

CHAPTER ONE

INTRODUCTION

1.1 General Background

Language is a system of communication through which we can express our ideas, thoughts, feelings and so on. It is the species specific and species uniform possession of man. It is god's special gift to the mankind without which human civilization would not be possible to exist. It presents everywhere in our thoughts and dreams, praying and meditation, relation and communication. Without language a man would have remained only like dumb animal. It is an ability to communicate through words that make us different from animals. Language is very complex human phenomenon. All attempts to define it have proved inadequate. So the language is the system in which we can communicate the ideas and share the experience gained during our life. Different scholars define the language in different ways.

Finocchiaro (1964) defines, "Language is system of arbitrary vocal symbol which permit all people in given culture to communicate or to interact" (as cited in Brown, 1994, p. 4). In the same way, Wardhough (1998) says, "Language is what the member of particular society speaks. Language is the expression of human personality. It is a form of social behavior that enables the individuals to co-operate with the others in the group." (p.1). Similarly, Chomsky (2002) has the view about the language that, "the topic of language is particular state of human brains which seeks to unearth the nature of and properties of linguistic states their development and variety and their basis in innate biological endowment" (p. 2).

It is believed that more than 3000 languages are being spoken all over the world. Among them some languages are fully developed and some languages are on the process of development .Some languages seem to be endangered as they have very few numbers of speakers.

Although, the need of learning foreign language is as old as human civilization, the origin of the modern language education has its roots in the study and the teaching of Latin. Five hundred years ago, Latin was the dominant language of education, commerce, religion and government in much of the western world. However by the end of the 16th century, French Italian and English displace Latin as the language of spoken and written communication. The study of Latin diminished from the study of a living language to be used in the real world to a subject in a school curriculum. At the moment, status of Latin (at the stage of reaching to the highest prestige) of five thousands years ago has been gained by English. It is the most dominant international language. It is one of the six official languages of United Nations and means of international communication. It has wide scope in all area such as trade, mass media, education, science and technology etc.

It is the out dominant international language. “It is the world’s most widely spoken language and common means of communication between the people of different nations. One person out of every 6 on earth can be reached through English language” Varghese (1989, p.1).

Nepal has got an active membership of international organization like UNO, UNESCO and SAARC. English is the one of the official languages used in

these organizations. Realizing the importance of English in Nepal formally, it was introduced in school curriculum, with the foundation of Durbar High School in 1954. At present it is taught as compulsory subject right from Grade one to Bachelor level and is used as medium of further education. According to census 2001, 1037 people speak English as a native language or mother tongue in Nepal. So, English language stands in 64th positions in Nepal on the basis of number of speakers as a mother tongue. Despite such position, English is essential as a means of international communication. According to Bhattarai (1994) “English has become indispensable vehicle to be transmission of modern civilization into the nation. It is a passport through which one can visit the whole world and who know English can enjoy the advantages of world citizen” (p.226).

Despite the various political movements came over the education system; no movement has underestimated the significance of the English language. Similarly no matter, how many kinds of schools are /were opened, all have given important status to the English language in their education system. English has been taught as a foreign language in Nepal.

1.1.1 Grammar

Learning a foreign or second language is not an easy task. It needs a lot of time and effort to have mastery over all the levels of language. These levels are phonology, morphology, grammar and semantics. Of these, grammar is very important because while learning the language, grammar plays an important role. The full and effective use of grammar is essential for successful communication. Each language contains grammar which is the main instrument

to express the ideas, feelings etc. The more knowledge of grammar we have, the more chances to express our ideas in a proper way.

Grammar is rules of language which governs the configuration that syntax and morphology of the language assume. It refers to the words that we use to form the correct words and sentences. It also refers to the rule by which words change their forms and are combined into sentences. There are some definitions of grammar.

Hornby, (1996) opines that “Grammar refers to the rules in a language for changing the form of words and combining them into sentences.” (p. 517).

Harmer (1987) also supports his views and says, “Grammar is the way in which words change themselves and group together to make sentences” (p.1). Klein (1971) defines it in a different way, “Grammar is the art of reading or writing the letter” (p. 610). It can be defined as –“how words are combined or changed to form suitable units of meaning within a language” (Ur, 1996, p.76).

Grammar is regarded as an integral part of the language. It means that it is very important in order to manipulate the language in speech and writing. The main purpose of teaching grammar is to help students to choose structure which help to express the meaning they want to express. Hence teaching grammar is meant for improving language. According to Lado (1961), “Grammar governs the central structure of an utterance” (p. 144). Here, the central structures mean the way of arranging the morpheme into words and words into the sentences. According to Close (1975) “Theories of grammatical sentence must make analysis of the various aspects of language. Thus, every language contains the same basic syntactic category as NP-VP-PP, etc and every language serves the

basic relations among these categories” (p.107). According to Palmer (1971), “Grammar is device that specifies the infinite set of well formed sentences and assigns to each of them one or more structural description” (p.9).

Grammar can thus partly be seen as the knowledge of what words can go where and what form these words should take. Studying grammar means knowing how different grammatical elements can be strung together to make chain of words. The rules of grammar as the dictionary suggests are about how words change and how they are put together into sentences. For example, our knowledge of grammar tells us that the word ‘walk’ changes into ‘walked’ in the past tense. This in an example of word changes its form. Our knowledge of grammar will also tell us what to do if we want to put the phrase into sentence. *There are oranges on the shelf (there are not many oranges on the shelf)*. This is an example of how words are combined into sentences.

Grammar then is the way in which words change themselves and group together to make sentences. The grammar of a language is what happens to words when they become plural or negative, or what word order we use when we make questions or join two clauses to make one sentence. It is obvious that grammar is important part of language No one can express his thoughts and feelings effectively without grammar. It is grammar which is more important as it provides the vital organs and flesh (on the structure of) and play the vital role. Every language has its own system of expressing ideas that is called grammar which makes the utterances clear and sweet. Otherwise expression becomes rude.

Grammar can be divided into two types that are the theoretical and pedagogical. Theoretical grammar is concerned with the description of the theories of grammatical analysis where as pedagogical grammar is the use of grammatical structures in an appropriate situation.

There are two objectives of teaching grammar; leaning and acquisition. Learning grammar refers to learning grammatical facts which result in to learning about language and being able to explain the grammatical rules. Acquisition of grammar refers to acquiring the ability to practice the language or to make use of language grammatically without any conscious attention of the grammatical fact of language.

Grammar is very much essential set of rules to the foundation of language development which are responsible in the development of accuracy as well as fluency in speaking and writing.

1.1.1.1 The Role of Grammar in Language Teaching

At the beginner's level, the teaching of grammar is likely to be fairly covert since the main aim is to get the students to practice and use the language as much as possible and the students learn more. However, the balance would change and at intermediate level the students would be involved in more communicative activities and would have less grammar teaching. The teaching of grammar at this stage, however, would probably be more overt and as students get more advanced they can actively study grammar in more overt ways. At any level, though, we would expect students to face at various points with input that is above their own language ability. This would not help students to acquire language subconsciously, but it could also preview language that will

later form the basis for grammar teaching. According to the Harmer (1987, p.1) there are two types of grammar teaching which play very important role in teaching grammar i.e. covert and overt grammar teaching.

Covert grammar teaching is where grammatical facts are hidden from the students even though they are learning the language. In this teaching, the students learn the language without any attention of grammatical facts. In covert grammar teaching, students are simply asked to read a text where a new grammar is introduced without drawing their attention to any grammatical information. It helps the students to acquire and practice the language.

Overt grammar teaching means that the teacher actually provides the students with grammatical rules and explanation and the information is openly presented. In this teaching the teacher provides the grammatical rules and information first and students are asked to make sentences. The teachers are explicit and open about the grammar of language and information is openly presented. It helps to learn language.

1.1.1.2 Importance of Teaching Grammar

Grammar plays a pivotal role in language. It is in the spoken or written form. It has some specific structures and it is not a hotchpotch of randomly distributed elements. They are assigned in accordance with the set of rules. This set of rules is called “grammar” of language (Aarts 1997, p. 3). Richards et al. (1985) say that “grammar is descriptions of the structure of language and the way in which linguistic units such as words and phrase are combined to produce sentences in the language” (p.49). Grammar helps in the production of indefinite number of new sentences. To get mastery over any language, one needs to know its

underlying grammar and structure. Lado (1961) says, “a grammatical pattern is more than any single utterance since it is mold form which countless utterances can be produced” (p.144). Similarly Chomsky, (1957) writes,

Any grammar of language will project the finite and somewhat accidental corpus of observed utterances, a set (presumably infinite) of grammatical utterances. In this respect, behaviors of speakers, who on the basis of finite and accidental experiences with language can produce or understand an infinite number of new utterances (p.25).

So, grammar is the basis for the production of any correct utterances which make the language meaningful. Grammar enables the learners to use the language accurately and appropriately in the meaningful language background. Each language has its own grammar for communication.

Now a day’s those who are able to communicate in English are deemed to be well educated, intelligent and so on, whereas those who lack the ability to use English consider themselves to be educationally under privileged and yearn to learn it in order to grow academically and professionally.

Learners need to learn grammar for practical, general as well as specific purposes.

