

Techniques Used by English Teachers in Teaching Grammar at Grade Twelve

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

**Submitted by
Shiva Kumar Chaudhary**

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

2022

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This is to certify that **Mr. Shiva Kumar Chaudhary** has completed his M.Ed. thesis entitled **Techniques Used by English Teachers in Teaching Grammar at Grade Twelve** under my guidance and supervision.

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Dedication

Dedicated

to

My parents and teachers who contributed a lot to lead me here.

Declaration

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

Date: 30/05/2022

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Shiva Kumar Chaudhary

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Abstract

The research work entitled **Techniques Used by English Teachers in Teaching Grammar at Grade Twelve** was an attempt to find out the techniques used in teaching grammar. The objectives of my study was to explore the techniques used by English teachers in teaching grammar at grade 12. This study followed qualitative research design. Four participants were selected purposively from public and private schools of Kathmandu district to get the data for the study. Diary writing was done as major tools for collecting required data. Thematic approach was used to analyze and interpret the collected data. After the analysis and interpretation of the data the major findings were drawn. Findings of this study suggested that awareness, controlled drill, illustration, free discourse type, meaningful, discourse composition can be applied for teaching grammar. Awareness was used for introducing the lesson; illustration was used for presentation and explanation, controlled drill was used for practice the lesson which was introduced through awareness technique. Similarly for free practice guided meaningful practice was used. All the teachers were using awareness, illustration, controlled drill and guided meaningful drill regularly.

This thesis has been organized into five chapters. Chapter one consists of background of the study, statement of the problems, objectives of the study, significance of the study, delimitations of the study and operational definitions of the key terms. Chapter two consists of review of related literature, review of theoretical literature, review of empirical literature; implication of the study and conceptual framework. Chapter three consists of methodology. Design and method of the study, population, sample and sampling strategy, research tools, sources of the data are the topics. In the same way chapter four deals with results and discussion, which includes analysis and interpretation of the obtained data from and chapter five includes conclusion and recommendations. References and appendices are included at the end of this work to make the research more valid.

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List of Abbreviations

B.Ed.	Bachelor of Education
CUP	Cambridge University Press
e.g.	For example
EFL	English as a Foreign Language
et.al	and other
GT	Grammar Translation
i.e.	That is/that are
M.Ed.	Masters of Education
OPU	Oxford University Press
Regd.	Registration
SMC	School Management Committee
T.U.	Tribhuvan University
Vol.	Volume

Chapter I

Introduction

The title of this study is **Techniques used by English Teachers in Teaching Grammar at grade Twelve**. This section consists of background of the study, statement of problem, objectives of the study, research questions, and significance of the study, delimitation of the study and operational definitions of key terms.

Background of the Study

Language is an essential tool for human to learn and interact. It is constructed with various components and grammar is one of the basic components of language and one of the important aspects of language. It plays significant role in conveying the right meaning. It is also known as the backbone of language. Furthermore, it is a word that confuses considerably. Celce-Murcia and Hilles (1988, p. 16) define grammar as ‘a subset of those rules which govern the configurations that the morphology and syntax of a language assume.’ It means that language as a type of rule-governed behavior. Likewise, Ur (2012, p. 76) defines grammar as ‘the way words are put together to make correct sentences.’ It means that grammar is an unavoidable aspect of language to avoid ungrammatical sentences. With the help of grammar, we can arrange morphemes into words, words into phrases, phrases into clauses, clauses into sentences, sentences into meaningful paragraph using rules and principles of language. As Harmer (2007, p. 32) says, “Grammar is not just concerned with the way words are formed and can change their form in order to express different meaning. It is also at the heart of grammatical knowledge” it explicitly credits its importance for creating different meanings. Grammar is regarded as an integral part of the language. The main purpose of teaching grammar is to help the students knowing how different grammatical elements 2 can be strung together to make chain of words. Thus, students can be able to choose appropriate structures and develop their fluency level which expresses the meaning of that particular language.

Various scholars have defined the term grammar in different ways. According to Thornbury (1999, p. 15), “Grammar is a kind of sentence making machine. It is a set of formal pattern in which words of language are arranged to convey meaning.” It

means that through limited rules, a number of meaningful sentences can be generated. Likewise, in Chomsky's (1957, p. 64) words:

All languages in this world have some sort of grammatical rules. These finite rules provide sound knowledge about the specific language. They help language speakers to enumerate numbers of infinite utterances along on the basis of accidental experience with language.

This above mentioned statement explicitly takes grammar as a tool to produce unlimited number of utterances with the help of given rules for that language. According to Ur (2005, p. 85), "Grammar is a set of rules that define how words apart of words are combined and changed to form acceptable units of meaning within language." Thus, it studies how the smallest units of language are arranged to form larger units of language in a meaningful way. Grammar refers to the way words are used, classified and structured together to form coherent written or spoken communication. In other words, it is the way in which words are put together to form sentences. It helps to study structural relationships in language or in a language, sometimes including pronunciation, meaning and linguistic history. The teacher can present it as a classroom activity by using appropriate methods and techniques while teaching grammar. Thus, teaching grammar involves any instructional technique or activity that draws learners' attention to some specific grammatical form in such a way that helps them to comprehend the process and the production so that they can fully internalize it. To learn and teach effectively, we need to have the knowledge of 3 teaching principles, methods and techniques. Thus, teaching grammar requires teachers having the knowledge of a number of techniques and methods in order to teach effectively and efficiently.

Teaching is not an easy job. Teachers need to adopt various method, technique and strategy while teaching students in the classroom. Technique is a particular way of doing something especially, one in which you have to learn special skill. Anthony (1963, as cited in Krishnaswamy and Krishnaswamy, 2006, p. 40) states, "A technique represents implementation; it is the actual implementation of the method in the classroom. It is a particular way of doing things to accomplish immediate objectives." Techniques are the activities which are implemented in the classroom to support the successful learning. The techniques or strategies that a teacher uses in the

classroom will determine how learners learn grammar. Thus, teachers need to adopt plenty of techniques while teaching grammar because grammar plays a pre-vital role in every endeavor to learn new language to communicate effectively.

It cannot be denied that teaching is a rewarding yet challenging job. It includes dynamic process due to the huge explosion of knowledge and the high advancement in science and technology. Therefore, teachers need to be updated every time. Particularly, talking about grammar teaching, first language learners learn mother tongue intuitively but the second language learners, especially in the case learning English in Nepal, need to be acquainted with the norms of the target language and it is a serious task to teach them. Thus, it is sure that a number of challenges may occur while teaching grammar. Here, challenges refer to something new or difficult which requires great effort and determination. Thus, English grammar teachers need to be aware about those possible challenges that may occur in their teaching due to various factors. These challenges must be identified at first in order to solve them which in turn lead to effective language teaching and learning.

Statement of the Problem

Grammar helps language learners to convey the right meaning appropriately as it is intended to. Although it is one of the most important aspects of language, it is perceived as an additional skill of a language along with the other four skills: listening, speaking, reading and writing. Every language has its own grammar and it should be taught to be competent in communication in that particular language. In addition, teaching grammar plays significant role in language teaching. It is the study of how words and their component parts combine to form sentences. Learners must have knowledge of grammar rules to make correct sentences as well as to convey the right meaning in a particular context. To teach grammar, teacher needs to adopt various techniques such as songs, games, storytelling in order to aid in teaching grammar and learning.

Teaching grammar is serious and has lot of challenges that teachers face such as poor standard of the students, difficult lessons and its boring nature, classroom setting, different learning styles and so on. However, it cannot be avoided from language teaching thinking about those difficulties. Therefore, teachers need to adopt

various techniques for teaching grammar in order to make it more effective. There are several techniques of teaching grammar for the language classroom. Here, technique is a real classroom implication. Different scholars have suggested various techniques for teaching grammar. The use of these techniques determines how learners learn grammar. The techniques we use depend on the contexts and place where teaching and learning activities take place. They do not necessarily seem to be fitted in all contexts. However, the techniques they use is determined by the availability of materials, their qualification, aim of teaching English, tradition of the teaching and so on. Talking about Nepalese context, techniques used in teaching grammar may vary from teachers to teachers and from institutions to institutions. In addition, teachers tend to emphasize grammar at grade 12 than in other level, giving high priority than other language skills. Thus, this study intends to find out the techniques of teaching grammar used by English teachers at grade 12.

Objectives of the Study

The overall objectives of my research study were as follows.

- i) To find out the techniques used by English teachers in teaching grammar at grade 12.
- ii) To suggest some pedagogical implication on the basis of finding of the study.

Research Questions

My study was oriented to find out the answer of the following question:

- i) What are the techniques used by English teachers in teaching grammar at grade 12 ?

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 to the student 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 by English Teachers in teaching grammar at grade 12" is significant in the sense that it is a new exploration to explore the significance of having the knowledge of techniques of teaching grammar make any difference or not while teaching grammar.

So, the findings of the study will be fruitful to those persons who will be directly or indirectly involve in teaching and learning English grammar. Similarly, this study will be invaluable source for those teachers who will be interested in relevant areas in the days to come. It will provide information about the awareness of the teacher whether to use grammar teaching techniques or not. So, the findings of this study will be extremely helpful in the fields of English language teaching. It will be significant to language teachers, students, textbook writers, curriculums and syllabus designers and those who will be involved in the field of English language teaching.

Delimitations of the Study

This study will be only focused on the techniques of teaching grammar at grade 12. The total population of the study will be limited to English teachers from secondary level school in Kathmandu. Only four secondary level English teachers were selected as the sample of this study. The data was collected through the diary writing from the public and private schools. Only the class twelve grammar classes were observed for the data collection. Similarly, only forty classes of four teachers (Ten from each teacher) were observed. The design of the study was limited to qualitative research design.

Operational Definition of the Key Terms

The key term is keywords, which helps to increase the understanding about the research study. According to the time, situation, and context, different terms have different meaning. So, I have defined the following terms used in this research.

Secondary Level English teacher. The teacher who are teaching in secondary level.

Techniques. In my research study techniques is an action used inside the classroom for teaching grammar by higher secondary level English teachers

Chapter II

Review of Related Literature and Conceptual Framework

This section consists of four subsections. They are review of related theoretical literature, review of empirical literature, implications of the reviewed literature and conceptual framework.

Review of Related Theoretical Literature

This chapter consists of English Language Teaching: An introduction, Teaching Grammar, Importance of teaching grammar, Techniques of teaching grammar, competence, background of the linguistic and literature teacher in teaching grammar.

English language teaching: An introduction. English is the world's language. Teaching of English takes place all around the world. In Nepal, English has been used as a means of instruction and medium of writing by the people from educated and elite circle since Rana Regime. Highlighting the professional status of language teaching, Richard and Rodgers (2001, p. 8) state;

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

The practice of English language teaching was introduced in Nepal with the establishment of Durbar High School by Jung Bahadur Rana in 1989. AD. Since then, people are learning English as a foreign language for successfully career, personality development, to gain access to world body knowledge, to keep one up dated with knowledge in different field to participate in internal program and conference and so on. Richard and Rodgers (2004, p.9) states;

We use language in terms of four skills, i.e. listening, speaking, reading, and writing. These four skills may rarely work in isolation. They are integrated to make communication meaningful and effective. These four skills are divided into two categories, i.e. receptive and productive skills. Similarly, language aspects vocabulary, pronunciation and grammar are crucial to make use of language skills.

