

# CHAPTER ONE

## INTRODUCTION

### 1.1 General Background

Grammar is defined as the connections of words and word groups in an acceptable structure. Grammar is one of the aspects of language which especially concerns with combination and ordering of words into sentences using appropriate rules. It checks the language from being deviated and makes the language understandable and meaningful. It means, with the help of grammar, we can arrange morphemes into words, words into phrases, phrases into clauses, clauses into sentences and sentences into a meaningful paragraph using rules and principles of a language. In this way, grammar is taken as the backbone of language. According to Lado (1961, p.144), "Grammar governs the central role of an utterance". His definition clarifies that for constructing the correct patterns of any component, grammatical rules have the inevitable role.

Likewise, in Chomsky's (1957), words:

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

Similarly, Harmer (1987, p.1) defines grammar as "The way in which words change themselves and group together to make sentences".

It means, grammar is the way which helps to change, combine and manipulate the language. Supporting the above definition, Thornbury (1999, p.15) says,

"Grammar is a kind of sentence making machine". It is a set of formal patterns in which words of language are arranged to convey meaning. It is the branch of linguistics which is concerned with the description, analysis and formalization of formal language pattern. In conclusion, grammar is a very much essential set of rules to the foundation of language development which is responsible in the development of accuracy as well as fluency in speaking and writing. A teacher can present it as a fun activity by using an appropriate method and technique.

Grammar is central to the teaching and learning of languages. It is also one of the difficult and controversial aspects of language teaching. It is often misunderstood in the field of language teaching. The misconception lies in the view that grammar is a collection of arbitrary rules about static structure in the language. Grammatical rules are essential for the mastery of language. A sound knowledge of grammar is essential if pupils are going to use language creatively. Some experts say that knowledge of grammar is inevitable for systematic analysis at language forms and to develop accuracy. Ur (1996) also talks about controversial nature of teaching grammar in the following way:

The place of grammar in the teaching of foreign language is controversial.

Most people agree that knowledge of a language means, among other things, knowing its grammar, but this knowledge may be intuitive (as it is in our native language) and it is not necessarily true that grammatical structures need to be taught as such, or that formal rules need to be learned

Thornbury ( 1999, p.15) gives seven arguments for including grammar in language teaching. They can be presented briefly as follows:

**a. The Sentence Machine Argument**

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

**b. Fine-Tuning Argument**

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

**c. The Fossilization Argument**

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

**d. The Advance- Organizer Argument**

According to this argument, if the learners formal system of language from the very beginning, they will progress in the use of language for their later acquisition of language.

**e. The Discrete Item Argument**

This arguments advocates that there is infinite number of sentences in language but these can be cut into different grammatical items so that there will not be any misunderstandings for learning language.

**f. The Rule-of-Law Argument**

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

**g. The Learner Expectations Argument**

Because of the learner's expectations, grammar is put in language teaching to learn grammatical items. Most of the learners want to develop their grammatical competence in a particular language.

### **1.1.1 Importance of Teaching Grammar**

Though the issue of whether or not to include explicit grammar instruction into a foreign language course is still a controversy, the inevitable role of grammar in language teaching cannot be phased out yet. Richards et al. (1985. p.49) define grammar as a description of the structure of a language and the way in which linguistic units such as words and phrases are combined to produce sentences in the language. Grammar helps in the production of infinite number of a new sentence. To get mastery over any language, one needs to know its underlying grammar. So, grammar is the basis for the production of any correct utterance which makes the language meaningful. It is necessary to monitor the learner's performance. Grammar enables learners to use the language accurately and appropriately in the different social settings. In this way, grammar is necessary for every language teacher. The importance of grammar teaching can be put forth as follows:

- Grammar helps the students to develop accuracy. Without grammar, their language will be labeled as incorrect.
- Researches suggest that learners who did not receive grammar instructions are at the risk of fossilizing sooner than those who receive (Thornbury, 1999, p.16).
- Grammar helps in finetuning the language, noticing the structures in use and organizing in learning of a language.

Grammar helps the students develop their communicative efficiency by making them confident in the language.

### **1.1.2 Aspects of Language**

While teaching language, we have to teach various aspects of language. Aspects means components of language which make language complete and meaningful

These aspects are very important in any language. Whemeier (2003, p.45) has defined aspects "as particular feature of a situation, an idea, a problem, a way in which it may be considered." The aspects of language have three dimensions of form, meaning and use. Teaching Grammar as an aspect of language covers the form or accuracy of grammatical items use in appropriate and meaningful situations.