The importance of teaching grammar are as follows:-

- a. Teaching grammar is necessary for language learning because it serves as a tool to improve the mastery of language.
- b. Grammar can be interesting in itself. Students can find an intrinsic interest in grammar.
- c. It is necessary to participate in classroom interaction.

- d. It is necessary to use it as medium of expression in assignments, texts and examinations.
- e. It is necessary to read things for pleasure.
- f. It helps to learn rule in order to generate all and only grammatical sentences.
- g. It helps to show the relationship of vocabulary with grammar and the inverse.
- h. It helps to develop communicative efficiencies.
- i. It is necessary to communicate with foreigners in general.
- j. It is necessary to develop personality and enhance the career development.
- k. It is necessary to appreciate movies, plays talk, radio and television programs.
- l. It is necessary to keep abreast of what is going on around the world.
- m. It is necessary to developing communicative efficiency.
- n. It helps to show the relationship of vocabulary with grammar.

From the above points we can conclude that grammar teaching is very necessary for language learning.

1.1.1.3 Methods of Teaching Grammar

Method is the level at which theory is put into practice and at which choices are made about the particular skills to be taught, the context to be taught and the order in which the context will be presented. According to Anthony (1963), “Method is an overall plan for the orderly presentation of language material, no part of which contradicts, and all of which is based upon the selected approach.

An approach is axiomatic, a method is procedural” (as cited in Richards and Rodgers, 2001, p.19).

Teaching of grammar has always been a controversy in foreign language teaching situation. People also make assignments on the way they can best teach the grammar of a particular language. There are two major approaches to teach grammar.

a. Deductive method

It is a method where rules are given before the examples. It is a traditional method to teach grammar. Different scholars have defined this method variously. According to Thornbury (1999), “A deductive approach starts with the presentation of a rule and followed by example in which the rule is applied”. (p. 64) Similarly, Richard et al (1999) opine,

This is an approach to language teaching in which learners are taught rules and given specific information about language. Then they apply their rules when they use the language. Language teaching methods which emphasize the study of the grammatical rules of language (Grammar translation method) make use of the principles of deductive reasoning (p.p.98-99).

In the same way, Brown (1994) argues “Deductive reasoning is movement from generalization to specific instances: specific subsumed facts are inferred or deduced from a general principle” (p. 92).

While using this method in classroom for teaching grammatical items, the teachers explain the rules for this activity. The teacher writes the underlying rules of grammatical structure of the sentences e.g. S+ V+O

S+ is /am/are+v4+O

Then he explains these rules used in appropriate situation and makes the students memorize the rules and asks the students to practice for making sentences in oral or in written form.

b. Inductive method

It is more scientific method to teach grammar than deductive methods. In this method examples are given before the rules .Students have to guess the rules from examples. Different scholars have defined this differently.

Thornbury (1999) defines “An inductive approach starts with some examples from which a rule is inferred” (p. 64). In the same way, Richards et al, (1999) opine, “In inductive learning, learners are not taught grammatical or other types of rules directly but are left to discover or induce rules from their experience of using the language” (p. 98). Similarly, Vans Els et al, (1984) define it as,” The inductive procedure will involve the use of many language samples that are representatives of the rules to be learned and that practice with such sample has an important place in this procedure”(p. 87).

From the above definitions, it can be said that inductive method is such kind of method of teaching grammar in which sentences are presented and practiced orally and in written form and students have to discover the rules from the sentences. For example,

He plays football.

They are working hard.

The examples are practiced orally and in written form. Then students have to find out the structure from the sentences.

1.1.1.4 Techniques of Teaching Grammar

Different ELT experts or linguists have presented different techniques of teaching Grammar. They are briefly mentioned below.

Ur, (1999) has prescribed the different techniques of teaching grammar (p.34).

a. Awareness

A teacher provides the opportunity to students by giving some unit of discourse of text and asks them to find out the past tense verb, modal verb, future tense, major word classes, preposition, phrasal verb, etc.

b. Controlled Drills

Learners are given a cue to practice linking words such as 'but' or 'and' etc. and sentence transformation. The activities can be done under the control of the teacher's guideline. Learners are provided the sufficient examples of the structures. The examples are predetermined by teachers and have to conform to very clear closed ended cues, e.g. John drinks tea but he does not drink coffee.

i. Like: ice cream/cak

ii. Speak: English/Italian

iii. Enjoy: playing football/playing chess

c. Meaningful Drills

In this technique, students are asked to find out the tense. Now teacher asks them to compare true statement about them according to the following model e.g. He/she does not like ice cream.

- a) Enjoy: playing tennis
- b) Drink: wine
- c) Speak: polish.

d. Guided Drills (meaningful practice)

The learners form sentences of their own according to a set pattern but exactly what vocabulary they use is up to them, e.g. practicing conditional clauses. Learners are given the cue (if I had a million dollars) and suggested in speech or writing, what they would do.

e. Free Sentence Composition (Structure-based)

In this techniques learners are provided with a visual or situational cue, and invited to compare their own responses; they are directed to use the structure, e.g. A picture showing a number of people doing different things is shown to the class then they describe it using the appropriate tense.

f. Discourse composition (structure- based)

Learners hold a discussion or write a passage according to a given task; (They are directed to use at least some examples of the structures within discourse.) e.g. the class is given a dilemma situation. Like, you have

seen a good friend cheating in an important test and you have to recommend a solution.

g. Free discourse

It is like discourse composition but the learners are given no specific direction to use their structure however, the task situation is such that instances of it are likely to appear, e.g. As in type six, but with act a final direction.

Similarly, Harmer, (1987), has given the following techniques for teaching grammar (p.24-27).

a. Modeling

It is a technique which gives the clear spoken model of new language. This should be done with normal speed, stress and intonation. The teacher acts as a model for sometimes and students have to follow or repeats after him.

b. Isolation

The teacher frequently isolates the parts of the sentence that they are modeling so that they can give them special emphasis when teacher presents the first conditionals, for example they might model the sentences like this

If it rains, she will get wet.....listen, she'll...she'll...she'll...she'll get wet. If it rain she will get wet.

The teacher isolate the she'll element and then explains what it was (she will) before putting it back in to the modal that was being given.

c. Visual Demonstration

Visual demonstration covers the following activities:

i. Writing

The teacher writes sentences on the board and underlines the critical points. Relationship between question and answer, For Example it can be shown with arrows and boxes like this: He watched T.V. yesterday,

Did he watch TV yesterday?

ii. Time Lines

This technique is useful to teach tense and aspect where dramatic representation of tense and aspect is given, e.g. I have been reading the newspaper

Past activity started.....now.....future.

iii. Finger Technique

Finger technique is also useful for teaching grammatical structure, modal verb, tag question, etc. We might be focusing on a sentences like, “She will arrive tomorrow”. After modeling it, the teacher holds up four fingers to pointing to a finger for each word.

The act of pointing can also be used to increase the students’ speed, rhythm and stress. Teacher can give different grammatical properties in different ways and make learning more visual.

d. Explanation

In this technique, the teacher explains the rules and this can be done more overtly and covertly. When the rules are easy to explain at the students' level, then an explanation would be appropriate.

1.1.1.5 Activities Used in Teaching Grammar

There are many grammar practice activities and games. The teacher can adopt these activities and games according to his/her need and demand of the nature of grammar rules to be taught. Different scholars have presented grammar practice activities and games differently.

According to Cross (1992) there are five grammar focus games (p.159).

1. Noun focus- Noun is mainly focused in noun focus game.
2. Verb focus- In verb focus game verb is mainly focused.
3. Adjective focus- Adjective is given priority in adjective focus game.
4. Adverb focus- Adverb is mainly focused in adverb focus game.
5. Function focus- Function is given priority in function focus game.

Ur (1988) provides many grammar practice activities for different grammatical item. Some of which are given below

- a. Simon says (simple commands; understanding and producing short oral utterances).
- b. Guessing yes/no questions; oral brainstorming.
- c. Quizzes (wh' questions).
- d. Do not say no, (Negative answer to question oral).

- e. Discrepancies (negative sentences in any tense oral responses, based on transformation of affirmative to negative; optional written follow-up)
- f. Family tree (use of possessive to indicate relationships): Composition of simple sentences teaching grammar through language games is very effective.

Some games for grammar practice are as follows;

i. Oral Drills

Oral drills are very structured way to introduce students to new grammatical structures. Depending on the drill you can either call students individually or ask them for the choral response.

ii. Scrambled Sentences

Scrambled sentences are the excellent way to practice grammar recognition and syntax. Give the students all the words in mixed up order to form one sentence. Students then rearrange the words to form a grammatically correct sentence.

iii. Student Survey

It makes reading and writing activities a fun. The teacher could do a short activity by using a real survey. Though for the beginning students, it is probably better for them to create their own.

iv. Picture Dictation

Picture dictations provide the fun way for students to practice listening grammatical patterns. It is not the traditional dictation. Students should not write down the description rather than they should draw it and should not look to anyone else while they are drawing.

v. Short Speeches

Short speeches can be prepared for homework and presented in class. In this technique students give their speech in any topic and teacher gives feedback and review the target grammar and vocabulary.

vi. Chain Stories

Chain stories work really well, when you give the class some structures' e.g. to practice the simple presents for habitual action, start the story with, Ram always has a busy day. He wakes up at 6.00 o'clock every morning. At 6.20....., Write this at the top of the board and ask a student to continue a story.