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

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

Grammar is defined as the connection of words and word group is an acceptable structure. Grammar is one of the aspect of language which is especially concerned with the combination and ordering of words into sentence using appropriate rules. In this regard Yule (2006, p. 43) defines grammar as, "The analysis of structure of phrases and sentences". It checks the language form being deviated and makes the language understandable and meaningful. It means, with the help of grammar, we can arrange morphemes into words, words into phrases, phrases into clauses, clauses into sentences and sentences into a meaningful paraphrase using rules

and principle of a language. In this way, grammar is taken as the back bone of language. So it is taken as an inevitable part of language teaching and learning.

Grammar is central to the teaching and learning of languages. It is also one of difficult and controversial aspect of language teaching. It is often misunderstood in the field of language teaching. The misconception lies in the view that grammar is a collection of arbitrary rules about static structure in the language. Grammatical rules are essential for the mastery of language. A sound knowledge of grammar is essential if pupils are going to use language creatively. In this regard Thornbury (1999, p. 15) provide seven argument for including grammar in language teaching. They can be presented briefly as follows.

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

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

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

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.

The discrete item argument. This argument advocate that there are infinite number of sentences in language but these can be cut into different grammatical items so that there will not be any misunderstanding for leaning language.

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

The learner expectation argument. Because of the learner expectation, grammar is put in language teaching to learn grammatical items. Most of the learner wants to develop their grammatical competence in a particular language.

Though the issue of whether or not to include explicit grammar instruction into a foreign language course is still a controversy, the inevitable role of grammar in language teaching cannot be phased out yet. The issues presented by Thornbury are the reasonable points in favor of teaching grammar in English language classroom. Grammar enables learners to use language accurately appropriately in the different social setting. So grammar is necessary for every language teacher. Grammar helps students to develop accuracy. So it needs to be taught and learnt.

Importance of teaching grammar. Generally, grammar is defined as the collection of the words groups in an acceptable structure. It is one of the most important aspects of language. Ur. (1996, p.76) defines it as "How words are combined or changed to form suitable units of meaning without a language". The ability to arrange the words of a second language into meaningful sentences is absolutely basic to communicating in that language. In fact, it would seem that learners need grammar and its instruction. Knowledge of grammatical system of 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 spoken or written form. Grammar enables the learner to use the language accurately and appropriately in meaningful way. 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". Learners need to learn grammar for practical and instrument purposes for general and specific purpose. Teaching grammar is beneficial for language learning because it serves as a tool to improve the mastery of the language.

Thus, grammar teaching is very essential to get 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 analyze different literary and non-literary texts. Language is used in context so, to communicate in different situations appropriately and effectively grammar teaching is very important.

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

A technique is an implementation that which actually takes place in the classroom. It is a particular trick, stratagem or contrivance used to accomplish an immediate objective. Techniques must be consistent with method and therefore in harmony with an approach as well. Anthony (1963), as cited in Richards and Rodgers, (2001, p.19) Techniques is the level in which classroom procedures are described. This reflects the facts that the procedure we implement in our classroom teaching is a technique.

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

Awareness. A teacher should provide the opportunities to students by giving some units of discourse or text and ask them to find out the past tense verb, modal verb, future tense, major word classes, preposition, phrasal verb to name but a few. This helps them to raise their awareness. For instance, Learners are given extracts from newspaper articles and asked to underline all the examples of past tense that they can find.

Controlled drills. While teaching using this technique learners are given clues to practice linking words such as 'but', or, 'and' etc. and sentences transfer. The activities can be done under the control of teacher's guideline. Learners are provided with sufficient examples of the structure. The examples are predetermined by teachers and have to conform to clear, close-ended clues. For instance, write or say statements about Shiva, as in the following model. Shiva drinks tea but he does not drink alcohol.

Free sentences composition. In this techniques, students are provide with a visual or situational clues and ask to write their own answer example, picture showing a number of people doing different things is shown and they are asked to write the sentence by describing the action of people.

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 response 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.

Guided, meaningful practice. The learners form sentences in their own words following a set pattern in these techniques. 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.

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.

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 are activities which are used in classroom in order to achieve the immediate goal of teaching and learning. These are implementation procedure used in second language classroom. There are various techniques of teaching grammar at lower secondary level such as lecture, explanation, illustration, demonstration, pair/ group work, task based, discovery,

language fun and game activities and so on. Among these above mentioned techniques are categories into two groups.

Review of Related Empirical Literature

Several studies have been carried out in the topics related to grammar and grammar teaching in the development of English Education, T. U. Some of the related major research are tried to be reviewed here:

Pokhrel (2008) has carried out research on "Techniques of teaching grammar through deductive and inductive". The objective of this study was to find out the effectiveness of inductive and deductive method in teaching tense. It was an experimental research. The test item was the major tools for data collection. He has used judgmental non-random procedure in his research. The sample of this study was 30 students of grade ten. The main finding of his research was that inductive method was more effective and meaningful than the deductive in teaching tense in English.

Shah (2010) has carried out a research entitled "Effectiveness of Teaching Grammar through Inductive Method". The objective of his research was to find out the effectiveness of teaching grammar through inductive from specific area of Grammar, via, tenses, prepositions, tag question and subjective verb agreement. His study was based on experimental research design. The researcher used test as a tool data collection. The sample of his study was 20 students of grade nine of Ram Secondary School, Nepalgunj. After conducting the research, he found that the majority of the student i.e. 64.44% committed errors in the use of tag question in pre-test, students committed more errors in pre-test than other in test and inductive method was effective than deductive method to teach grammar.

Gautam (2011) has carried out a research entitled "The Effectiveness of Pair Work Techniques in Teaching Grammar". The objective of his study was to find out the effectiveness of pair work techniques in teaching grammar. The research design was experimental. Pre-test and post-test were the tool for data collection. The sample of his study was 25 students of grade nine of Gulmi District. The random sampling procedure was followed to select the students with the help of their rank in pre-test result. This study was experimental in nature. Students of grade nine were divided

into two half experimental group and controlled group. The finding of research were that group 'A' and group 'B' were able to make progress in their total marks but the progress of group 'A' (experimental group) in total was better than that of group 'B' (controlled group) . He concluded that pair work techniques was more effective than lecture techniques to teach grammar.

Similarly, Neupane(2011) has carried out a research on "Effectiveness of Teaching Grammar through Texts". The objective of her study was to find out the effectiveness of text in teaching grammar of the English language. The sample of her study was 30 students of grade nine were taken for that study of Sunsari district. The main tool for the collection of data was test. The next was followed by subjective and objective of question such as multiple choices, fill in the blanks, true or false. The main finding of her study was that experimental group has perform better in pre- test than control group which means grammar teaching through text produced better result than grammar teaching through individual sentences.

Bardakci and Uysal (2014) published an article on ‘Teacher beliefs and practices of grammar teaching: Focusing on meaning, form, or forms?’ with the aim of investigating Turkish primary level English language teachers’ beliefs and practice patterns of teaching grammar and the reasons behind these patterns. Teaching grammar has always been central, but problematic domain for language teachers, what teachers believe and do regarding grammar instruction is an important issue that needs a great concern. Data was gathered through both a questionnaire to 108 teachers and a focus-group discussion. The 27 results showed that teachers predominantly preferred the traditional focus-on-forms approach, which points out a serious clash with teachers and curriculum goals, on the one hand, and theoretical suggestions on the other. The paper eventually ends with discussions and suggestions for teacher education and language policy-making.

Sharma(2014) has carried out a research on " Techniques Used in Teaching Grammar" . The main objective of his research was to find out techniques of teaching grammar at secondary level English teacher. For this study he selected two English teachers that secondary level at Chitawan district. He used observation checklist and recorded devices as a research tools. In his study he found that pair work, drill, demonstration, communicative techniques were more frequently used.

Likewise, Dahal (2016) has carried out the research on "English Teachers Believes and Practices towards the Techniques in Teaching Vocabulary and Grammar. " The main objective was to find out the practices of the English Teacher towards the Techniques in Teaching Vocabulary and Grammar. For this study he selected 12 secondary level English teachers in Jhapa district by using purpose non random sampling procedure. He used the questionnaire and observation checklist as research tools. Through his research he found that, explanation, inductive method, deductive method, relia, picture, pair work, and the translation techniques were more frequently used.

Pandey (2018) carried out a research entitled the "Effectiveness of LanguageGames in Teaching Grammar." The major objective of this study was to findout the effectiveness of language games in teaching grammar. In this study, theprimary sources of data were the sample students of grade ten in Jaya DevkotaMankamana Higher Secondary School, Kathmandu. For the data collection,sixty students were taught around forty language games. The students wereused by the researcher himself for one and half months. He was carried out anexperimental research. A test was used for data collection. The study concludedthat the games were effective technique for teaching grammar. The studentslearnt effectively using game rather than usual way of teaching.

Similarly, Yusob (2018) produced a research article named 'Challenges of teaching grammar at tertiary level: learning from English lecturers' insights' which aimed to highlight the challenges experienced by English lecturers in teaching grammar at undergraduate level. Although grammar is considered as one of the significant skills to master, it is seen as the most important skill and is often taught incidentally through other language skills. Interview was conducted to collect the data from 15 English lecturers teaching at university level. Findings showed that they faced six main challenges in teaching grammar namely lack of experiences, expectations of the students, lack of facilities, negative perception on the teaching of grammar and preparing grammar lessons.

Although above mentioned researches are somehow related to my proposed study, no practical studies have been carried out to find out "Techniques Used by Secondary Level Literature English teacher and Linguistic English Teacher in

Teaching Grammar. “so, this study is different from the above reviewed research comparing with their objectives, methodology and tools of study and so on. No one has carried out similar kind of study in the department till present date. I hope that this research will be fresh research in this department.

Implication of the Review of the Study

Literature review has the important role in doing a research. After reviewing these works I have got ideas regarding the techniques used by teacher in teaching grammar. Reviewing the literature is very much helpful for research problem. From the review of this literature I have got sufficient ideas about teaching grammar, purpose of teaching grammar and so on. Like wise to get required ideas regarding the techniques and activities of teaching grammar I have got information about the actual finding of their studies as well as ideas on how to design the methodology for the research for identifying the key issue and data collection best suited to the topic.

