b>Students’ Participation</b>	<b>Remarks</b>
Illustration	35(87.5%)	47.30%	Classroom interaction and motivation

The above table shows that there was also the vast majority to use this technique. By observing the data, it was found that 87.5% classes were taught through illustration (i.e. 35 classes) in teaching grammar whether the students’ participation was 47.30% that means around half of the students were participated. This technique is quite effective in teaching grammar on the basis of students’ participation.

#### v. Demonstration

The use of demonstration and the students' participation in this technique is presented in the following table.

**Table-7**

#### **The Use of Demonstration**

<b>Technique</b>	<b>Used in Classes</b>	<b>Students' Participation</b>	<b>Remarks</b>
Demonstration	11(27.5%)	54.63%	Classroom interaction and motivation

While observing the data it was found that 27.5% classes (i.e.11 classes) were taught through demonstration technique in teaching grammar. That means it was used by the significant number of teachers. But students' participation is 54.63%. It was quite effective on the basis of students' participation.

#### vi. Group/Pair

The use of Group/pair technique and the students' participation in this technique is presented in the following table.

**Table-8**

#### **Use of Group and Pair Techniques**

<b>Technique</b>	<b>Used in Classes</b>	<b>Students' Participation</b>	<b>Remarks</b>
Group/pair	29(72.5%)	64.59%	Participated in activities and motivated to learn

While observing the observation checklist group/pair technique is used in 72.5% classes in teaching grammar (i.e.29 classes out of 40). Students’ participation was also good. There was 64.59% students were active while using technique. It means there was there was the majority to use this technique and students’ participation also good. So this technique was more effective in teaching grammar on the basis of students’ participation and motivated to learn.

**vii. Task-based**

The use of task-based and the students’ participation in this technique is presented in the following table.

**Table-9**

**Use of Task-based Technique**

<b>Technique</b>	<b>Used in Classes</b>	<b>Students’ Participation</b>	<b>Remarks</b>
Task-based	35(87.5%)	68.94%	High participation and motivation to learn

From the above table, it shows that there was the vast majority to use this technique in teaching grammar classes. The 87.5% (i.e. 35 classes) were taught through task-based techniques. There were 68.94% students actively participated while applying this technique in classroom. It means this technique was more effectiveness and students were active in classroom activities in grammar teaching.

### viii. Discovery

The use of discovery technique and the students' participation in this technique is presented in the following table.

**Table-10**

#### **Use of Discovery Technique**

<b>Technique</b>	<b>Used in Classes</b>	<b>Students' Participation</b>	<b>Remarks</b>
Discovery	17(42.5%)	54%	Participated in activities and motivated to learn

The above table shows that discovery technique was used in 42.5% grammar classes (i.e. 17 classes). There were 54% students participated actively while applying this technique. It means this technique was quite effective for grammar teaching, students were participated in activities and motivated to learn.

### ix. Elicitation

The use of elicitation and the students' participation in this technique is presented in the following table.

**Table-11**

#### **Use of Elicitation Technique**

<b>Technique</b>	<b>Used in Classes</b>	<b>Students' Participation</b>	<b>Remarks</b>
Elicitation	28(70%)	47.30%	Students were not interested to learn grammatical items.



By observing the observational checklist it was found that, 70% classes were taught through elicitation technique in teaching grammar (i.e. 28 classes out of 40). Students' participation was 47.30% in classroom. It means that the significant numbers of student were participated. So this technique was not more effective and students are not interested to learn grammatical items.

**x. Teaching Through Text**

The use of teaching through text and the students' participation in this technique is presented in the following table.

**Table-12**

**Use of Teaching through Text Technique**

<b>Technique</b>	<b>Used in Classes</b>	<b>Students' Participation</b>	<b>Remarks</b>
Teaching through text	34(85%)	50.76%	Participated in activities and motivated to learn

The above table shows that, teaching through text technique was used in 85% classes (i.e.34 classes). From the observed data we can say that there is the vast majority to use this technique in teaching grammar. There were 50.76% students participated actively in the classroom. This technique is quite effective and appropriate in teaching grammar.

**xi. Teaching with Fun and Game Activities**

The use of teaching with fun and game activities and the students' participation in this technique is presented in the following table.

**Table-13**

**Teaching with Fun and Game Technique**

<b>Technique</b>	<b>Used in Classes</b>	<b>Students' Participation</b>	<b>Remarks</b>
Teaching with fun and games	29(72.5%)	67.91%	High participation and motivation to learn

By observing the checklist, it was found that 72.5% classes were taught through game and fun technique in teaching grammar (i.e.29 classes). The students' participation was 67.91% in this technique. This technique was more effective and appropriate to use in teaching grammar. There was high students' participation and motivation in learning.

In overall, both the teacher centered and learner centered techniques are used in teaching grammar in lower secondary level. Task based technique is more used than other techniques. Students' participation is also high in this technique. Teaching through text also frequently used technique. In teaching with fun and games technique also students' participation is very high.

#### **4.2 Summary/ Discussion of Findings**

On the basis of the analysis and interpretation of the data/ information obtained from the observation checklist the summary/ discussion of findings are listed point wise below:

1. It was found that the teachers are using deductive and inductive way of teaching, lecture, explanation, illustration, demonstration, group/pair, task-based, discovery, teaching through text, elicitation and teaching with games and fun activities techniques to teach grammar at lower secondary school.