1.1.1.6 Grammar and Tense

Grammar refers to the rules that we see to form the correct words and sentence. In grammar there are different grammatical categories such as, TENSE, ASPECT, VOICE, NUMBER, GENDER, ASPECT, etc. Among them TENSE is a category which plays a important role in grammar. It is the first step to learn grammar. It helps to form correct structure of language in terms of time.

There is no well accepted definition of tense. “A grammatical category of verb that indicates whether the action referred to the sentences is located in the past, the present and the future is tense” (www.google.com). Similarly

Oxford References Dictionary (2004) defines it as, “a set of a verb that indicate the time or competences of the action expressed by the verb” (p. 846). In the same way Aarts and Aarts (1986, p.74) define it as, “tense is an obligatory category in the finite verb phrase and it forms a small part of grammar”.

While defining the term ‘tense’ Leech and Svartvik (1975, p. 305) define it in a slightly different way. They say, “By tense we understand the correspondence between the form of the verb and our concept of time (past, present, and future) so, it can be inferred that tense is related to time and the form of verb and aspect with the manner of verbal action”. To quote Sinclair (1991), “when you are making a statement you usually need to indicate whether you are referring to situation which exists in the future. The point in time a statement relates to is usually indicated in part by the group used in tense” (p. 245).

From the above definitions, it is apparent that a set of verb forms indicate a particular point in time or period of time in the past, present or future, which in other words is called a tense; with three main categories of tense there are other more subcategories of tense.

According to Crystal (2003), “Tense is defined as category as used in the grammatical description of the VERB (along with aspects and Mood) referring primarily to the way the grammar marks the time at which the action denoted by the verb took place” (p.459). In English there are two tenses morphologically; present and past (Palmer1971, p.193). Other verbal categories, the perfect, the

1.1.1.7 Formal Characteristics of English tenses

Over the years, the important distinction between tense and aspect has been blurred. Instead, traditionally English has three categories of tenses and each have four subcategories. Their formal characteristics can be shown as follows.

Table No.1
Formal Characteristics of English Tenses

	Simple	Perfect	Progressive	Perf. Prog.
	Φ	Have+-en	Be+-ing	Have+-en be+-ing
Present	Writes/Write Walk/walk	Have written Have walked	Is/are/am writing Is/am/are walking	Have been writing Have been walking
Past	Wrote Walked	Had written Had walked	Was/were writing Was/were walking	Had been writing Had been Walking
Future	Will write Will walk	Will have written Will have walked	Will be writing Will be walking	Will have been writing Will have been walking

From the above table what can be seen is that present and past mark the finite verb stems in two ways: using regular morphological processes and irregular morphological processes. Accordingly, English has regular and irregular verbs.

The another case is the future tense which does not mark the finite verb stems, rather takes the help of modals.

1.1.1.7.1 Meanings of Tenses and Aspect in English

Each combination of tense and aspect shows different meanings. The meanings of these combinations have been listed as follows:

A. Simple Aspect

It refers to an event that is conceptualized as complete whole, e.g. 'Ram lives in London'. This sentence shows a complete whole event, not any further development in the occurrence.

i. Simple Present

The core meaning of simple present can be as follows:

- a. Habitual action, e.g. He walks to school everyday.
- b. General timelessness truth, e.g. Water boils at 100 degree centigrade.
- c. With BE to indicate states, e.g. There is a large house in the corner.
- d. When the main clause has future finite verb, subordinate clause of time or conditional takes simple present, e.g. If she passes the bar exam, she will be able to practice law.

Despite the above listed meanings, the simple present tense has also the meaning of future indication, demonstration, present speech act, and conversational historical present.

ii. Simple Past

The meaning associated with simple past can be listed as follows:

- a. In case of definite single complete event in the past, e.g. I attended the meeting of that committee last week.
- b. Habitual action in the past, e.g. I used to have cigar.
- c. With states in the past, He appeared to be creative genius.

Along with the above meaning of simple past, it can also be used to express social distance, e.g. 'Did you want to sit down and stay a while?'

iii. Simple Future

Simple future is used to indicate an action to take place at some definite future time. Similarly, it can be used to show the future habitual action, e.g. 'after October, Judy will take the 7:30 train to Chicago everyday'. It can also be used in the main clauses of future conditional.

B. Perfect Aspect

The core meaning of perfect aspect is 'prior' and it is used in relation to some other point in time. For instance, it is used retrospectively to refer to a time prior to now, e.g. Have you done your homework?

i. Present Perfect

A situation that began at a prior point in time and continues into the present, e.g. I have been a teacher since 1968. Similarly, a very recently completed action takes present perfect aspect.

ii. Future Perfect

When an action that will be completed prior to a specific future time, future perfect is used e.g. He will have killed the deer by 10 am.

iii. Past Perfect

An action that completed in the past prior to some other past event or time, e.g. He had already left before she could offer him a ride.

C. Progressive Aspect

The event of temporary nature in progress is progressive aspect.

i. Present Progressive

When an activity is in progress at the time of speaking, it is present progressive, e.g. He is attending meeting now. It can also be used to indicate the future happening of an event, e.g. she is coming tomorrow.

ii. Past Progressive

It indicates an action in progress at specific point of time in the past .e.g. He was digging a pond.

iii. Future Progressive

It indicates an action that will be in progress at a specific time in the future. E.g. they will be going to London.

D. Perfective Progressive Aspect

As its name implies, this aspect combines the sense of prior of the perfect with the meaning of incompleteness inherent in the progressive aspect.

i. Present Perfect Progressive

It indicates a situation or habit that began in the past and that continues up to the present and possibly into the future, e.g. I have been studying here for five years.

ii. Past Perfect Progressive

It indicates an action or habit taking place over a period of time in the past prior to some other past event or time, e. g. They had been playing cricket for ten years.

iii. Future Perfective Progressive

It indicates durative or habitual action that is taking place in the present and that will continue into the future until or through a specific future time, e.g. They will have been teaching in University for six years.

1.1.1.8 Teaching Strategy

Strategy is a term first used by army to win their enemies. It means different methods and techniques are used to get the goal. It refers to a plan for achieving a major goal. It deals with the 'how' parts rather than 'what'. There are various definitions of strategy.

Teaching strategies are approaches to teaching students. For instance, breaking information down into digestible chunks, allowing more time for taking a test, providing a scribe, checking in to make sure the student understand the directions, teaching hands-on and/or with manipulative. (www.google.com)

According to Cambridge Advanced Learners Dictionary (2003), “strategy is the detailed plan for achieving success in situation such as war, politics, business, industry or sport or skills for planning such situations”.

According to Brown (1994),

Strategies are specific methods of approaching a problem or task modes of operation for achieving a particular and planned designs for controlling and manipulating certain information. They are contextualizing’ battle plans’ that might way from movement to movement or day to day or year. Strategies vary individually. Each of us have whole host of possible way to solve a particular problem and we choose one or several of those in sequences for a given problem. Further he says strategies are these specific ‘attacks’ that we make on a given problem. They are moment by moment techniques that we employ to solve problems (p .114).

Morton, (1988), talks about four overall teaching strategies, they are as follows as cited in (Cook, 1992, p.131):

- a. Receptive strategy: receptive strategy relies primarily on listening
- b. Communicative strategy: It focus that something is learns by attempting to communicate.
- c. Reconstructive strategy: It refers to participate in reconstructive activities.
- d. Eclectic strategy: It refers to combine two or more of others.

Teaching strategy is a pattern of teaching acts that serves to attain certain outcomes and to guard against others. And instructional strategy is purposefully conceived and determined plan of action. Other terms are frequently found to have been used to classify the meaning of strategy are ,a long term plan activities, ways, techniques or methods or approaches, plan of actions, operations, course of action and group of activities in which the students are taken in to actions and the means by which they will explore the dramatic focus. They are implemented towards the achievement a selected measurable objectives. They describe the actions to be taken into by the association in order to achieve objectives.