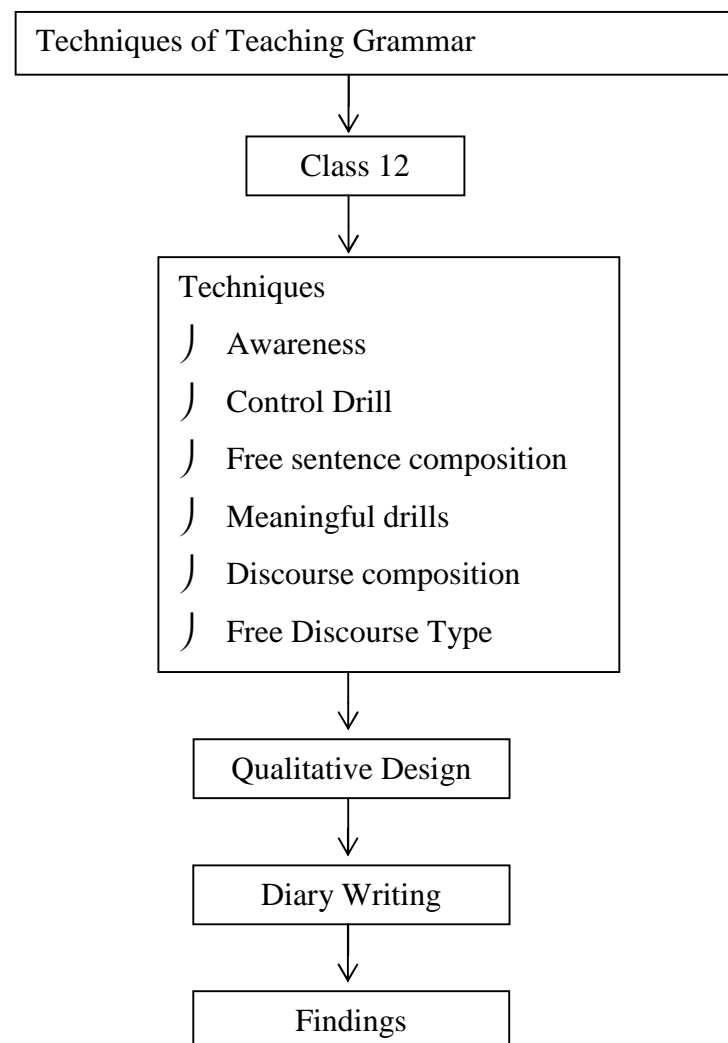
From the research of Pokhrel(2008), I have got information about deductive and inductive in teaching grammar. From the research of Shah (2010), I understood the significance of inductive method in teaching grammar. From the research of Gautam (2011) , I understood the effectiveness of pair work technique in teaching grammar. I also understood the significance of pair work techniques in teaching grammar. From the research of Neupane (2011) I have got the information about teaching through text technique in teaching grammar. Similarly, from the research of Sharma (2014), I have got ideas of regarding the different techniques of teaching grammar. Likewise, from the research of Dahal (2016), I have got ideas on how to use different techniques in teaching English grammar and also got the ideas on using survey research design and it also helped me how to analyze and interpret the data and draw out the findings.

After reviewing all these research works, I updated myself with research process and methodological tools which are very beneficial to my research. In order to conduct those research works the researcher have used various research designs. I have got many ideas related to my research after reviewing these works. As above researchers have used questionnaire and observation checklist as research tools for data collection, these works have direct implication to my research study because I

have decided to use diary writing for data collection. The theoretical review of related literature helps me to understand better about teaching methodologies. 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 research.

Conceptual Framework

Grammar teaching is one of the variables of language teaching which covers varieties of teaching techniques. Techniques of teaching grammar according to Ur.(2009) awareness, controlled drills, meaningful drills, guided meaningful practice, free sentence composition, discourse composition, free discourse which helps in teaching grammar and these techniques are taught and learnt by education English students but not by English literature students. These all concepts can be presented in following framework.



Chapter III

Methodology and Procedures of the Study

This chapter deals with the methodology adopted to fulfill the objective of the study. This chapter includes design and method of the study, population, sample and sampling strategy, data collection tools, source of data, data collection procedure, and ethical consideration.

Design of the Study

It is the chief responsibility of a researcher to adopt an appropriate research design to meet the objectives of the study. It is believed that not all research designs are necessarily appropriate for all research topics. So to accomplish this study, I used qualitative research method.

Qualitative research is inductive in nature, and the researcher generally explores meanings and insights in a given situation [Strauss & Corbin, 2008; Levitt et al., 2017]. It refers to a range of data collection and analysis techniques that use purposive sampling and semi-structured, open-ended interviews [Dudwick et al., 2006; Gopaldas, 2016].

It is described as an effective model that occurs in a natural setting and enables the researcher to develop a level of detail from high involvement in the actual experiences [Creswell, 2009]. It consists of a set of interpretive material practices that makes the world visible. It is multi-method in focus, involving an interpretive, naturalistic approach to its subject matter [Denzin & Lincoln, 2005]. It is a type of social science research that collects and works with non-numerical data that seeks to interpret meaning from these data that help us to understand social life through the study of targeted populations or places [Punch, 2013]. It is the observations and interpretations of people's perception of different events, and it takes the snapshot of the people's perception in a natural setting [Gentles et al., 2015]. It investigates local knowledge and understanding of a given program, people's experiences, meanings and relationships, and social processes and contextual factors that marginalize a group of people. It is less structured in description, because it formulates and builds new

theories [Leedy&Ormrod, 2001]. It focuses on words rather than numbers, this type of research observes the world in its natural setting, interpreting situations to understand the meanings that people make from day to day life [Walia, 2015].

Qualitative research comprises of the following methods: logic, ethnography, discourse analysis, case study, open-ended interview, participant observation, counseling, therapy, grounded theory, biography, comparative method, introspection, casuistry, focus group, literary criticism, meditation practice, historical research, etc. [Cibangu, 2012].

Population, Sample and Sampling Strategy

The population of my research study werethe secondary level English teachers from Kathmandu district. The sample of the study was four teachers teaching at grade 12. The teachers and schools wereselected using purposive non random sampling procedure.

Research Tools and Techniques

Diary writingwas the data collection tools for this research. This tool is supposed to be effective and very useful for the researcher to meet the objectives of this study according to the design.

Source of Data

Both of primary and secondary sources of data were used to carry out this study.

Primary sources.The base of the study was the primary source of data. The primary source of data was secondary level literature and linguistic English teacher from Kathmandu District. The data from primary source was collected by using observation checklist and diary writing.

Secondary sources.In order to complete this study, I consulted various books, journal, articles and research work. Some of them are given below Richard and

Rodgers (2001), Ur (2005), Thornbury (1999), including other articles, written document available in printed form and electronic media related to my study.

Data Collection Procedures

In order to collect the data of all, I planned to take the notes of all the activities that teachers do and tell students to do.. Then, I visited a school of Kathmandu district and talked to the authorities to get my study. After getting permission, I requested the selected teacher to permit me to observe their grammar classes for 10 days to collect the data for my study. After that, I established very close relationship among the selected teacher and observed their class and take notes in diary. Then I analyzed and interpreted the data and drew out the finding using the data obtained from the checklist and diary writing.

Data Analysis and Interpretation Procedures

After collecting the data from school, the researched data was analyzed, interpreted descriptively and presented thematically on the basis of diary writing.

Ethical Considerations

This is most important aspect to be considered while doing our research work. To be ethical, the research study should be more reliable and valid. So, the researcher should be conscious about ethical issues and take the responsibility of whole research. I took permission with the every individual teacher along with the school administration. I explained objectives and purpose of my study clearly before starting my research. I was conscious and respectful regarding my respondents privacy in terms of their personalities, weakness and profession ethics. I recorded the main information in my dairy without including teachers and school identity like name, address and personal details. As a researcher, I assuredthe participants of my study that all the identifiable personal information was strictly kept confidential and that no names were mentioned in this thesis as well as in any publications resulting from the thesis.

Chapter IV

Result and Discussion

This section contains analysis and interpretation of the collected qualitative and quantitative data. The data carried out through the class observation of the teachers were discussed and analyzed descriptively as well as analytically.

Analysis of Data and Interpretation of Results

I started collecting data by observing the classes of four different secondary level teachers teaching in grade 12 in Kathmandu district using observation checklist and diary writing to identify the different type of techniques used by the teachers to teach grammar in grade 12. The result drawn from the observation checklist and diary writing are interpreted as follows.

Qualitative analysis of the techniques used by the teachers in teaching grammar. This section is concerned with the observation of forty classes of secondary level English teachers teaching grammar in grade 12 in Kathmandu district. I observed 10 classes of each teacher and wrote all the activities on diary writing of those selected teachers while teaching grammar. I observed how English teachers are teaching grammar at grade 12 while teaching grammar. To make it clear about the participants involved in my study I named them as Teacher A', 'B' 'C', 'D'.

Instructors can use the opening and closing moments of a course or class to promote student motivation, clarify intended learning trajectories, and develop conceptual awareness. For instance, opening with a discussion about complex questions can help students enter the learning process; ending with dynamic review or future content can help students integrate content into larger conceptual understandings (Love 2013). Ambrose et al. (2010) suggest that even briefly connecting ideas across class sessions can develop students' conceptual knowledge. General Strategies Smith (2008) explains that start-finish strategies help instructors gain "student buy-in" by asking students to "assess their own learning" and even contribute to class learning objectives. Instructors can deploy a variety of strategies

depending on local class culture (some elements adapted from Smith 2008 and Lang 2016):

Qualitative analysis of the data. To analyze the collected data, I have made the following themes.

Qualitative analysis of the data. To analyze the collected data, I have made the following themes.

Techniques used by 'A' teacher in teaching grammar.

The following are the techniques that the teacher used to teach grammar.

Awareness. The teacher used awareness technique to aware the students. At first the teacher wrote topic ' Judging People from Appearance',. Then the teacher wrote the structure. Such as

- i) Sub+ look(s)+ adjective
- ii) Sub+ look(s)+ like+ noun
- iii) Sub+ look(s)+ as if / as though+ clause

Then the teacher explained the students about the structure like after look and looks adjective is used, after look like and looks like noun is used and after look as if / as though clause is used.

To teach about the '*General Impression (Use of seem)*'. The teacher entered in the class and wrote the topic of the lesson *General Impression (Use of seem)*. After that the teacher wrote following rule to aware the students.

- i) 'To be' is optional if there is is/am/are as main verb and adjective at the last of the sentence
 -) Sub+ seem(s) to +v1+obj (simple present tense)
 -) Sub+ seem(s) to +be+v4+obj(present continuous tense)
 -) Sub+ seem(s) to+v4(simple past, present perfect and simple past)

After entering the class the teacher wrote the topic of the lesson *Additional Information (Relative Clause)* on the board. Then the teacher wrote the relative word as follows

To teach about the '*Additional information*'). The teacher entered in the class and wrote the topic of the lesson *Additional information (Relative clause)*. After that the teacher wrote following rule to aware the students.

-) Person = who
-) Animal/Thing = which
-) Possessive = whose
-) Pre+ person = pre+ whom
-) Pre+ animal/thing = pre+ which
-) Place = where
-) Time = when

To teach about the Verbs and Adjectives. The teacher entered in the class and wrote the topic of the lesson *Verbs and Adjective*. After that the teacher wrote following rule to aware the students.

