

**EFFECTIVENESS OF TEACHING GRAMMAR  
THROUGH TEXTS**

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

**Submitted by  
Saraswati Neupane**

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

**2011**

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2011**

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## **DECLARATION**

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

**Date: 2067-10-15**

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## **RECOMMENDATION FOR ACCEPTANCE**

This is to certify that **Mrs. Saraswati Neupane** has prepared the thesis entitled "**Effectiveness of Teaching Grammar through Text**" under my guidance and supervision.

I recommended this thesis for acceptance.

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# **DEDICATION**

Dedicated

To My Family and Teachers who devoted the great span of their lives to make me  
stand in this position

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**Saraswati Neupane**

## **ABSTRACT**

This thesis entitled "Effectiveness of Teaching Grammar Through Text" is an attempt to find out the effective way of teaching grammar as a whole. The study is an experimental type in nature. The researcher selected grade nine students of Shree Mahendra Secondary School of Sunsari district through non-random judgemental sampling. Firstly she administered the test items to find out the existing proficiency level of the students. Then she divided the students into experimental and controlled groups on the basis of marks obtained from their test paper. She took 20 classes using text for teaching grammar and administered post-test in order to find out the progress of the students from the pre-test and difference between two groups in post test. The difference was detected from the comparison of the results of two tests. It has been found that the students under experimental group have performed better in post-test than controlled group which means grammar teaching through text produced better result than grammar teaching through individual sentences.

This thesis consists of four chapters, chapter one introduces study in terms of general background, literature review, objectives of the study and significance of the study, chapter two deals with the methodology which is adopted for the study. Methodology consists of the topics like, sources of data, study population, sampling procedure, tools for data collection, procedures for data collection and limitations of study. Chapter three presents the analysis and interpretation of the collected data. In this chapter, data are analyzed and interpreted through statistical and descriptive approach. Chapter four incorporates findings and recommendations of this research. The references and appendices are the concluding part of the research.

## LIST OF ABBREVIATIONS

%	:	Percentage
CDC	:	Curriculum Development Center
D	:	Difference between the average marks of the pre-test and post-test
D%	:	It indicates the difference between pre-test and post-test
Dr.	:	Doctor
e.g.	:	For example
et al	:	and others
etc.	:	Etcetera
i.e.	:	that is
M.Ed.	:	Master of Education
p	:	page
Post-T	:	Post Test
pp	:	pages
Pre-T	:	Pre Test
prof.	:	professor
S.N.	:	Serial Number
T.U.	:	Tribhuvan University

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