(<http://www.cmu.edu/facstaff/part-time/strategy/htm>)

Strategy is a cover term which includes various methods and techniques that language teachers use in order to read their subjects to achieve the prescribed goal. Instructions of higher learning across are responding to political, economic, social and technological pressure to be more responsive to students' needs and more concerned with how well students are prepared to assume future associated role. Faculties are already feeling the pressure of lecturing less and make learning environment more interactive to integrate, technology into the learning experience and to use collaborative learning strategies when appropriate. Some of the more prominent strategies are outlined below:

a. Lecture

For many years the lecture method was the most widely used instructional strategy in the classroom. Nearly 80% of all US college classrooms in the late 1975 reported using some form of the lecture method to teach students (Cashin,

1990, p .7). Although the usefulness of other teaching strategies is being widely examined today, the lecture still remains an important way of communicating information used in conjunction with active learning and teaching strategies. The advantages of the lecture approach are that it provides a way to communicate a large amount of information to many listeners maximizes instructor control and is nonthreatening to students. The disadvantage is that lecturing minimizes feedback from students.

b. Case method

Providing an opportunity for students to apply what they learn in the classroom to real life experiences has proved to be effective way of both dissemination and integrating knowledge. The case method is an instructional strategy that engages students in active discussion on the issues and problems related to application. It can highlight fundamental dilemmas or critical issues and provide a format for role playing ambiguous or controversial scenario. The case study approach works well in cooperative learning or role playing environments to stimulate critical thinking and awareness of multiple perspectives.

c. Discussion

There are a variety of ways to stimulate discussion. Obviously, a successful class discussion involves planning on the part of the instructor and preparation on the part of students. Instructor should communicate this commitment to the students on the first day of class by clearly articulation course expectations. Just as the instructor carefully plans the learning experience, the students must comprehend the assigned reading and show up class on time, ready to learn.

d. Active learning

Active learning is learning environment that allows students to talk, listen, read, write and reflect as they approach course content through problem solving exercises, informal small groups to apply what they are learning. Many studies show that learning enhanced when students become actively involved in the learning process. Instructional strategies then engage students in the learning process stimulate, critical thinking and a greater awareness of other perspectives.

e. Co-operative learning

Co-operative learning is a systematic pedagogical strategy that encourages small group of student work together for the achievement of a common goal.

Collaborative learning is often used as a synonym for co-operative learning when in fact; it is a separate strategy that encompasses a broader range of group interactions such as developing learning communities, stress the importance of faculty and study involvement in the learning process.

f. Integrating technology

Today, educators realize that computer literacy is an important part of student education. Integrating technology into a curriculum, when appropriate is providing to be valuable for enhancing and extending the learning experience for faculty and students. Many faculties have found electronic mail to be a useful way to promote student-student or faculty/student communication between class meetings.

g. Distance learning

Distance learning is not a new concept. We have all experienced learning outside of a structure classroom setting through television correspondence course etc. Distance learning or distance education is a teaching pedagogy, however, an important topic of discussion. It is defined as any form of teaching and learning in which the teacher and learners are not in the same place at the same time. Distance learning technologies take many forms such as computer simulations, interactive collaboration/discussion and the creation of virtual learning environment connecting regions or nations. Components of distance learning such as email, list servers and interactive software have also been useful additions to the educational setting.

1.1.1.9 Child-Centered Approach of Language Teaching

Child centered education has been emphasized following the aims of primary education in Nepal. The qualities of classroom learning experiences need to develop further away from treating the students in classes as homogeneous unit and away from rote learning. The focus of teaching learning methodology should be on student centered active learning with awareness of teacher to help each students at all times using a wide range of formal and informal techniques. Other terms synonymously used for child-centered teaching are student centered, child focus, and joyful learning. Some of the principles of child centered approach of learning are as follows:

- a. All children are equal and should be treated with love and respects.
- b. Put children first, by responding to their needs and building on their knowledge.

- c. Children are unique individuals with different needs abilities and interest.
- d. Children come to school already knowing many things.
- e. Children learn at different rates, they have their own pace.
- f. Children are various and inquisitive.
- g. Children learn best through concrete hands on experiences.
- h. The learning environment should stimulate children's development.
- i. Different children learn in different ways and a variety of strategies are necessary to cater for the needs and interest of individual children in interesting ways.

1.1.1.10 Teacher Training

Generally teacher education is a programme which makes teacher up to date about their knowledge of the related subject matter. It is a process of preparing somebody for teaching.

Teacher education refers to the policies and procedures designed to equip prospective teachers with the knowledge attitudes, behaviors and skills they require to perform their tasks effectively in the classroom, school and wider community. Different scholars define teacher training differently.

"It is the professional preparation of teachers, usually through formal course work and practice teaching" (www.viterbo.edu). Similarly, Doff, (1988) defines teacher training as, "teacher training is a course which develops practical skills in teaching and it helps to meet the needs of the teacher" (p. 1).

Teacher education is divided into three parts;

- i. Initial teacher training/education (a pre service course before entering the classroom as a fully responsible teacher)

- ii. Induction (the process of providing training and support during the first few years of teaching or years in a particular school-teacher development or
- iii. Continuous professional development (CPD as in service process for practicing teachers)

In Nepal teacher training is mainly focused after the restoration of democracy in 2007 BS. Before that a Basic Teacher Training Center was established in 2004 BS. But it did not work effectively. It was closed in 2011BS .The government realized the importance of teacher training and established a Basic education National Teacher Training Center and it was also closed after two years.

NNEPC also focused the important of teacher education (training). To follow the mandate of NNEPC (2011), College of Education was established in 2013 and it became the part of the Tribhuvan University in 2016 BS. After four years bachelor was divided into two years I. Ed and two years B. Ed. After the NESP's (2028) recommendation it became the Institute of Education and later on it was changed in to Faculty of Education.

NEC (2049) and the other educational commission reports have also focused on the importance of teacher training. Now, not only the T.U. but also the other universities also provided the teacher education. EMDC (Educational Main Power Development Center) also provides the ten month training and other trainings.

1.2 Review of the Related Literature

Many research works have been carried out in the area of language grammar and different techniques used to teach them being specific over the effectiveness against others. Some of the research studies reviewed by the researcher are as follows.

Shrestha (1995) carried out a research entitled “Proficiency in English Grammar between the Students of the Urban and Rural Schools in Kathmandu”. He had selected eighty students as informants. The objective of the study was to make comparison of the proficiency status of rural schools with that of the schools of Kathmandu valley. It was found that urban school students could follow the instructions on the question.

Ghimire (2000) carried out research entitled “Teaching Tag Questions in English Inductively and Deductively.” He had selected forty students of class ten as informants and the objective was to find out the effectiveness of inductive and deductive method of teaching tag questions in English and it was found that inductive method was more effective than the deductive method.

Panday (2002) carried out the research entitled “Effectiveness of Language Games in Teaching Grammar”. He had selected forty four student of grade ten as informants. In his research it was found Languages games are effective in teaching grammar. Teaching grammar through language games was better than teaching techniques used traditionally.

Regmi (2004) conducted a research entitled “Effectiveness of Group work Technique in Teaching English Tense”. The numbers of students were sixty

from grade eight as informants. The objective of the study was to find out the effectiveness of group work technique in teaching English tense. It was found that the students who were taught using group work progressed relatively better than the students who were taught using explanation.

Bhandari (2006) has also carried out research entitled “Effectiveness of Teaching Grammar through Conscious Raising Techniques”. He had selected forty from grade nine as informants. The objective of his study was to find out the effectiveness of conscious raising techniques in teaching grammar. It was found that conscious raising technique is an effective teaching technique than usual teaching technique.

Khadka (2007) has carried out research in the topic. “Task Based and Form Focus Techniques of Teaching Grammar”. He had selected fifty students of grade nine as informants. The objective of his study was to find out effectiveness of form focus and task based techniques in teaching grammar. It was found that task based techniques of teaching grammar is more effective than form based techniques of teaching grammar.

B.C. (2008) carried out the research on the topic entitled “Effectiveness of Teaching Grammar through Discovery Techniques”. She had selected forty students of grade nine. The objective of her study was to find out effectiveness of discovery technique in teaching grammar. It was found that discovery technique is effective and it makes students active participant.

Pokherel (2008) carried a research on the topic entitled “Techniques of Teaching Grammar”. She had selected thirty four students from grade seven as

informants. The objective of her study was to find out the effectiveness of inductive method and it was found that inductive method is more effective than deductive method to teach tense in English.

Paneru (2009) has also carried out research in “Use of Computer for Teaching English Grammar”. He had selected thirty students of grade ten as informants. The objective of his study was to find out the effectiveness of computer in teaching grammar. It was found that teaching grammars through computer is effective and create interest to the students.

Rijal (2009) has carried out research entitled, “Teaching Simple Present Tense Inductively and Deductively”. He had selected thirty students of grade two as informants. The objective of that study was to find out effectiveness of inductive and deductive method in teaching tense. It is proved that teaching tense inductively is more effective than teaching simple present tense deductively.

Bania (2009) carried out research on the topic entitled, “Teaching Techniques used by English Teacher”. Twenty teachers were selected as informants in that research. The objective of his study was to find out techniques used by English teacher and it was found that most of teacher used traditional methods and techniques.

Bhattarai (2009) has carried out research entitled, “Teaching English by Untrained teachers”. He had selected twenty English teachers as informants. The objective of this study was to find out the techniques used by untrained

teacher and it was found that the class is less effective by teaching untrained teacher.

Though different research studies have been carried out in strategies used in others area but there is not any research work carried out in strategies used by primary level teachers in teaching tense. In this context, this research study have been attempted to find out the strategies that primary level teachers used in teaching tense.

1.3 Objectives of the Study

The objectives of this study were as follows:

- a. to find out the strategies used in teaching tense.
- b. to compare the strategies used by trained and untrained teacher.
- c .to list some pedagogical implications.

1.4 Significance of the Study

This study will be significant for those prospective researchers who want to carryout researches in relation to strategy. The finding of this study will be useful for the teachers who have to use teaching strategies for teaching language grammar. Similarly, curriculum and textbook writers will also find it valuable since it provides valuable information about strategies used in teaching grammar especially tenses. It will also be beneficial for all those who are directly and indirectly involved and interested to know more about teaching strategies used in teaching tenses.