-) A: What do you think of + topic
-) B: Oh! I find + topic +really + adjective
-) C: Yes + topic + v1/v5 + me too
-) D: Yes I agree I get terribly/much +v3 + when people talk about +topic

To teach about the If there is one thing. The teacher entered in the class and wrote the topic of the lesson (*If there is one thing*). After that the teacher wrote following rule to aware the students.

- 1) If there is people +who clause then subject should be in relative clause.
:If there is one thing that + v5+me +it's people who
- 2) If there is I +V1 +people + who clause then the object should be in the relative clause.
:If there is one thing +I +v1+it's people who.....

To teach about the (Influencing and Taking Action). The teacher entered in the class and wrote the topic of the lesson *Influencing and taking action*. After that the teacher wrote following rule to aware the students.

- 1) A Agreed+ to +v1+ obj.
- 2) A advised +B to +v1+ obj.
- 3) A refused +B to +v1+ obj.
- 4) A threatened +B to +v1+ obj.
- 5) A recommended +B to +v1+ obj.
- 6) A urged +B to +v1+ obj.
- 7) A insisted +on +v4+ obj.
- 8) A insisted + to +v1+ obj.
- 9) A suggested that I+B to +v1+ obj.
- 10) A begged +B to +v1+ obj.

To teach about the (Deduction and Explanation). The teacher entered in the class and wrote the topic of the lesson (Deduction and Explanation). After that the teacher wrote following rule to aware the students.

- 1) If there is I am sure, definitely, obviously before positive sentence then we have to use must but in negative sentence mustn't/ can't is used.
- 2) If there is perhaps, it's possible that, may be before positive sentence we have to use may/might but in negative sentence may not / might not is used.
- 3) Sub+.....v1+obj. (For simple present tense)
- 4) Sub+.....be +v4 +obj. (For present continuous tense)
- 5) Sub+.....have+v3+obj. (for present perfect and simple past)
- 6) Sub+.....have been v4+obj. (For present perfect continuous and past continuous)

Illustration.After teaching structure and rule of different grammar topic the teacher gave example from the book to illustrate the structure of the lesson ' Judging from appreances'. Such as

- i) She looks like an Ostrich
- ii) She looks terrific
- iii) He looks as if he just has been shot.

In the sentence, she looks like an Ostrich. Ostrich is noun so it has been used after looks like but in the sentence, she looks terrific. Terrific is adjective so it have been used after looks.

- i) Example:
- ii) A: What do you think of politics?
- iii) B: Oh! I find politics really depressing.
- iv) C: Yes politics depresses me too.
- v) D: Yes I agree I get terribly depressed when people talk about politics.

To illustrate about the verbs and adjectives the teacher gave example from the book as given above, so to talk about what you feel about anything is expressed with the help of adjective and if someone want to express consent to your view then it can be expressed with help of verb.

Controlled drill.For practice the teacher used controlled drill. The teacher requested students to practice the question from the book according to the grammatical structure and according to the formula that he has taught. The students did the question from the book and showed to the teacher. The teacher corrected the students' answer after checking it and gave feedback according to the student's mistake.

- i) He needs a wash.
He looks as if he needs a wash.
- ii) Rather aggressive
He looks rather aggressive.
- iii) Something from outer space

It looks something from outer space. (Mistake answer)

It looks like something from outer space. (Correct answer)

iv) He isn't rich.

He seems to be poor.

The teacher gave feedback like you can write answer like he seems poor only as well.

v) He's happily married .

He seems happily married. (wrong answer)

He seems to have married happily. In case of past event we have to express it in seems + to + have +v3.

In this way the teacher 'A' used controlled drill to make practice students' according to the grammatical structure and rules.

Guided meaningful practice. For production the teacher used guided meaningful practice. The teacher asked students to make similar sentences as they practice from their book but choosing their own word.

) They look like model.

) He doesn't seem to like dog.

) A: What do you think of robbery ?

B: Oh! I find robbery really depressing.

C: Yes robbery depresses me too.

D: Yes I agree I get terribly depressed when people talk about robbery.

) If there is one thing that annoys me it's people who smoke in restaurants

) Alisha agreed to visit Pokhara.

) I am sure he's working. He must be working

) There is no point in taking the lift.

In this way the students made their own sentences as taught in the lesson.

In the similar way the teacher 'A' presented 10 different lessons to the students by writing rules and explaining with example.

Techniques used by 'B' teacher in teaching grammar. The following are the techniques that the teacher used to teach grammar.

Awareness. Before presenting the lesson the teacher wrote the old question related to the lesson. Such as

Change the following sentence using must can't or may, might.

- i) I am sure he is sleeping.
- ii) Certainly he was at home.
- iii) Perhaps she hasn't got the invitation.

Then the teacher used awareness technique to aware the students. At first the teacher wrote grammatical structure of the grammar topic ' Judging People from Appearance 'Then the teacher wrote the structure. Such as

- iv) Sub+ look(s)+ adjective
- v) Sub+ look(s)+ like+ noun
- vi) Sub+ look(s)+ as if / as though+ clause

Then the teacher explained the students about the structure like after look and looks adjective is used, after look like and looks like noun is used and after look as if / as though clause.

The teacher taught *General Impression (Use of seem)*. The teacher entered in the class and wrote the topic of the lesson *General Impression (Use of seem)*. After that the teacher wrote following rule.

- ii) 'To be' is optional if there is is/am/are as main verb and adjective at the last of the sentence
 -) Sub+ seem(s) to +v1+obj (simple present tense)
 -) Sub+ seem(s) to +be+v4+obj(present continuous tense)
 -) Sub+ seem(s) to+v4(simple past, present perfect and simple past)

After entering the class the teacher wrote the topic of the lesson *Additional Information (Relative Clause)* on the board. Then the teacher wrote the relative word as follows

-) Person = who
-) Animal/Thing = which
-) Possessive = whose
-) Pre+ person = pre+ whom
-) Pre+ animal/thing = pre+ which
-) Place = where
-) Time = when

In relative clause we use who talk about person, which to talk about animal or thing, whose in the case of possessive, where is to talk about place and when is to talk about time.

Teacher wrote the topic of the lesson *Verbs and Adjectives*. Then he wrote the following structure.

- A: What do you think of + topic
- B: Oh! I find + topic +really + adjective
- C: Yes + topic + v1/v5 + me too
- D: Yes I agree I get terribly/much +v3 + when people talk about +topic

After entering the class the teacher wrote the topic of the lesson *If there is one thing*. Then the teacher wrote the following structure.

- i) If there is people +who clause then subject should be in relative clause.
:If there is one thing that + v5+me +it's people who
- ii) If there is I +V1 +people + who clause then the object should be in the relative clause.
:If there is one thing +I +v1+it's people who.....

After entering the class the teacher wrote the topic of the lesson *Influencing and Taking action*. Then the teacher wrote the following structure.

- i) A Agreed+ to +v1+ obj.

- ii) A advised +B to +v1+ obj.
- iii) A refused +B to +v1+ obj.
- iv) A threatened +B to +v1+ obj.
- v) A recommended +B to +v1+ obj.
- vi) A urged +B to +v1+ obj.
- vii) A insisted +on +v4+ obj.
- viii) A insisted + to +v1+ obj.
- ix) A suggested that I+B to +v1+ obj.
- x) A begged +B to +v1+ obj.

After entering the class the teacher wrote the topic of the lesson Deduction and explanation (May/Might, Must, Can't). Then the teacher wrote the following rules.

- i) If there is I am sure, definitely, obviously before positive sentence then we have to use must but in negative sentence mustn't/ can't is used.
- ii) If there is perhaps, it's possible that, may be before positive sentence we have to use may/might but in negative sentence may not / might not is used.
- iii) Sub+.....v1+obj. (For simple present tense)
- iv) Sub+.....be +v4 +obj. (For present continuous tense)
- v) Sub+.....have+v3+obj. (for present perfect and simple past)
- vi) Sub+.....have been v4+obj. (For present perfect continuous and past continuous)

Then the teacher explained the rules that is to explain the present habit 'use to' is used but to explain the past habit which is not done in present situation' used to' is used. After that the teacher gave example from the book to justify the rules. Such as

- i) I am use to play badminton.
- ii) We used to play marvel

After that the teacher used awareness technique to present and aware the students. At first the teacher wrote grammatical structure of different grammar topics such as 'Deduction', ' Judging People from Appearance', 'General Impression'. Then the teacher wrote the rules. Such as

- i) Must= 100 % sure condition
- ii) Can't=100 % sure condition but in negative
- iii) May/ Might= 100% not sure condition

Then the teacher explained the rule of deduction about situation that is must is used to express when something is sure to happen, Can't is used when something you are sure something is not going to happen and may/might is used when you are not sure about something. . After that the teacher gave example from the book to justify the rules. Such as

- i) I am sure he is reading.
- ii) She can't be in love.
- iii) I may fail exam.

In the similar way the teacher 'B' presented 10 different lessons to the students by writing rules and explaining with example.

Controlled drill.For practice the teacher used controlled drill. The teacher requested students to practice the question from the book according to the grammatical structure and according to the formula that he has taught. The students did the question from the book and showed to the teacher. The teacher corrected the students' answer after checking it and gave feedback according to the student's mistake.

- i) He needs a wash.
He looks as if he needs a wash.
- ii) Rather aggressive
He looks rather aggressive.
- iii) Something from outer space
It looks something from outer space. (Mistake answer)
It looks like something from outer space. (Correct answer)
- iv) He isn't rich.
He seems to be poor.
The teacher gave feedback like you can write answer like he seems poor only as well.

- v) He's happily married .
 He seems happily married. (wrong answer)
 He seems to have married happily. In case of past event we have to express it in seems + to + have +v3.

In this way the teacher 'B' used controlled drill to make practice students' according to the grammatical structure and rules.

Guided meaningful practice. For production the teacher used guided meaningful practice. The teacher asked students to make similar sentences as they practice from their book but choosing their own word.

-) They look like model.
) He doesn't seem to like dog.
) A: What do you think of robbery ?
 B: Oh! I find robbery really depressing.
 C: Yes robbery depresses me too.
 D: Yes I agree I get terribly depressed when people talk about robbery.
) If there is one thing that annoys me it's people who smoke in restaurants
) Alisha agreed to visit Pokhara.
) I am sure he's working. He must be working
) There is no point in taking the lift.

In this way the students made their own sentences as taught in the lesson.

In the similar way the teacher 'B' presented 10 different lessons to the students by writing rules and explaining with example.

Techniques used by 'C' teacher in teaching grammar.

Awareness. The teacher used awareness technique to aware the students. At first the teacher wrote grammatical structure of different grammar topics such as ' Judging People from Appearance', 'General Impression'. Then the teacher wrote the structure. Such as

- i) Sub+ look(s)+ adjective

- ii) Sub+ look(s)+ like+ noun
- iii) Sub+ look(s)+ as if / as though+ clause

To teach about the lesson *experience and achievement*. The teacher wrote the basic structure for talking about experience and achievement.