2. From the observation, it was found that illustration and task based techniques have the majority to use (i.e.87.5% classes). In teaching through text and lecture/explanation have also mostly used techniques (i.e.85% classes).
3. From the observation it was found that demonstration was least used technique (i.e. 27.5% classes) deductive and discovery techniques also less used than others.
4. By observing the classroom interaction, students are enjoyed to learn through task-based (i.e. 68.94% students) and teaching with fun and games activities (67.91 % students) techniques.
5. It was found that students are more active while they are taught through student centered techniques than the teacher centered techniques.
6. From the study, it was revealed that many teachers are teaching without teaching materials and not creating fun environment in the classroom.
7. It was found that teachers are mainly focused on to finish textbook exercises.
8. It was found that some teachers are using mother tongue to teach grammar.

## **CHAPTER- FIVE**

### **CONCLUSIONS AND RECOMMENDATIONS**

In this chapter, I have presented the conclusions and recommendations of the study on the basis of the analysis and interpretation of the results. The following conclusions and recommendations have been drawn on the basis of the analyzed data separately.

#### **5.1 Conclusions**

The research was carried out to find out the existing techniques and mostly used techniques used by teachers while teaching grammar at lower secondary level. I made the observation checklist and taking note as a research tool to collect data from the respondents. I have selected five lower secondary level English teachers and eight classes of each teacher of Syangja district through the non-random judgmental sampling procedures from the total study of population. I have listed the conclusions on the basis of the analysis and interpretation of all collected data. Both descriptive and statistic tools were used to analysis and interpretation of all collected data.

So, after the analysis of the data obtained from the observation checklist it shows that the teachers are using deductive and inductive way of teaching, lecture, explanation, illustration, demonstration, pair/group, discovery, teaching through text, elicitation and teaching with games/fun techniques to teach grammar. Among these techniques, teachers are using task-based and illustration frequently. Teaching through text, lecture and explanation techniques are also used more than other techniques while teaching grammar. Students' participation numbers also different according to the techniques. While teaching through task-based technique students are more active than other techniques. From the class interaction, students are enjoyed to learn through teaching with fun and games techniques, and in group/pair techniques students' participation is higher than other techniques.

## **5.2 Recommendations**

On the basis of the above conclusions following recommendations have been suggested:

### **5.2.1 Policy Related**

On the basis of the conclusions, the recommendation for policy level can be presented in the following points:

- The used techniques all are not appropriate according to the nature of the grammatical items. So, the concerned authorities should organize the training time and again for the teachers.
- The concerned authorities should introduce new techniques which can be easily implemented by the teachers or should recruit sufficient teachers in the schools to implement the new techniques because if there is not sufficient teacher they cannot give more time in every class with new techniques.
- Teachers have an important role in achieving the goal of any educational programme. So, strict supervision should be done from the concerned authorities to observe how well the teachers are teaching with appropriate methods.
- Teaching materials are less used so appropriate teaching materials should be recommended by the CDC.
- E-teaching techniques are not applied in the classroom. So, concerned authorities should focus on them.

### **5.2.2 Practice Level**

Some of the findings of the research are applicable in the practical field of research area. So, the present research will be useful for the following practitioners.

- This research can be useful for those teachers who are not well familiar about the continuous assessment system and the tools which must be adopted to evaluate the students
- It can also be useful to suggest the curriculum designers to design the curriculum according to the new programme.

### **5.3.3 Further Research Related**

Research is continuous process. It is just an attempt of exploring existed techniques while teaching grammar at lower secondary level. This research is limited to the existed techniques used by lower secondary level English teacher in grammar teaching. Modern teaching techniques and methods are emerged day by day. So the further researcher can do their research in different topic related to teaching techniques in grammar.

# Appendix I

## Observational Checklist

School:                      Class:                      Subject:                      Teaching Item

Teacher's Name:                      No. of students:

S.N.	Behaviors/Activities	Yes	No	Active Students	Passive Students
1	<b>Deductive Way of Teaching</b>				
	Does the teacher present rule first while teaching grammar?				
	Does the teacher explain grammatical rules?				
2	<b>Inductive Way of Teaching</b>				
	Does the teacher provide example first while teaching grammar?				
	Does the teacher encourage students to formulate rules from examples?				
3	<b>Lecture/ explanation</b>				
	Does the teacher speak more than students?				
	Are the students interacting with teacher?				
4	<b>Illustration</b>				
	Does the teacher ask questions to the students?				
	Does the teacher illustrate examples/pictures to teach grammatical items?				
5	<b>Demonstration</b>				
	Does the teacher use different teaching materials to teach grammatical items?				
	Is the teacher demonstrating the grammatical items?				
6	<b>Group/pair works</b>				

	Are the students performing activities in a pair/group?				
7	<b>Task-based</b>				
	Does the teacher provide them different tasks?				
8	<b>Discovery</b>				
	Are the students discovering/formulating grammatical structure from the examples?				
9	<b>Teaching through text</b>				
	Does the teacher create situational examples at classroom?				
	Is the teacher presenting only the limited examples from the textbook?				
	Does the teacher present more examples/contexts/situations out of the course book to teach grammatical items?				
10	<b>Elicitation</b>				
	Does the teacher elicit information from the students?				
11	<b>Teaching with games/fun</b>				
	Does the teacher use language games in classroom?				
	Does the teacher provide fun activities to the students while teaching grammar?				



## **Appendix- II**

The five government based schools of Syangja district were selected to collect data for the research study which are given below:

1. Shree Siddhartha Higher Secondary School, Phedikhola -2, Syangja
2. Shree Kala Bhairab Higher Secondary School, Phedikhola -1, Syangja
3. Shree Shitala Secondary School, Aarukharka-1, Syangja
4. Shree Janapriya Higher Secondary School, Bhatkola-6, Syangja
5. Shree Janata Higher Secondary School, Thuladihi-8, Syangja

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