CHAPTER TWO

METHODOLOGY

This study had the following study design.

2.1 Sources of Data

Both primary and secondary sources of data were used to meet the objectives of this study.

2.1.1 Primary Sources of Data

The primary sources of data of this study were the English teachers of primary level from Arghakhanchi district.

2.1.2 Secondary Sources of Data

Various books specially Leech and Svratvik (1975), Van Els et al (1984), Richards et al (1985), Harmer (1986), Brown (1994), Ur (1996), Thornbury (1999), Chomsky (2002), Crystal (2003) , Freeman (2007), reports ,articles, research studies and internet related to the topic were used as secondary sources of data.

2.2 Population of the study

The population of this study was the twenty primary level English teachers of Arghakhanchi District.

2.3 Sampling Procedure

In any study, we cannot make use of all sampling population. We select a small number and on the basis of this we make prediction about the whole population. The small number we select is the sample. Thus, sampling procedure is the process of selecting a few from bigger group to make the basis for estimating or predicting the prevalence of and unknown piece of information, situation, or outcome regarding the bigger group. The sampling procedure of my study is mentioned below.

I purposively selected Arghakhanchi as a research area of my study. Likewise, I purposively selected 20 primary school English teachers, among them 10 were trained and 10 were untrained teachers. In this research study, I categorized them trained and untrained teachers on the basis of their training and qualification. It means the teachers who had passed I Ed or qualified for teaching license were taken as trained teachers and others who had passed SLC or PCL in other faculties were taken as the untrained teachers.

2.4 Tools of Data Collection

The researcher used two tools in gathering the required information, viz. observation checklists and questionnaire.

2.4.1 Observation Checklist

The researcher had observed the classes of selected teachers by using a check list. There were two formats within the same checklist. First part deals with the sample of lesson presentation which includes the whole classroom activities from the beginning to the closing of the lesson and the second part includes

specific techniques or strategy used by the teacher in order to make their teaching effective. The first part was judged using the criteria like excellent, good, average and poor and Second part was judged using the criteria like, frequently, sometime and seldom

2.4.2 Questionnaire

The questionnaire was the additional tool of my study. The questionnaire includes 13 questions. The questions were designed to elicit information about the teaching of the grammar. The open ended questions were used to make teachers elaborate the techniques and clarify the process of instruction. The questionnaires were provided only to the teachers whose classes were observed.

2.5 Process of Data Collection

To collect the primary data I had followed the following procedure

- a. I visited the field and obtained consent from the school administration.
- b. Then I contacted with English teachers of primary levels and established rapport with them.
- c. After that I explained to the respondents about the purpose of the questionnaire and observation checklists.
- d. Then I observed 6 classes of each teacher by using prepared checklists.
- e. After that I provided the questionnaire to the teachers whose classes I had observed to fill up.

2.6 Limitations of the Study

This study had the following limitations.

- a. This study covered only Arghakhanchi district.
- b. The study was limited to class 4 and 5.
- c. It was restricted to the strategies used in teaching tenses.
- d. It only covered 20 English teachers of primary level
- e. Observation was limited to the present and past tenses only.
- f. The researcher observed only 6 classes of each teacher.

CHAPTER THREE

ANALYSIS AND INTERPRETATION

This chapter presents analysis and interpretation of the data which the researcher collected from 20 primary level English teachers from Arghakhanchi district. They were taken from seventeen schools.

3.1 Holistic comparison of strategies

This is the holistic comparison made between the performance of the English teachers (trained and untrained) of government aided schools of primary level. The researcher use statistical tool of percentage in order to analyze the collected data. The actual strategies or techniques have been compared on the basis of their frequency of occurrence while teaching like frequently, sometimes and seldom. If they use everyday it is categorized under ‘frequently’ if they used only for some practise, it is categorized under ‘sometimes’ and if they never used, it is categorized under ‘seldom’. Later on it is compared on the basis of whether they used the given strategies in every class or not. This is the analysis of techniques or strategies used which was derived on the basis of classroom observation form in appendix 1.

Table No. 2
Holistic comparison of strategies

S. N.	Name of the strategies used	Frequently		Sometimes		Seldom	
		T	UT	T	UT	T	UT
1	Awareness	0%	0%	100%	100%	0%	0%
2	Co-operative learning	70%	0%	30%	70%	0%	30%

3	Deductive	60%	90%	40%	10%	0%	0%
4	Demonstration	30%	0%	70%	100%	0%	0%
5	Drill	100%	100%	0%	0%	0%	0%
6	Experimental	0%	0%	20%	30%	80%	70%
7	Games	0%	0%	100%	100%	0%	0%
8	Group work	40%	0%	60%	100%	0%	0%
9	Inductive	0%	0%	40%	10%	60%	90%
10	Inquiry	0%	0%	0%	0%	100%	100%
11	Labour participation teaching	20%	0%	30%	20%	50%	80%
12	Non verbal Communication	0%	0%	40%	70%	60%	30%
13	Pair work	0%	0%	100%	60%	0%	40%
14	Question-answer	80%	50%	20%	50%	0%	0%
15	Explanation	70%	80%	30%	20%	0%	0%
16	Illustration	50%	60%	50%	40%	0%	0%
17	Individual work	0%	0%	100%	100%	0%	0%
18	Oral exercise	80%	60%	20%	40%	0%	0%
19	Problem solving	70%	40%	30%	60%	0%	0%
20	Communicative exercise	0%	0%	20%	0%	80%	100%
21	Simulation	0%	0%	40%	20%	60%	20%
22	Gesture and body movement	0%	0%	100%	60%	0%	40%
23	Discussion	0%	0%	30%	10%	70%	90%
24	Strip story	0%	0%	20%	0%	80%	100%
25	Finger techniques	0%	0%	70%	30%	30%	70%

26	Active learning	0%	0%	50%	30%	50%	70%
27	Exhibition	0%	0%	30%	0%	70%	100%
28	Audio- video	0%	0%	0%	0%	80%	100%
29	Team teaching	0%	0%	0%	0%	100%	100%
30	Written exercise	100%	100%	0%	0%	0%	0%
31	Modeling	0%	0%	30%	20%	70%	80%

This is the holistic comparison. I have compared teacher performance in general. Among the strategies listed above the trained teachers used strategies like; written exercise, active learning, problem solving, oral exercise, explanation, question answer, labour participation techniques, group work, drill, demonstration, deductive and co-operative frequently. On the other hand frequently used strategies on the part of untrained teachers were, deductive, drill, question answer, explanation, oral exercise, problem solving and written exercise. Similarly strategies like audio-video, inquiry and team teaching were not used by both group and others remaining are sometimes used by the both groups of teachers.

3.1.1 Detail comparison of strategies

i. Awareness

This technique was used by all teachers to motivate the students.

Table No. 3

Awareness

	Trained		Untrained	
Frequently	0	0%	0	0%
Sometimes	10	100%	10	100%
Seldom	0	0%	0	0%

The above table shows that both groups of teachers ‘sometimes’ used this technique while teaching tenses in the classroom.

ii. Co-operative learning

Co-operative learning is the systematic pedagogical strategy that encourages small groups of students work together for the achievement of a common goal. The use of co-operative strategy by trained teachers was found better than untrained teachers.

Table No. 4

Co-operative learning

	Trained		Untrained	
Frequently	2	20%	0	0%
Sometimes	8	80%	7	70%
Seldom	0	0%	3	30%

The above table shows that 20% trained teachers used co-operative learning strategy ‘frequently’ and 80% trained teachers ‘sometimes’ used this strategy whereas 70% untrained teachers ‘sometimes’ used this strategy.

iii. Deductive

Deductive strategy is a strategy in which rules are taught from the beginning of the lesson presentation. Majority of the teachers used this strategy.

Table No. 5
Deductive

	Trained		Untrained	
Frequently	6	60%	9	90%
Sometimes	4	40%	1	10%
Seldom	0	0%	0	0%

This table shows that deductive strategy was comparatively used more by untrained teachers than trained teacher. 60% trained teachers frequently used this strategy and 40% teachers ‘sometimes’ used it whereas 90% untrained teachers frequently used this strategy and 10% untrained teachers sometimes used it.

iv. Demonstration

Demonstration (visual demonstration) strategy was used frequently by the trained English teachers than untrained teachers.

Table No.6
Demonstration

	Trained		Untrained	
Frequently	3	30%	0	0%
Sometimes	7	70%	10	100%
Seldom	0	0%	0	0%

This table given above shows that trained teachers used this technique most of the instructional time. 30% trained teachers used this technique ‘frequently’ 70% ‘sometimes’ used this technique whereas all untrained teachers ‘sometimes’ used this technique.

v. Drill

It is a mostly used grammar practice activity. The aim of the drill is to give students rapid practice in using a structural item. This is often done with the whole class rather than with students in pairs.

Table No. 7
Drill

	Trained		Untrained	
Frequently	10	100%	10	100%
Sometimes	0	0%	0	0%
Seldom	0	0%	0	0%

The above table shows that all trained and untrained teachers ‘frequently’ used this technique.

vi. Experimental

Experimental strategy is a student centered strategy.