Simple past: Sub. + V²+ obj.

Present Perfect: Sub+ has/have + v³ + obj.

Listing experience and achievement

Use of

- 1) Simple Past
 - (Active): Sub. + V²+ obj.
 - (Passive): Obj. + was/were + V³ + sub.
- 2) Present Perfect Tense
 - (Active): Sub. + has/have+ V³+ obj.
 - (Passive): Obj. +has/have+been + V³ + sub.

The teacher entered in the class and wrote the topic (*Have you ever.....?*). Then the teacher wrote the basic structure for asking about experiences and achievements.

Use of:

Have you ever + V³?

Have you ever been + V³?

Have you ever had + noun + V³?

Have you ever+ V³ ? is used to talk about your experience done by yourself.

Example: Have you ever eaten Japanese food?

Have you ever been+ V³? is used if the actions is done by others

Example: Have you ever been shouted of?

Have you ever had + noun + V³ is used to your possession

After that the teacher solved the questions from the book.

1. They fined me for a parking offence last week.
 - Have you ever been fined for parking offence?
2. They printed my picture in the newspaper once.

- Have you ever had your picture printed in the newspaper?
- 3. Somebody punched me on the nose this morning.
- Have you ever been punched on the nose?

The teacher entered in the class and wrote the topic of the lesson *new experiences*. Then the teacher wrote the basic structure of talking about new experiences

1. This is the first time I have ever + V³
2. I have never + V³ + before?
3. I am (not) used to + V⁴.....

After that the teacher solved the questions from the book.

1. My feet are killing me
 - This is the first time I have ever walked bare foot.
 - I have never walked in the hills before.
 - I am not used to walking in the beach.
2. Ended, this is embarrassing!
 - It is the first time I have ever purposed.
 - I have never cheated in the exam before.
 - I am not used to wearing fashion dress.
3. She is feeling terribly nervous.
 - This is the first time she has ever gone in dating.
 - She has never fallen in the love before.
 - She is not used to dancing on the stage.

In the similar way the teacher 'C' presented the 10 different lesson using awareness techniques but for practice and presentation the teacher 'C' did not use any specific technique rather solved the entire question from the book and asked the students to copy it.

Techniques used by 'D' teacher in teaching grammar. The following are the techniques that the teacher used to teach grammar.

Awareness. The teacher used awareness technique to aware the students. At first the teacher wrote topic ' Judging People from Appearance',. Then the teacher wrote the structure. Such as

- i) Sub+ look(s)+ adjective
- ii) Sub+ look(s)+ like+ noun
- iii) Sub+ look(s)+ as if / as though+ clause

Then the teacher explained the students about the structure like after look and looks adjective is used, after look like and looks like noun is used and after look as if / as though clause is used.

To teach about the '*General Impression (Use of seem)*'. The teacher entered in the class and wrote the topic of the lesson *General Impression (Use of seem)*. After that the teacher wrote following rule to aware the students.

- iii) 'To be' is optional if there is is/am/are as main verb and adjective at the last of the sentence
 -) Sub+ seem(s) to +v1+obj (simple present tense)
 -) Sub+ seem(s) to +be+v4+obj(present continuous tense)
 -) Sub+ seem(s) to+v4(simple past, present perfect and simple past)

After entering the class the teacher wrote the topic of the lesson *Additional Information (Relative Clause)* on the board. Then the teacher wrote the relative word as follows

To teach about the ('*Additional information*'). The teacher entered in the class and wrote the topic of the lesson *Additional information (Relative clause)*. After that the teacher wrote following rule to aware the students.

-) Person = who
-) Animal/Thing = which
-) Possessive = whose
-) Pre+ person = pre+ whom
-) Pre+ animal/thing = pre+ which

) Place = where

) Time = when

To teach about the Verbs and Adjectives. The teacher entered in the class and wrote the topic of the lesson *Verbs and Adjective*. After that the teacher wrote following rule to aware the students.

) A: What do you think of + topic

) B: Oh! I find + topic +really + adjective

) C: Yes + topic + v1/v5 + me too

) D: Yes I agree I get terribly/much +v3 + when people talk about +topic

To teach about the If there is one thing. The teacher entered in the class and wrote the topic of the lesson (*If there is one thing*). After that the teacher wrote following rule to aware the students.

3) If there is people +who clause then subject should be in relative clause.

:If there is one thing that + v5+me +it's people who

4) If there is I +V1 +people + who clause then the object should be in the relative clause.

:If there is one thing +I +v1+it's people who.....

To teach about the (Influencing and Taking Action). The teacher entered in the class and wrote the topic of the lesson *Influencing and taking action*. After that the teacher wrote following rule to aware the students.

11) A Agreed+ to +v1+ obj.

12) A advised +B to +v1+ obj.

13) A refused +B to +v1+ obj.

14) A threatened +B to +v1+ obj.

15) A recommended +B to +v1+ obj.

16) A urged +B to +v1+ obj.

17) A insisted +on +v4+ obj.

18) A insisted + to +v1+ obj.

19) A suggested that I+B to +v1+ obj.

20) A begged +B to +v1+ obj.

To teach about the (Deduction and Explanation). The teacher entered in the class and wrote the topic of the lesson (Deduction and Explanation). After that the teacher wrote following rule to aware the students.

- 7) If there is I am sure, definitely, obviously before positive sentence then we have to use must but in negative sentence mustn't/ can't is used.
- 8) If there is perhaps, it's possible that, may be before positive sentence we have to use may/might but in negative sentence may not / might not is used.
- 9) Sub+.....v1+obj. (For simple present tense)
- 10) Sub+.....be +v4 +obj. (For present continuous tense)
- 11) Sub+.....have+v3+obj. (for present perfect and simple past)
- 12) Sub+.....have been v4+obj. (For present perfect continuous and past continuous)

Illustration.After teaching structure and rule of different grammar topic the teacher gave example from the book to illustrate the structure of the lesson ' Judging from appreances'. Such as

- i) She looks like an Ostrich
- ii) She looks terrific
- iii) He looks as if he just has been shot.

In the sentence, she looks like an Ostrich. Ostrich is noun so it has been used after looks like but in the sentence, she looks terrific. Terrific is adjective so it have been used after looks.

Example:

- i) A: What do you think of politics?
B: Oh! I find politics really depressing.
C: Yes politics depresses me too.
D: Yes I agree I get terribly depressed when people talk about politics.

To illustrate about the verbs and adjectives the teacher gave example from the book as given above, so to talk about what you feel about anything is expressed with the help of adjective and if someone want to express consent to your view then it can be expressed with help of verb.

Controlled drill.For practice the teacher used controlled drill. The teacher requested students to practice the question from the book according to the grammatical structure and according to the formula that he has taught. The students did the question from the book and showed to the teacher. The teacher corrected the students' answer after checking it and gave feedback according to the student's mistake.

- i) He needs a wash.
He looks as if he needs a wash.
- ii) Rather aggressive
He looks rather aggressive.
- iii) Something from outer space
It looks something from outer space. (Mistake answer)
It looks like something from outer space. (Correct answer)
- iv) He isn't rich.
He seems to be poor.
The teacher gave feedback like you can write answer like he seems poor only as well.
- v) He's happily married .
He seems happily married. (wrong answer)
He seems to have married happily. In case of past event we have to express it in seems + to + have +v3.

In this way the teacher 'D' used controlled drill to make practice students' according to the grammatical structure and rules.

Guided meaningful practice.For production the teacher used guided meaningful practice. The teacher asked students to make similar sentences as they practice from their book but choosing their own word.

-) They look like model.
-) He doesn't seem to like dog.
-) A: What do you think of robbery ?
 - B: Oh! I find robbery really depressing.
 - C: Yes robbery depresses me too.
 - D: Yes I agree I get terribly depressed when people talk about robbery.
-) If there is one thing that annoys me it's people who smoke in restaurants
-) Alisha agreed to visit Pokhara.
-) I am sure he's working. He must be working
-) There is no point in taking the lift.

In this way the students made their own sentences as taught in the lesson. In the similar way the teacher 'D' presented 10 different lessons to the students by writing rules and explaining with example.

Chapter V

Findings Conclusion and Recommendations

In this chapter, I have presented the summary and conclusion of the study on the basis of presentation, analysis, interpretation of collected data and drawn results. Likewise, I have recommended some pedagogical implications for practical level and also suggested some applications for the policy level and further research area.

Findings

On the basis of analysis of the data and interpretation of the results from the diary writing, I have drawn findings of my research. So under this subsection, the findings are presented on the basis of my research objective. This research was to identify the techniques used by English teacher teaching in grade 12. The major findings regarding use of techniques in teaching grammar at secondary level are presented below.

-) All the teachers A,B, C, D were using awareness technique regularly to teach grammar.
-) Three techniques awareness, controlled drill and guided meaningful practice were mostly used while teaching grammar.
-) Teacher C used only one technique that is awareness.
-) Teacher A, B, D focused on Awareness, Controlled drill and guided meaningful practice of teaching grammar.
-) Awareness was used for introducing the lesson.
-) Controlled drill was used for practice of taught lesson.
-) Guided meaningful practice was used for checking students' creative ability to make sentences using their own words.

Conclusions

The major concern of my study was to explore the techniques used in teaching grammar at grade 12 diary writing. So, on the basis of the analysis and interpretation of the result, here I would like to discuss some conclusion.

Since my study was based on techniques of teaching grammar, based on my own experience it was somehow easy to carry out this study. Similarly, to build the theoretical knowledge of the related field of review of the theoretical literature, I reviewed some study; I found very few studies regarding technique in teaching grammar at grade 12. So, I realized the need of carrying out research which focuses on the techniques of teaching grammar by English teachers at grade 12 in Kathmandu district. Therefore, selecting the area related to the techniques of teaching grammar, I set objectives, research questions on the basis of objectives, delimitations of the study and operational definitions of the key terms to make the research systematic and effective.

This study explored techniques used by English teachers in teaching grammar at grade 12. After the findings of the study, I come to conclude awareness, controlled drill, and guided meaningful practice were the most used techniques of teaching grammar at grade 12. On the basis of my study teacher 'C' used only awareness technique to present the subject matter but did not give any explanation rather solved the all question of the book. Rest of the teachers used awareness, controlled drill, guided meaningful practice, explanation techniques to teach grammar. The teachers didn't use free sentence composition, meaningful drill, discourse composition and free discourse type.

Similarly the method of teaching grammar at grade 12 was focused on exam. They only taught selective lesson that were important for exam. Regarding the student engagement in solving question they were being given class work after explanation of the lesson.

Recommendations

On the basis of above mentioned results and conclusion, the following recommendations have been proposed. The recommendations have been categorized into three different categories which are briefly discussed below:

Policy related. On the basis of results and conclusion, following recommendation can be proposed at policy level.

Curriculum maker and concerned authorities should specify the techniques of teaching of the particular lesson. Similarly, provision of compulsory training time to time should be made related to techniques of teaching. Provision of monitoring and evaluation of implementation of techniques in classroom should be made compulsory time to time,

Practice related. All the lessons should be taught with specific method developing grammatical competence. Free sentence composition, meaningful drill, discourse composition also should be used to teach grammar according to the lesson. Teacher should give example out of the book as well and student should be given opportunity to practice identical lesson out of the book as well. Student centered techniques should be focused while teaching grammar such as, free discourse type, discourse composition.

Further research related. No research is complete in itself. This study also could not cover all the areas of research. There might have some limitations as well. While doing this thesis, I encountered with several topics and ideas. However, I have pointed out some related areas for the further study. So, I recommended following further research related recommendations:

This research will be major secondary resource for further study. This research is qualitative in nature. So, further research can be carried out taking only quantitative data. The current research has been limited to techniques of teaching grammar in 12 grade school of Kathmandu. Therefore, further research can focus on the other aspects of language such vocabulary, pronunciation, reading, writing, listening, and speaking skill. Further research can be carried out to find out the view of students regarding linguistic and literature teacher at any level.

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Appendices

Appendix I

Classroom Observation

Techniques used by 'A' Linguistic teacher in teaching Grammar

Out of 10 observed classes the teacher on the first day taught (2076-10-08) *judging from appearances* . The teacher entered in the class and wrote the topic of the lesson (*judging from appearances*). After that the teacher wrote following structure.

- i) Sub+ look(s)+ adjective
- ii) Sub+ look(s)+ like+ noun
- iii) Sub+ look(s)+ as if / as though+ clause

After writing the structure the teacher gave example of from the book.

Example

- i) She looks like an Ostrich.
- ii) She looks terrific
- iii) He looks as if he has just been shot
- iv) He looks as if she about to die

After that he asked students to do the exercise given in the book. After sometime the teacher asked if they did or not and he checked the class work randomly and gave feed back by solving question on the board.

By the end of the class the teacher used more teacher centered techniques like: deductive lecture Explanation, illustration, controlled drill, meaning full drill.

On 2076-10-09 the teacher taught *General Impression (Use of seem)*. The teacher entered in the class and wrote the topic of the lesson *General Impression (Use of seem)*. After that the teacher wrote following rule.

- iv) 'To be' is optional if there is is/am/are as main verb and adjective at the last of the sentence

-) Sub+ seem(s) to +v1+obj (simple present tense)
-) Sub+ seem(s) to +be+v4+obj(present continuous tense)
-) Sub+ seem(s) to+v4(simple past, present perfect and simple past)

Then the teacher gave example by doing exercise of the book.

Example: He seems very friendly.

He seems to be some kind of business men

Then the teacher asked students to do the exercise from the book. After sometime the teacher asked if they did or not and he checked the class work randomly and gave feed back by solving question on the board.

By the end of the class the teacher used more teacher centered techniques like: deductive lecture Explanation, illustration controlled drill, meaning full drill.

On 2076-10-10 after entering the class the teacher wrote the topic of the lesson *Additional Information (Relative Clause)* on the board. Then the teacher wrote the relative word as follows

Person = who

Animal/Thing = which

Possessive = whose

Pre+ person = pre+ whom

Pre+ animal/thing = pre+ which

Place = where

Time = when

Then the teacher did the exercise from the book for the sake of explanation.

Example: Phil whose forehead was covered in sweat was an excellent driver.

Then he asked students to do the question from the book. After sometime the teacher checked the class work randomly and gave feed back by solving question on the board.

By the end of the class the teacher used more teacher centered techniques like: deductive lecture Explanation, illustration controlled drill, meaning full drill.

On 2076-10-15 after entering the class the teacher wrote the topic of the lesson *Verbs and Adjectives*. Then he wrote the following structure.

- A: What do you think of + topic
- B: Oh! I find + topic +really + adjective
- C: Yes + topic + v1/v5 + me too
- D: Yes I agree I get terribly/much +v3 + when people talk about +topic

Then the teachers gave example from the book to exemplify the structure.

Example:

- A: What do you think of politics ?
- B: Oh! I find politics really depressing.
- C: Yes politics depresses me too.
- D: Yes I agree I get terribly depressed when people talk about politics.

After that the teacher asked students to do the exercise from the book. After sometime, the teacher checked the class work randomly and gave feedback by solving the question on the board.

By the end of the class the teacher used more teacher centered techniques like: deductive lecture Explanation, illustration, controlled drill, meaning full drill.

On 2076-10-16 after entering the class the teacher wrote the topic of the lesson *If there is one thing*. Then the teacher wrote the following structure.

- 5) If there is people +who clause then subject should be in relative clause.
:If there is one thing that + v5+me +it's people who
- 6) If there is I +V1 +people + who clause then the object should be in the relative clause.
:If there is one thing +I +v1+it's people who.....

After that the teacher gave example to illustrate the structure.

Example:

- People who smoke in restaurants annoy me.
- If there is one thing that annoys me it's people who smoke in restaurants

After that the teacher asked the students to do the exercise from the book. After sometime the teacher checked the class work and gave feedback by solving the question on the board.

By the end of the class the teacher used more teacher centered techniques like: deductive lecture Explanation, illustration, controlled drill, meaning full drill.

On 2076-10-17 after entering the class the teacher wrote the topic of the lesson Influencing and Taking action. Then the teacher wrote the following structure.

- 21) A Agreed+ to +v1+ obj.
- 22) A advised +B to +v1+ obj.
- 23) A refused +B to +v1+ obj.
- 24) A threatened +B to +v1+ obj.
- 25) A recommended +B to +v1+ obj.
- 26) A urged +B to +v1+ obj.
- 27) A insisted +on +v4+ obj.
- 28) A insisted + to +v1+ obj.
- 29) A suggested that I+B to +v1+ obj.
- 30) A begged +B to +v1+ obj.

After that the teacher gave example of one structure.

Example: Alisha agreed to visit Pokhara.

After that the teacher asked the students to do the exercise from the book.

By the end of the class the teacher used more teacher centered techniques like: deductive lecture Explanation, illustration, controlled drill, meaning full drill.

On 2076-10-22 after entering the class the teacher wrote the topic of the lesson Deduction and explanation (May/Might, Must, Can't). Then the teacher wrote the following rules.

- 13) If there is I am sure, definitely, obviously before positive sentence then we have to use must but in negative sentence mustn't/ can't is used.

14) If there is perhaps, it's possible that, may be before positive sentence we have to use may/might but in negative sentence may not / might not is used.

15) Sub+.....v1+obj. (For simple present tense)

16) Sub+.....be +v4 +obj. (For present continuous tense)

17) Sub+.....have+v3+obj. (for present perfect and simple past)

18) Sub+.....have been v4+obj. (For present perfect continuous and past continuous)

After that the teacher gave the example:

- 1) I am sure he's working. He must be working.
- 2) Perhaps he is going to ask me. He might be going to ask me.

After that the teacher told students to solve the question from the book. After some time the teacher checked the class work and gave feedback according to the students need.

By the end of the class the teacher used more teacher centered techniques like: deductive lecture Explanation, illustration.

On 2076-10-23 after entering the class the teacher wrote the topic of the lesson Course of action. At first the teacher wrote the following structure.

- 1) Sub+ought to+v1. (have to do)
- 2) Sub+oughtnot to+v1. (have not to do)
- 3) Sub +might as well +v1+obj (optional action)
- 4) There is no point in+ v4+ obj.(meaning less to do)

After that the teacher gave the example:

Example: Let's not take the lift. He only lives on the first floor
There is no point in taking the lift.

After that the teacher told students to solve the question from the book. After some time the teacher checked the class work and gave feedback according to the students need

By the end of the class the teacher used more teacher centered techniques like: deductive lecture Explanation, illustration.

On 2076-10-24 after entering the class the teacher wrote the topic of the lesson Indirect question. At first the teacher wrote the following structure.

1)Wh word/if +sub+verb1,2,5+obj.

After that the teacher gave the example.

What time did you wake up this morning? Can you remember.....

Can you remember what time you woke up this morning ?

After that the teacher told students to solve the question from the book. After some time the teacher checked the class work and gave feedback according to the students need

By the end of the class the teacher used more teacher centered techniques like: deductive lecture Explanation, illustration, controlled drill, meaning full drill.

On 2076-10-29 after entering the class the teacher wrote the topic of the lesson I wish and If only. At first the teacher wrote the following rules.

1) I wish/if only+somebody +would +v1+obj.

2) I wish/if only+ sub + past tense

3) I wish/if only+I+could +v1+obj.

After that the teacher gave the example

1) It's raining.

I wish he would bring umbrella.

2) You are lonely

I wish he would visit my home.

After that the teacher told students to solve the question from the book. After some time the teacher checked the class work and gave feedback according to the students need

By the end of the class the teacher used more teacher centered techniques like: deductive lecture Explanation, illustration, controlled drill, meaning full drill.

Techniques used by 'B' Linguistic teacher in teaching Grammar

On 2076-10-08 after entering the class the teacher wrote the topic of the lesson judging from appearances. Then the teacher wrote the old question related to the lesson.

Old question:

Make sentences from the following hints using look, look like, look as if/as though

- i) Trunk
- ii) Terribly complicated
- iii) A honeymoon couple

After that he wrote the following structure

- i) Sub+ look(s) +adjective
- ii) Sub+ look(s) + like +noun
- iii) Sub+ look(s) + as if /as though+ clause

Then he wrote the example:

- i) She looks beautiful.
- ii) He looks like dog.
- iii) She looks as if she is going to work.

After that he ordered students to do the exercise from the book. After sometime the teacher checked the home work and gave feedback as per student's mistake. After that he ordered students to do the old question.

By the end of the class the teacher used more teacher centered techniques like: deductive lecture Explanation, illustration, controlled drill, meaning full drill.

On 2076-10-09 After entering the class the teacher wrote the topic general impression (seem) of the lesson the teacher wrote the old question related to the lesson.

- i) Her front garden looks a bit untidy.
- ii) You only see his parents during holidays.
- iii) There are a lot of stamps in his room

After that he wrote the following rules and explained it with example

- i) We have to use to+ v1 after seem and if there is no verb to+ be is used.

Example:

- i) He is very friendly. He seems to be very friendly.
- ii) He is some kind of businessman. He seems to be some kind of business man.
- iii) They watch television a lot. They seem to watch television a lot.

After that he ordered students to do the exercise from the book. After sometime the teacher checked the home work and gave feedback as per student's mistake. After that he ordered students to do the old question.

By the end of the class the teacher used more teacher centered techniques like: deductive lecture Explanation, illustration, controlled drill, meaning full drill.

On 2076-10-10 after entering the class the teacher wrote the topic Additional information relative clause. Then the teacher wrote the old question related to the old question

- i) The principal presented the paper. The principal was highly qualified.
- ii) NaniMaiya was veteran social worker. NaniMaiya was rewarded.