Table No. 8
Experimental

	Trained		Untrained	
Frequently	0	0%	0	0%
Sometimes	3	30%	2	20%
Seldom	7	70%	8	80%

The above table shows that only 30% trained and 20% untrained teachers 'sometimes' used experimental strategy.

vii. Games

Games were used by both trained and untrained teachers. Games were not used only for practicing the taught item but also used for the sake of motivation.

Table No. 9
Games

	Trained		Untrained	
Frequently	0	0%	0	0%
Sometimes	10	100%	10	100%
Seldom	0	0%	0	0%

This table shows that both trained and untrained teachers ‘sometimes’ used games while teaching tenses. I found that they were using simple games like guessing, simon says, predicting, look and say, read and say.

viii. Group work

Group work is a learner centered technique. It promotes learners’ autonomy by allowing students to make their own decision in the group without being told what to do by the teacher. Moreover, it encourages, broader skills of co-operation and negotiation than pair work.

Table No.10
Group work

	Trained		Untrained	
Frequently	4	40%	0	0%
Sometimes	6	60%	10	100%
Seldom	0	0%	0	0%

This table shows that 40% trained teachers used this technique ‘frequently’ and 60% trained teachers ‘sometimes’ used this technique whereas all untrained teachers sometimes used this technique. It was ‘frequently’ used by trained teachers than untrained teachers.

ix. Inductive

Inductive strategy refers to the strategy in which examples are provided from the very beginning and rules are derived by analyzing the examples given. When I observed the classes of both teachers especially in course of teaching tense they were sometimes used this strategy.

Table No. 11
Inductive

	Trained		Untrained	
Frequently	0	0%	0	0%
Sometimes	4	40%	1	10%
Seldom	6	60%	9	90%

The above table shows that, only 40% trained and 10% untrained teachers ‘sometimes’ used this strategy. Many teachers wrote that they like inductive method and use it in the class but most of the time; majority of the trained teachers used deductive method.

x. Inquiry

It is also a student centered strategy.

Table No. 12
Inquiry

	Trained		Untrained	
Frequently	0	0%	0	0%
Sometimes	0	0%	0	0%
Seldom	10	100%	10	100%

The above table shows that none of the teachers used this technique while teaching tenses.

xi. Labour participation teaching

It is a strategy in teaching where the teacher participate in the work the students are being involved in simultaneously. S/he teaches them the idea they have to learn in the classroom teaching and learning or s/he involves students in the practice over the item taught. When I went to collect data many teachers did not use this strategy.

Table No. 13
Labour participation teaching

	Trained		Untrained	
Frequently	2	20%	0	0%
Sometimes	3	30%	2	20%
Seldom	5	50%	8	80%

The table given above shows that 20% trained teachers ‘frequently’ used this technique and 30% ‘sometimes’ used this whereas only 20% untrained teachers sometimes used this technique.

xii. Non-verbal communication

It is a strategy which is similar to demonstration in which information is disseminated in non-verbal form. It includes performing actions using gestures and facial expressions silently (without uttering any noise).

Table No. 14
Non-verbal communication

	Trained		Untrained	
Frequently	0	0%	0	0%
Sometimes	4	40%	7	70%
Seldom	6	60%	3	30%

This table show that 40% trained teachers and 70% untrained teachers ‘sometimes’ used this strategy.

xiii. Pair-work

It is also a student centered technique.

Table No. 15
Pair-work

	Trained		Untrained	
Frequently	0	0%	0	0%
Sometimes	10	100%	6	60%
Seldom	0	0%	4	40%

This table shows that all trained teachers and 60% untrained teachers ‘sometimes’ used this technique.

xiv. Question-answer

Question answer is another strategy used in teaching. The most frequent use of questioning was to lead the students to discover patterns, put items into categories and find labels for the categories.

Table No. 16
Question-answer

	Trained		Untrained	
Frequently	8	80%	5	50%
Sometimes	2	20%	5	50%
Seldom	0	0%	0	0%

My research work found that 80% trained teachers used this technique ‘frequently’ and 20% trained teacher ‘sometimes’ used this technique whereas 50% untrained teachers used this technique ‘frequently’ and 50 % untrained teachers ‘sometimes’ used this.

xv. Explanation

Explanation is a strategy which is mainly used in Nepal at primary level.

Table No. 17
Explanation

	Trained		Untrained	
Frequently	7	70%	8	80%
Sometimes	3	30%	2	20%
Seldom	0	0%	0	0%

The table No.17 shows that, 70% trained teachers used this technique ‘frequently’ and 30% ‘sometimes’ used this technique whereas 80% untrained teachers ‘frequently’ used this technique and 20% ‘sometimes’ used it. It was ‘frequently’ used by both groups of teachers but untrained teachers used it more frequently than trained teachers.

xvi. Illustration

It is a strategy in which something is explained or made clear by using like charts, pictures and examples.

Table No. 18
Illustration

	Trained		Untrained	
Frequently	5	50%	6	60%
Sometimes	5	50%	4	40%
Seldom	0	0%	0	0%

This table shows that 50% trained teachers used this strategy ‘frequently’ and 50% ‘sometimes’ used this strategy whereas 60% untrained teachers used this strategy ‘frequently’ and 40% ‘sometimes’ used this strategy. This strategy was used more frequently by untrained than trained teachers.

xvii. Individual work

It is a strategy in which the teacher gives students a task individually.

Table No. 19
Individual work

	Trained		Untrained	
Frequently	0	0%	0	0%
Sometimes	10	100%	10	100%
Seldom	0	0%	0	0%

The above table shows that all trained and untrained teachers ‘sometimes’ used this strategy while teaching tense.

xviii. Oral exercise

Oral exercise is found to be frequently used.

Table No.20

Oral exercise

	Trained		Untrained	
Frequently	8	80%	6	60%
Sometimes	2	20%	4	40%
Seldom	0	0%	0	0%

The above table also shows that 80% trained teachers used this strategy ‘frequently’ and 20% ‘sometimes’ used this strategy whereas 60% untrained teachers used this strategy ‘frequently’ and 40% ‘sometimes’ used it. Trained teachers used more frequently than untrained teachers.

xix. Problem solving

This is also a strategy in which teachers solve the students’ difficulties and problems.

Table No. 21

Problem solving

	Trained		Untrained	
Frequently	7	70%	4	40%
Sometimes	3	30%	6	60%
Seldom	0	0%	0	0%

This table shows that 70% trained teacher used this strategy ‘frequently’ and 30% trained teachers ‘sometimes’ used this strategy whereas 40% untrained teachers used this strategy ‘frequently’ and 60% ‘sometimes’ used this. Trained teachers used this strategy more frequently than untrained teachers.

xx. Communicative exercise

In this strategy exercises are done communicatively. It was sometimes used by both the teachers in teaching tenses.

Table No. 22
Communicative exercise

	Trained		Untrained	
Frequently	0	0%	0	0%
Sometimes	4	40%	1	10%
Seldom	6	60%	9	90%

The above table shows that 40% trained teachers and 10% untrained teachers ‘sometimes’ used this strategy. It was used frequently more by trained teachers than untrained teachers.

xxi. Simulation

In teaching tenses creating real life situation is very helpful and effective. Simulation means creating real life situation.

Table No. 23

Simulation

	Trained		Untrained	
Frequently	0	0%	0	0%
Sometimes	3	30%	1	10%
Seldom	7	70%	9	90%

This table shows that both types of teachers rarely used this strategy. Only 30% trained and 10% untrained teachers sometimes used this strategy.

xxii. Gestures and body movement

In teaching language grammar gestures and body movement play a vital role.

Table No. 24

Gestures and body movement

	Trained		Untrained	
Frequently	0	0%	0	0%
Sometimes	10	100%	6	60%
Seldom	0	0%	4	40%

This table shows that both groups of teachers ‘sometimes’ used this strategy while teaching tenses. All trained and 60% untrained teachers ‘sometimes’ used this strategy.

xxiii. Discussion

It is a widely used strategy in teaching.

Table No. 25
Discussion

	Trained		Untrained	
Frequently	0	0%	0	0%
Sometimes	2	20%	1	10%
Seldom	8	80%	9	90%

This table shows that 20% trained teachers and 10% untrained teachers ‘sometimes’ used this strategy in the tense classroom.

xxiv. Strip story

In this strategy a story is presented in pieces. A story written in any tense can be divided into separate groups and students are asked to identify tenses.

Table No. 26
Strip story

	Trained		Untrained	
Frequently	0	0%	0	0%
Sometimes	2	20%	0	0%
Seldom	8	80%	10	100%

The table No. 26 shows that trained teachers rarely used this strategy and untrained teachers never used this strategy. Only 20% trained teachers ‘sometimes’ used this strategy.

xxv. Finger techniques

It is also an interesting technique of teaching. It was used more by trained teachers.

Table No. 27

Finger techniques

	Trained		Untrained	
Frequently	0	0%	0	0%
Sometimes	7	70%	3	30%
Seldom	3	30%	7	70%

The above table shows that 70% trained and 30% untrained teachers 'sometimes' used this technique.

xxvi. Active learning

In this technique students are allowed to talk, listen, read and write and reflect as they approach course content through problem solving exercises, in formal small groups.