After that he wrote the rule of relative clause and explained it.

Who=person

Where= place

When = time

Which= things/ animal

Pre+ which= preposition +Animal thing

Whose = possessive

Write relative word replacing the noun and pronoun

Example:

The principal was highly qualified. The principal presented the paper.

The principal who presented the paper was highly qualified.

After that he ordered students to do the exercise from the book. After sometime the teacher checked the home work and gave feedback as per student's mistake. After that he ordered students to do the old question.

By the end of the class the teacher used more teacher centered techniques like: deductive lecture Explanation, illustration, controlled drill, meaning full drill.

On 2076-10-15 after entering the class the teacher wrote the topic If there is one thing. Then the teacher wrote the old question,

- i) People who are cruel to pets are hateful.
- ii) People who breaks promises make me angry
- iii) Alisha has forgotten to feed the cat again.

After that the teacher wrote the structure and explained it with example.

- i) If there is one thing that+ v5+ me + it's people who.....
- ii) If there is one thing I + v1+it's people who.....

Example:

If there is one thing that irritates me it's people who are cruel to pets.

After that he ordered students to do the exercise from the book. After sometime the teacher checked the home work and gave feedback as per student's mistake. After that he ordered students to do the old question.

By the end of the class the teacher used more teacher centered techniques like: deductive lecture Explanation, illustration, controlled drill, meaning full drill.

On 2076-10-16 after entering the class the teacher wrote the topic *the way*.
Then the teacher wrote the old question.

- i) They never bother to learn local language.
- ii) They spend so much money.

Then the teacher wrote the example from the book to explain the rules.

Example:

They make the street so crowded.

What I don't like about them is the way they make the streets so crowded.

After that he ordered students to do the exercise from the book. After sometime the teacher checked the home work and gave feedback as per student's mistake. After that he ordered students to do the old question.

By the end of the class the teacher used more teacher centered techniques like: deductive lecture Explanation, illustration, controlled drill, meaning full drill.

On 2076-10-17 after entering the class the teacher wrote the topic *How long*.
Then the teacher wrote the old question.

- i) I borrowed booksfew days.
- ii) He stayed in bed..... Breakfast time.

Ask a question using how long? And answer it using in, by, until, for and the words in the brackets.

- i) The student's talked on telephone .(40 minute)
- ii) She painted the classroom ceiling (6 o' clock)

After that the teacher explained the rules of using in, by, until, for, at first

Rule1)= with point of time = by and until

Rule 2)= with period of time= in and for

Then the teacher wrote the rule for making question.

Rule= How long + did+ pronoun +verb+ object.

After that he ordered students to do the exercise from the book. After sometime the teacher checked the home work and gave feedback as per student's mistake. After that he ordered students to do the old question.

By the end of the class the teacher used more teacher centered techniques like: deductive lecture Explanation, illustration, controlled drill, meaning full drill.

On 2076-10-22 After entering the class the teacher wrote the topic *Reporting*. Then the teacher wrote the old question.

I will inform him if I see him.

She has been feeling uneasy.

Krishna has his bicycle repaired.

After that he wrote the following rules and explained it.

Change in tense

Change in time adverbial

Change in place adverbial

Change of person

Change of reporting verb.

After that the teacher gave example by solving the old question.

I will inform him if I see him. He told me he would inform if he saw him.

After that he ordered students to do the exercise from the book. After sometime the teacher checked the home work and gave feedback as per student's mistake. After that he ordered students to do the old question.

By the end of the class the teacher used more teacher centered techniques like: deductive lecture Explanation, illustration, controlled drill, meaning full drill.

On 2076-10-23 after entering the class the teacher wrote the topic influencing and taking action. At first the teacher wrote the old question.

Choose the appropriate verb from the list, report the remarks below.

Promise, Threaten, agree, advice, recommend.

After that he wrote the following structure to solve the following question.

Structure= sub+ promised+ objective pronoun+ to+v1+obj (you can write other verbs in place of promised according to the question.

After that he ordered students to do the exercise from the book. After sometime the teacher checked the home work and gave feedback as per student's mistake. After that he ordered students to do the old question.

By the end of the class the teacher used more teacher centered techniques like: deductive lecture Explanation, illustration.

On 2076-10-24 after entering the class the teacher wrote the topic *Deduction (Must , Can't , May/Might)*. At first the teacher wrote the old question

Change the given sentences using must, can't, or ma/might

- i) I am sure he is sleeping.
- ii) Certainly he was at home
- iii) Perhaps she hasn't got the invitation.

Then the teacher explained the rules of using must, can't, may/might.

- i) Must=100 % sure condition
- ii) Can/t=100% sure condition
- iii) May/ might= 100% not sure condition

After that he ordered students to do the exercise from the book. After sometime the teacher checked the home work and gave feedback as per student's mistake. After that he ordered students to do the old question.

By the end of the class the teacher used more teacher centered techniques like: deductive lecture Explanation, illustration, controlled drill, meaning full drill.

On 2076-10-29 after entering the class the teacher wrote the topic *Advantages and Disadvantages*. At first the teacher wrote the old question.

Change the following suggestion using ought to, ought not to, and might as well or there is no point in.

- i) Don't take your children to see that film. It will frighten them.

- ii) Don't ask him he doesn't speak English
- iii) Why don't you take a pullover? It might turn cold.

After that he wrote the following rule and explained it

- i) Ought to = have to do
- ii) Ought not to = Don't have to do
- iii) Might as well = Can be done
- iv) There is no point in = Meaning less to do

After that he ordered students to do the exercise from the book. After sometime the teacher checked the home work and gave feedback as per student's mistake. After that he ordered students to do the old question.

By the end of the class the teacher used more teacher centered techniques like: deductive lecture Explanation, illustration, controlled drill, meaning full drill.

Techniques used by 'C' Literature teacher in teaching Grammar

On 2076-10-05 the teacher entered in the class then he wrote the topic of the lesson *experience and achievement* then the teacher wrote the basic structure for talking about experience and achievement.

Simple past: Sub. + V² + obj.

Present Perfect: Sub+ has/have + v³ + obj.

Listing experience and achievement

Use of

- 1) Simple Past
 - (Active): Sub. + V² + obj.
 - (Passive): Obj. + was/were + V³ + sub.
- 2) Present Perfect Tense
 - (Active): Sub. + has/have+ V³ + obj.
 - (Passive): Obj. +has/have+been + V³ + sub.

After that the teacher solved the all question from the book and asked student to copy it.

- She has had an amazingly successful film career.
- She Has worked with Rajesh Hamal
- She has been awarded by film fare awards

By the end of the class the teacher used more teacher centered techniques like: deductive lecture Explanation, illustration.

On 2076-10-06 The teacher entered in the class and wrote the topic (*Have you ever.....?*).Then the teacher wrote the basic structure for asking about experiences and achievements.

Use of:

Have you ever + V³

Have you ever been + V³

Have you ever had + noun + V³

Have you ever+ V³ ? is used to talk about your experience done by yourself.

Example: Have you ever eaten Japanese food?

Have you ever been+ V³? is used if the actions is done by others

Example: Have you ever been shouted of?

Have you ever had + noun + V³ is used to your possession

After that the teacher solved the questions from the book.

4. They fined me for a parking offence last week.
 - Have you ever been fined for parking offence?
5. They printed my picture in the newspaper once.
 - Have you ever had your picture printed in the newspaper?
6. Somebody punched me on the nose this morning.
 - Have you ever been punched on the nose?

By the end of the class the teacher used more teacher centered techniques like: deductive lecture Explanation, illustration.

On 2076-10-07 the teacher entered in the class and wrote the topic of the lesson *new experiences*. Then the teacher wrote the basic structure of talking about new experiences

4. This is the first time I have ever + V³
5. I have never + V³+ before?
6. I am (not) used to + V⁴.....

After that the teacher solved the questions from the book.

4. My feet are killing me
 - This is the first time I have ever walked bare foot.
 - I have never walked in the hills before.
 - I am not used to walking in the beach.
5. Ended, this is embarrassing!
 - It is the first time I have ever purposed.
 - I have never cheated in the exam before.
 - I am not used to wearing fashion dress.
6. She is feeling terribly nervous.
 - This is the first time she has ever gone in dating.
 - She has never fallen in the love before.
 - She is not used to dancing on the stage.

By the end of the class the teacher used more teacher centered techniques like: deductive lecture Explanation, illustration.

On 2076-10-12 the teacher entered the class and wrote the topic of the lesson *Judging from appearances* then the teacher wrote the basic structure of talking about new experiences

- a) Look + adj.
- b) Look like + noun
- c) Look as if/ as though + clause (sentence)

After that the teacher solved the question from the book.

Practice (Picture 1)

- a) He needs a wash.
 - He looks as if he needs a wash.
- b) Rather aggressive
 - He looks rather aggressive.

- c) a cramp
 - He looks like a cramp
- d) angry
 - He looks angry.
- e) He is going to stand a fight.
 - He looks as if he's going to stand a fight.

(Picture 2)

- a) Terribly complicated.
 - It looks terribly complicated.
- b) It costs a lot.
 - It looks it costs a lot.
- c) very elegant.
 - It looks very elegant.
- d) Something from outer space
 - It looks like something from the outer space.

By the end of the class the teacher used more teacher centered techniques like: deductive lecture Explanation, illustration.

On 2076-10-13 the teacher entered in the class and wrote the topic of the lesson *general impression: Seem*. Then the teacher wrote the following structure.

Use of seem (s)+ to be + v¹

- i. seem (s)+ to be + v¹
 - To talk about present.
- ii. seem (s)+ to+ have + v³
 - To talk about past.

After that the teacher solved the questions from the book.

- a) He's very friendly.
 - He seems to be very friendly.
 - He seems to have helped many people.
 - He doesn't seem to have fought with friends.
- b) He isn't very rich.

- He seems to be rich.
- He seems to have lost all his property.
- He doesn't seem to have done job.
- He doesn't seem to be rich.
- c) He's happily married.
 - He seems to have married his own girlfriend.
 - He seems to have loved a beautiful girl.
- d) He's some kind of businessman.
 - He seems to have many businesses.
 - He seems to have done many type of businesses.

By the end of the class the teacher used more teacher centered techniques like: deductive lecture Explanation, illustration.

On 2076-10-14 the teacher entered in the class and wrote the topic of the lesson *Relating to past events* then the teacher wrote the following structure.

1) Past perfect Tense

Active: Sub. + had+ V³+ obj.

Passive: Obj. + had been+ V³+ by

2) Simple past

Active: Sub. + V²+ obj.

Passive: Obj. + was/were+ V³+ by

After that the teacher solved the following questions from the book.

1.

A: When I saw him two years later, I could hardly recognize him.

B: Why? what had happened?

A: Well, he had changed his dressing style, and he had grown his beard.

2.

A: They sent both men to prison for 20 years.

B: Why? What had happened?

A: Well, they had killed the school children and they had kidnapped to girls.

3.

A: The fireman received a medal for bravery.

B: Why? What had he done?

A: Well, he had saved the school building from fire, and he had saved the lives of school children.

By the end of the class the teacher used more teacher centered techniques like: deductive lecture Explanation, illustration.

On 2076-10-19 the teacher entered in the class and wrote the topic of the lesson *Additional information: Relative clause* then the teacher wrote the information about relative pronoun.

Relative pronoun: To join two related sentences.

Example: I stay in Kirtipur where my parents were met.

I met a girl in Kirtipur who was very beautiful.

Relative pronoun.

Who – Person

Which – Things/ Animal

When – Date/ Time

Where- Place

Whom/Whose- Person (as object) Possessive

That – Things, animals

The use of preposition is same.

After that the teacher solved the following questions from the book.

- a) Phil kept his foot pressed hand down on the accelerator.
- b) Phil was an excellent driver.
- c) Phil's forehead was covered in sweat.

(a+b)= Phil, who was an excellent driver kept his foot pressed hand down on the accelerator.

By the end of the class the teacher used more teacher centered techniques like: deductive lecture Explanation, illustration.

On 2076-10-20 the teacher entered the in the class and wrote the topic of the lesson *Duration (How long.... ?)*. Then the teacher describes the following words.

- i) Activity: The task is done without result, without achievement
- ii) Achievement: The task is done with result/achievement.

Period of time: Time duration, 1 second, 2 minute,3 hours, 4 weeks, 5 months, 6 years

Point of time: Time beginning, 4 o' clock, Sunday, January 2004, 11: 30, dusk

After that the teacher solved the following questions

1. Activity
 - a) How long did you play for?
 - We played for about five hours.
 - b) How long did you have to baby sit?
 - I was there until about one in the morning.
2. Achievement
 - a) How long did that take you?
 - I got there and back by 11:30.
 - b) How long did it take you to walk all that way?
 - I got home in less than one hour.

	Period	Point
Activity	For	Until
Achievement	In	By

Again, the teacher solved the following questions from the book.

1. How long did they talk on the telephone for?
 - They talked on the telephone for 20 minutes.
2. How long did she take to paint out the bathroom ceiling?
 - She painted the bathroom ceiling by 6 o' clock.

By the end of the class the teacher used more teacher centered techniques like: deductive lecture Explanation, illustration.

On 2076-10-21 the teacher entered the class and wrote the topic of the lesson *longer than you expected*. Then the teacher wrote the following structure.

Use of ;

- i. Sub + didn't happen + for + period of time.
- ii. Sub + didn't + happen+ till+ point of time.

- i. It was+ period of time+ before+ it happened.
- ii. It was+ point of time+ before it happened.

After that the teacher solved the following question from the book.

1. I write to my mother by airmail, but in fact (two weeks)
 - The letter didn't arrive for two weeks.
 - It was two weeks before it arrived.
2. I intended to have an early night, but as it happened (midnight)
 - I didn't sleep till midnight.
 - It was midnight before I slept.
3. I said he could borrow the record for a few days but (six weeks)
 - He didn't return the record for six weeks.
 - It was six weeks before he returned the record.
4. It was supposed to be a short meeting, but (three hours)
 - It was three hours before it ended.
 - The meeting didn't end for three hours.

On 2076-10-26 the teacher entered in the class and wrote the topic of the lesson *Deduction and explanation (May/might, can't, must)* then the teacher wrote the following rules about the deduction and explanations.

Use of,

1. Sure to happen: must
2. Sure happens not: can't
3. Perhaps/ probability: may/might
4. Perhaps/ probability not: Mayn't/ might not

Tense

1. Present= is- be
2. Past= V^2 + have+ V^3
3. Has/have= V^3 + have+ V^3

After that the teacher solved the following questions from the book.

1. I'm sure he's working.
 - He must be working.
2. Perhaps he's going to ask me.

- Perhaps he's going to ask me.

Techniques used by 'D' Literature teacher in teaching Grammar

On 2076-10-05 after entering the class the teacher wrote the topic *have you ever*. Then the teacher describes the rules for writing experience and achievement.

1. We use present perfect tense to explain general experience.

Example: Have you ever been to Pokhara.

I have gone pokhara.

2. We use simple past tense to explain specific experience and achievement.

Example: I won the prize.

I passed the bike trial.

3. We also use passive structure while explaining experience and achievement.

Example: Have you ever been visited pokhara.

Then the teacher did the question from old is gold as example.

Example: Fine/ For spitting in the street(noise)

A: Have you ever been fined for spitting in the street?

B: No, I haven't, but I have been fined for making noise.

Then the teacher asked the students to do the question from the old is gold. After sometime the teacher checked the home work and gave feedback as per student's mistake. After that he ordered students to do the old question.

By the end of the class the teacher used more teacher centered techniques like: deductive lecture Explanation, illustration, controlled drill.

On 2076-10-06 after entering the class the teacher wrote the topic *familiar and unfamiliar experiences*. Then the teacher describes the rules of using be used to and used to.

- i) Use of 'be used to': We use be used to, to explain the present habit.
Example: I am used to playing badminton. I am used to teaching.
- ii) Use of 'used to': We use used to, to explain past habit.

Example: We used to play marbles. We used to swim in the river.

Then the teacher asked the students to do the question from the old is gold.

Rewrite the following sentences using "used to ing"

- i) Suman enjoys eating fruits
- ii) Children make noise.
- iii) Street children beg money from tourists.

After sometime the teacher checked the home work and gave feedback as per student's mistake.

By the end of the class the teacher used more teacher centered techniques like: deductive lecture Explanation, illustration controlled drill.

On 2076-10-07 after entering the class the teacher wrote the topic *New experiences*. Then the teacher explained the rules of describing new experiences.

Rule : We have to use I have neverbefore or This/It is the first time or I am not used to.....

Example: I can't get to sleep.

This is the first time I have ever slept in tent.

I have never flown at night before.

I am not used to having siestas.

The teacher also wrote note: After It/This is the first time we only have to use present perfect tense.

Then the teacher asked the students to do the question from the book. After sometime the teacher checked the home work and gave feedback as per student's mistake. After that he ordered students to do the old question.

By the end of the class the teacher used more teacher centered techniques like: deductive lecture Explanation, illustration controlled drill.

On 2076-10-12 after entering the class the teacher wrote the topic *judging from appearances*. Then the teacher describes the rules of judging from appearances.

Rule: We have to use look, looks, look like, look as if / as though to judge from appearances.

Rule : We use look and looks before adjective.

Example: He looks angry. She looks beautiful. They look angry.

Rule : We use look like and looks like before noun.

Example: He looks like tramp.

Rule: We use look as if/as though before clause.

Example: He looks as if he need a wash

The teacher also told about clause . If there is sub+ verb +obj in a sentence the it is called clause.

Then the teacher asked the students to do the question from the book . After sometime the teacher checked the home work and gave feedback as per student's mistake. After that he ordered students to do the old question.

By the end of the class the teacher used more teacher centered techniques like: deductive lecture Explanation, illustration controlled drill.

On 2076-10-13 after entering the class the teacher wrote the topic *Additional information relative Clause*. Then the teacher explains the rules of relative clause.

While providing information about things or person, we have to use non defining relative clause. Comma is used before and after the relative clause.

We have to replace the subject by using relative word as follows.

Person = who

Things = which

Possessive = whose

Preposition + person = whom

Example: Phil, who was driving kept his foot pressed hand down on the accelerator.

Then the teacher asked the students to do the question from the old is gold. After sometime the teacher checked the home work and gave feedback as per student's mistake. After that he ordered students to do the old question.

By the end of the class the teacher used more teacher centered techniques like: deductive lecture Explanation, illustration.

On 2076-10-14 after entering the class the teacher wrote the topic *verbs and adjectives*. Then the teacher explained the verb and adjective.

Verb

The word which shows the action of the word is called verb.

Example: Play, Read, Teach

Adjective:

The word which describes the noun or pronoun is called adjective.

Example: Hot, Black, Beautiful.

We can change the verbs into adjective and vice versa.

Example:

Verb	adjective
Depress	Depressing
Offend	Offensive

After that the teacher gave example from the book.

Example: Politics

A:What do you think of politics ?

B: Oh! I find politics really depressing.

C: Yes politics depresses me too.

D: Yes, I agree, I get terribly depressed when people talk about politics

Then the teacher asked the students to do the question from the book. After sometime the teacher checked the home work and gave feedback as per student's mistake. After that he ordered students to do the old question.

By the end of the class the teacher used more teacher centered techniques like: deductive lecture Explanation, illustration controlled drill.

On 2076-10-19 after entering the class the teacher wrote the topic *If there is one thing* Then the teacher wrote the following structure and gave example.

Structure: If there is one thing + that+ verb+ object+ it's people who.....

Structure: Sub+ verb+ it's people who.....

Example : If there is one thing that annoys me it's people who smoke in restaurants.

Then the teacher asked the students to do the question from the book. After sometime the teacher checked the home work and gave feedback as per student's mistake. After that he ordered students to do the old question.

By the end of the class the teacher used more teacher centered techniques like: deductive lecture Explanation, illustration controlled drill.

On 2076-10-20 After entering the class the teacher wrote the topic *How long...?*. Then the teacher explained how question about past is formed using how long.

How long with activities. With activities until and for is used

How long with achievement. With achievement for and until is used.

Example: How long did they talk for? They talked for twenty minutes.

How long did it take to write? I wrote all letters by lunch time

Then the teacher asked the students to do the question from the book. After sometime the teacher checked the home work and gave feedback as per student's mistake. After that he ordered students to do the old question.

By the end of the class the teacher used more teacher centered techniques like: deductive lecture Explanation, illustration controlled drill.

On 2076-10-21 after entering the class the teacher wrote the topic *reported speech*. Then the teacher explained the rules of reported speech.

Change of tense:

Present = Past

Past= past perfect

Change of pronoun

First person = According to the subject

Second person= According to the object

Third person= No change

Change of time adverbial and place adverbial

This =That, These= Those, Now=Then, Here=There, Today=That day

Yesterday= The previous day, Tomorrow= The following day,

Tonight= That night , last year= The previous Year

Example: I have finished my work. He told me that,"He had finished his work"

Then the teacher asked the students to do the question from the old is gold. After sometime the teacher checked the home work and gave feedback as per student's mistake. After that he ordered students to do the old question.

By the end of the class the teacher used more teacher centered techniques like: deductive lecture Explanation, illustration controlled drill.

On 2076-10-26 after entering the class the teacher wrote the topic *Must, Can't, May/Might*. Then the teacher explained the rules of using must, can't, may/might.

I am sure = must

Perhaps = may/might

I am sure in negative sense = can't

Example: He must work hard. He must be working hard

Then the teacher asked the students to do the question from the book. After sometime the teacher checked the home work and gave feedback as per student's mistake. After that he ordered students to do the old question.

By the end of the class the teacher used more teacher centered techniques like: deductive lecture Explanation, illustration controlled drill.