Table No. 28

Active learning

	Trained		Untrained	
Frequently	0	0%	0	0%
Sometimes	6	60%	4	40%
Seldom	4	40%	6	60%

The above table shows that it was ‘sometimes’ used by both trained and untrained teachers but it was used more by trained teachers. 60% trained teachers and 40% untrained teachers ‘sometimes’ used this strategy.

xxvii. Exhibition

It is a strategy which makes the teaching interesting.

Table No. 29
Exhibition

	Trained		Untrained	
Frequently	0	0%	0	0%
Sometimes	4	40%	2	20%
Seldom	6	60%	8	80%

The above table shows that both groups of teachers ‘sometimes’ used this technique but it was used more by trained teachers. Only 40 % trained teachers and 20% untrained teachers ‘sometimes’ used this technique.

xxviii. Audio-video

Audio- video strategy refers to the use of some devices which appeal the students to use more than one sense. For examples, use of television, computer and power point in grammar teaching and learning.

Table No. 30
Audio-video

	Trained		Untrained	
Frequently	0	0%	0	0%
Sometimes	0	0%	0	0%
Seldom	10	100%	10	100%

This table shows that both groups of teachers never used this strategy.

xxix. Team teaching

It is also a strategy in which two or more than two teachers divide the students into different teams and teach different group.

Table No. 31
Team teaching

	Trained		Untrained	
Frequently	0	0%	0	0%
Sometimes	0	0%	0	0%
Seldom	10	100%	10	100%

The above table shows that both groups of teachers never used this strategy while teaching tenses.

xxx. Written exercises

Written exercises are mainly given by all teachers in teaching tenses.

Table No. 32
Written exercises

	Trained		Untrained	
Frequently	10	100%	10	100%
Sometimes	0	0%	0	0%
Seldom	0	0%	0	0%

The above table shows that both trained and untrained teachers ‘frequently’ used written exercises.

xxxii. Modeling

In this technique teacher acts as a model for sometimes and students have to follow or repeat after him. It is a technique which gives the clear spoken model of new language.

Table No. 33
Modeling

	Trained		Untrained	
Frequently	0	0%	0	0%
Sometimes	4	40%	3	30%
Seldom	6	60%	7	70%

The above table shows that 40% trained and 30% untrained teachers ‘sometimes’ used this strategy in the tense classroom.

3.2 Comparison of the lesson presentation

I had categorized the teacher presentation into 'excellent' if the teacher had entered the class with prepared lesson plan, self confident in the content to be taught clarity and fluency in expression, engaged students into the classroom actively, facilitated his presentation with teaching materials and motivates his students appropriately. Similarly, 'good' if other things being equal if he lacked prepared lesson plan and related teaching materials. Likewise, 'average' other things being equal to good if he lacked prepared lesson plan, teaching materials and self-confidence and poor if s/he lacked even clarity in his/her expression and motivating power including the things included under average.

3. 2. 1 Warming up activities

The teacher's performance is not only judged on the basis of how s/he presents the subject matter, but also from how s/he motivates his/her students towards the subject matter to be taught and towards himself or herself. Success of teaching highly depends on those activities which are conducted in operative purposes. It includes, objectives specification, telling jokes and story to bring humors inside, relating present lesson to the previous lesson and other ways of motivation.

Table No. 34
Warm up activities

	Excellent		Good		Average		Poor	
	T	UT	T	UT	T	UT	T	UT
Students motivation to the subject matter	0%	0%	70%	0%	30%	100%	0%	0%
Student motivation to the teacher	0%	0%	70%	30%	30%	70%	0%	0%
Objectives Specification	0%	0%	30%	30%	40%	0%	30%	70%
Related to the previous lesson	0%	0%	100%	100%	0%	0%	0%	0%

Above table shows that regarding the ‘students’ motivation to the subject matter’ 70% trained teachers were found ‘good’ and 30% were found ‘average’ whereas all untrained teachers were found ‘average’. In the same way, ‘in motivating student toward teacher’ 70% trained teachers were found ‘good’ and 30% were found ‘average’ whereas 30% untrained teachers were found ‘good’ and 70% were found ‘average’. Similarly, ‘in case of objective specification’ 30% trained teachers were found ‘good’ and 40% were found ‘average’ and 30% were found in ‘poor’ position whereas 30% untrained teachers were found ‘good’ and 70% were found ‘poor’.

Regarding the ‘relating the lessons to the previous lesson’ both groups of teachers were found ‘good’.

In terms of the different aspect included under warming up activities, trained teachers were found ‘better’ in student’s motivations towards the subjects matter, student’s motivation towards the teacher and objective specification. But both groups of teachers were found equal in relating parent lesson with past lessons.

3.2.2 Presentation

It is an actual phase of teaching where the teacher use his/her works and means in order to make his/her presentation effective and meaningful. It includes various gestures, demonstration, use of appropriate teaching materials and appropriate illustration to support his/her presentation. Achievements of objectives highly depend on the teacher presentation.

Table No. 35
Presentation

	Excellent		Good		Average		Poor	
	T	UT	T	UT	T	UT	T	UT
Interesting presentation	0%	0%	30%	0%	70%	100%	0%	0%
Relevant to the student’s level and interest.	0%	0%	30%	30%	70%	70%	0%	0%
Grammar presented inductively	0%	0%	0%	0%	60%	30%	40%	70%

Grammar presented in classroom context	0%	0%	30%	30%	70%	30%	0%	40%
Teachers commands over subject matter.	0%	0%	60%	50%	40%	50%	0%	0%
Logical or psychological presentation	0%	0%	70%	0%	30%	100%	0%	0%
Use of teaching learning materials	0%	0%	50%	20%	50%	80%	0%	0%
Appropriate illustrations	0%	0%	50%	60%	50%	40%	0%	0%

According to the table No. 35, 'in terms of 'interesting presentation' 30% trained teachers were found 'good' and 70% were found 'average' whereas all untrained teachers were found 'average'. In the same way, 'in relevant to the students' level and interest', 30% trained teachers were found 'good' and 70% were found 'average' whereas 30% untrained teachers were found 'good' and 70% were found 'average'. Likewise, 'in case of grammar presented inductively' 60% trained teachers were found 'average' and 40% were found 'poor' whereas 30% untrained teachers were found 'average' and 70% were found 'poor'. Regarding the 'grammar presented in classroom context', 30% trained teachers were found 'good' and 70% were found 'average' whereas 30% untrained teachers were found 'good', 30% were found 'average' and 40% were found 'poor'. In case of, 'teacher command over subject matter' 60% trained teachers were found 'good' and 40% were found 'average' whereas 50% untrained teachers were found 'good' and 50% were found 'average'.

Similarly, 'in logical or psychological presentation' 70% trained teachers were found 'good' and 30% were found 'average' whereas all untrained teachers were found 'average'.

In case of 'use of teaching materials', 50% trained teachers were found 'good' and 50% were found 'average' whereas 20% untrained teachers were found 'good' and 80% were found 'average'. In case of 'use of appropriate illustration' 50% trained teachers were found 'good' and 50% were found 'average' whereas 60% untrained teachers were found 'good' and 40% were found 'average'.

In terms of different aspects included under presentation trained teachers have been found better in interesting presentation, command over subject matter, psychological and logical presentation and use of teaching materials and in appropriate illustration untrained teachers were found better whereas in terms of relevant to students' level and interest and presentation in classroom context they were found equal.

3.2.3 Practice

Practice is a very important stage in teaching where students and the teachers interact over the thought items.

Table no-36
Practice Activities

	Excellent		Good		Average		Poor	
	T	UT	T	UT	T	UT	T	UT
Students question on practice	0%	0%	0%	0%	60%	30%	40%	70%
Relation of presentation and practice	0%	0%	70%	30%	30%	70%	0%	0%
Attention to linguistic form	0%	0%	0%	30%	100%	70%	0%	0%
Mechanical transformation exercises	0%	0%	60%	0%	40%	100%	0%	40%
Recognition and identification activities	0%	0%	30%	0%	30%	60%	40%	0%
Information transfer activities	0%	0%	30%	20%	70%	80%	0%	0%
Meaningful language drill	0%	0%	60%	40%	40%	60%	0%	0%
Students participation on practice	0%	0%	70%	30%	30%	70%	0%	0%

The table given above shows that in case of student question on practice, 60% trained teachers were found 'average' and 40% were found 'poor' whereas 30% untrained teachers were found 'average' and 70% were found 'poor'. In relation of presentation and practice, 70% trained teachers were found 'good' and 30% were found 'average' whereas 30% untrained teachers were found 'good' and 70% were found 'average'. Similarly, in giving attention to linguistic form, 30% trained teachers were found 'good' and 70% were found 'average' whereas all untrained teachers were found 'average'. Likewise, 'in mechanical transformation exercise', 60% trained teachers were found 'good' and 40% were found 'average' whereas all untrained teachers were found 'average'. Regarding the recognition and identification activities, 30% trained teachers were found 'good', 30% were found 'average' and 40% were found 'poor' whereas 60% untrained teachers were found 'average' and 40% were found 'poor'. In case of information transfer activities, 30% trained teachers were found 'good' and 70% were found 'average' whereas 20% untrained teachers were found 'good' and 80% were found 'average'. Regarding the meaningful language drill, 60% trained teachers were found 'good' and 40% were found 'average' whereas 40% untrained teachers were found 'good' and 60% were found 'average'. Likewise, 'in case of student participation on practice' 70% trained teachers were found 'good' and 30% were found 'average' whereas 30% untrained teachers were found 'good' and 70% were found 'average'.

Among the eight aspects kept under practice stage trained teachers were found better in terms of relation of presentation and practice, mechanical transformation activities, recognition identification activities, students questions on practice, meaningful language drills and students participation on

practice, where as untrained teachers were found better in attention to linguistic forms.

3.2.4 Evaluation

It is also a stage of lesson presentation which determines the accomplishments and unaccomplishment of the objectives. Without evaluation we cannot know whether the objectives of lesson have been fulfilled or not.

Table No. 37
Evaluation

	Excellent		Good		Average		Poor	
	T	UT	T	UT	T	UT	T	UT
Feedback given by teachers	0%	0%	40%	30%	60%	70%	0%	0%
Evaluation techniques	0%	0%	80%	60%	20%	40%	0%	0%

The above table shows that, in case of ‘feedback giving’, 40% trained teachers were found ‘good’ and 60% were found ‘average’ whereas 30% untrained teachers were found ‘good’ and 70% were found ‘average’. Similarly, ‘in use of evaluation techniques’ 80% trained teachers were found ‘good’ and 20% were found ‘average’ whereas 60% untrained teachers were found ‘good’ and 40% were found ‘average’.

Among the two aspects included under evaluation trained teachers were found better than untrained teachers.

3.3 Analysis of the questionnaire

As it has mentioned under the tools of data collection it was not a major tool but additional one. As the appendix II shows the questionnaire was prepared containing 13 questions with two aims. The main aim behind its preparation was to evaluate to what extent there was consonance in theoretical and practical aspects of the both trained and untrained teachers. The other additional aim was to check their theoretical position taking it into comparative framework. The information given by the teachers were presented in brief .It means information given by the teachers were related.

Question No. 1

This question required the necessity of teaching grammar and the teachers answered as ‘yes’ and wrote,

- i. Because it is necessary to learn the language.
- ii. Without knowledge of grammar language learning is difficult.
- iii. It helps to speak and writes correctly.
- iv. It helps to learn the language easily.

Nobody answered ‘no’

Question No. 2

This question is asked to get the information of, is it difficult to teach grammar or not. Some of them answered ‘yes’ and gave these reasons.

- i. Student feels difficulties due to mother tongue.
- ii. Teaching grammar is very difficult task

Some of them were answered no, and gave these reasons.

- i. It is very interesting to teach.

ii. It creates a fun in the classroom.

Question No. 3

The question no. 3 required the information of 'which skills of language they mainly focus while teaching tenses'. And all of them answered

Listening and writing

Question No. 4

This question was asked to know 'were student motivated toward their class while teaching tenses?'

And all of them answered 'yes'.

But, in some teachers' class student were not motivated properly.

Question No. 5

This question required the information of which grammatical category is more necessary for language learning, all of them answered 'tense'.

Question No. 6

This question is related to the lesson presentation according to the lesson plan. This includes four aspects. The teachers answered, they did the following activities.

I. Warm up activities

They answered that they motivate the student by,

-Ask some questions from previous lessons.

-Ask some general questions.

- Tell the story.
- Ask some contextual questions.

But all of them motivate the students by asking some question from previous lessons.

ii. Presentation

- Write the structure on the blackboard, describe it and then write some examples.
- Write some examples on the blackboard and then describe its structures.

iii. Practice.

- Divide the students in to the groups and ask them to write some sentences according to the rules.
- Ask to tell some sentences according to the structure.

But all the teachers generally asked to the students to write some sentence according to the rule.

iv. Communicative stage

- Ask students to make sentences.
- Ask students to write some sentences and give them feedback.

Question No.7

This question required the information of what types of materials do they use while teaching tense. They answered as,

Blackboards, textbooks, structured cards, sentences cards, pocket charts.

But many of the teachers use daily classroom available materials.

Question No.8

This question is related with what are the activities and techniques they use while teaching tenses in the classroom and they answered as, inductive method, deductive method, drills, question- answer, oral exercise, written exercise, explanation and games.

But all of them generally used drill, explanation and written exercise in the tenses classroom.

Question No. 9 and 11

These questions were asked to get the information of ‘which method do they used and prefer while teaching tense’. 90% untrained and 30 % trained teachers answered they use deductive method. And 10% untrained and 70% trained teachers answered they like and use inductive method.

But in reality all untrained and 90% trained teachers used deductive method frequently.

Question No. 10

This question required the information of how they evaluate the students’ achievements over the topic and they answered as;

- i. Ask students some question about the taught item.
- ii. Ask them to write some sentences.
- iii. Ask them to tell some sentences.

Question No. 12 and 13

These questions were asked to get the information about the importance of teaching tense. They answered as,

- i. Without knowledge of tense language learning is very difficult.
- ii. It helps to learn the language easily.
- iii. It is the first step to learn the language.
- iv. It helps to express the ideas according to the time.

Questionnaire is analyzed on the basis of the answer of the informants. Generally, the answers of trained and untrained teacher were compared. The questionnaire itself was not very demanding on the part of the teachers. The comparison of the answer sheet written by the teachers revealed out that despite having slight differences on theoretical level. I could not find such striking difference between their theoretical knowledge.

The main thing is many trained teacher wrote they prefer inductive method and very few untrained teachers wrote they prefer and use inductive method but all untrained and many trained teachers use deductive method. Collectively the trained teachers were found bit more forward than the untrained teachers. But one common finding was that both trained and untrained teachers were not sound and they are not so much careful about the theoretical aspects of teaching. They need to be up to date about the theoretical and practical aspects of teaching.

CHAPTER FOUR

FINDINGS AND RECOMMENDATIONS

4.1 Findings

The findings of this research study are given below.

A. Strategies used by primary level teachers in teaching tenses

- i. Deductive method, drill, group work, question-answer, explanation, oral exercise, problem solving, co-operative learning, demonstration, illustration, written exercise and awareness were found frequently used by the teachers.
- ii. Inductive method, demonstration, exhibition, games, non-verbal communication, pair work, simulation, individual work, communicative exercise, personal question, gestures and body movements, finger techniques, active learning and exhibition were used 'sometimes' in the classroom.
- iii. Strip story, experimental and modeling, were found to be 'rarely' used in the tenses classroom.
- iv. Audio-video, team teaching and inquiry were not found to be used while teaching tenses.

B. Similarities and differences in the use of strategies

- i. Strategies viz inductive, group work, questionnaire, oral exercise and problem solving were frequently used by trained teachers, whereas deductive,

explanation and illustration were frequently used by untrained teachers.

ii. Trained teachers never used the strategies like audio-video, inquiry, team teaching and untrained teachers never used the strategies like audio video, experimental, strip story, exhibition, team teaching and exhibition.

iii. The position of both trained and untrained teachers was found exactly similar in the use of games, written exercise, discussion, drill; awareness and individual work.

iv. Students were found highly motivated towards teachers and subject matter in trained teachers than untrained, teachers' presentation.

v. In the specification of the objectives, trained teachers were found better than of untrained teachers.

vi. Both trained and untrained teachers were found better in terms of relating present lesson with past lesson.

vii. Interesting, logical and psychological presentation was found better done by trained than of untrained teachers.

viii. Trained teachers were found to have better command over subject matter than untrained teachers, similar in the case of use of teaching materials.

ix. Equal position was found in the relevance of presentation with the students need and interest and in the contextualization of presentation.

- x. In the provision of appropriate illustration untrained teachers were found comparatively better than trained teachers.
- xi. Student's active participation and their question on practice were found better in the trained teacher's class than untrained teachers' class.
- xii. In case of presentation and practice trained teachers were found better than untrained teachers.
- xiii. In meaningful language drill and recognition and identification activities trained teachers were found better than untrained teachers whereas in mechanical transformation exercise and information transfer activities untrained teachers were found better.
- xiv. In evaluation, trained teachers were found better than untrained teachers.

4.2 Recommendations

Teaching is a challenging task. It requires both ability to integrate science and arts. Similarly as the child centered teaching being the demand of the day, it requires higher level of knowledge and skills than the traditional teacher dominated teaching and learning activities. This study has come up with the following recommendations in the primary level in bring out improvement in teaching and learning.

- a. The teacher should use inductive method while teaching tenses because it makes teaching effective and student get active participation.

- b. The teacher should give equal priority to both oral and written exercises while teaching tenses so that teaching becomes more effective.

- c. The teacher should develop their theoretical knowledge because it helps to use the strategies in proper way.

- d. It is necessary to understand the psychological level, needs and interest of the students for effective teaching.

- e. It is necessary to present the lesson according to the context of the classroom for effective teaching.

- f. It is necessary to think about minimal qualification for entry in the teaching profession. Set timelines for gradual introduction of minimum qualification requirement by analyzing the availability of required human resource.

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