There are mainly three aspects of language. They are given below:

- a. Vocabulary
- b. Language function
- c. Grammar

#### **1.1.2.1 Vocabulary**

According to Richards et al. (1986, p. 400), "Vocabulary is set of lexemes, including single words, compound words and idioms."

Vocabulary means the body of words use in a particular language or in a particular activity, or the store of words known to an individual person. The lists of words which have clear meaning are known as vocabulary. It ranges from simple day to day vocabulary to new or difficult words. The students have to know organization, pronunciation and meaning of new words. There are two types of vocabulary, i.e., active and passive. Active vocabulary refers to those words which the students have been taught or learned and which they are expected to be able to understand, pronounce and use constructively in speaking and writing. Passive vocabulary refers to the words which the students recognize when they occur in the context, but which they will probably not be able to produce.

#### **1.1.2.2 Language Function**

Language function refers to the purpose for which an utterance or unit of language is use. It can be broadly classified as grammatical and communicative function.

Grammatical functions deal with the relationship that a constituent in a sentence has with another constituent. On the other hand, the communicative function, the main function of language, refers to the communicative goal for which a language is used in a community. It is necessary for the speakers to have the sound knowledge of communicative functions. It is necessary for day to day communication.

### **1.1.2.3 Grammar**

Grammar is regarded as an integral part of 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 choose structure which expresses the meaning they want to create. Hence, teaching grammar is a means of improving language. According to Lado (1961, p.144), "Grammar governs the central structure of an utterance". Here, the central structure means the way of arranging the morphemes into words and words into the sentences. Grammar is defined as the connection of words and word groups in an acceptable structure. It is one of the most important aspects of language. It can be defined as "How words are combined or changed to form suitable units of meaning within a language" (Ur, 1996, p.76). According to Close (1975, p.107), "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. Every language serves the same basic relations among these categories.

Grammar can be divided into two types, i.e., 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 structure in an appropriate situation.

According to Palmer (1971, p.9), grammar is "A device that specifies the infinite set of well formed sentences and assigns to each of them one or more structural

description". That is to say, it tells us just that all the possible sentences of a language and their description.

In conclusion, grammar is a 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.

### **1.1.3 Language Skills**

Language has four skills: listening, speaking, reading, and writing. Listening and speaking are categorized as primary skills, and reading and writing as the secondary skills from one angle. But from the another angle, these four skills are categorized on the basis of reception and production. Listening and reading are considered as receptive skills, while speaking and writing are productive skills.

#### **a. Listening**

Among the four language skills, listening is the basic skill. From the reception point of view, it is recognized as receptive skill. But from the primary angle, it is consider as primary skills.

Underwood (1989) defines listening as an “activity of paying attention to and trying to get meaning from something we hear”. So, it is taken to mean trying to understand the oral message people are conveying. A successful listener needs to be able to workout what a speaker means when s/he produces particular words on particular occasions, and not simply to understand the words themselves.

According to Munby (1979), listening basically involves two sub-skills: listening perception and listening comprehension . The former involves the recognition and discrimination of minimal segmental sound units, their combination, rhythm, stress, intonation, etc. On the contrary, the later involves understanding the meaning of an utterance. From the above discussion, we can say that listening skill involves an active cognitive processing of message on the basis of what has been spoken and what the listener already knows about the topic.

## **b. Speaking**

Speaking is the ability to express one's ideas fluently in a foreign language. It is a complex and complicated skill. It is specially difficult in foreign language because effective oral communication requires the ability to use the language appropriately in social interactions. Speaking skill has some sub-skills:

- i. Articulating sounds in isolate forms.
- ii. Articulating sounds in connected speech
- iii. Manipulating variation in stress in connected speech.
- iv. Manipulating the use of stress in connected speech.
- v. Producing intonation patterns and expressing attitudinal meaning through variation in pitch, height, pitch range and pause.

In to speak fluently and accurately in a foreign language, knowledge of sub-skills of speaking is required. From pedagogical view point, while teaching speaking the students must be made familiar with various aspects of speaking. The students as the learner of speaking make various mistakes and errors in their speaking.

## **c. Reading**

Reading is the third skill in its order and it is a receptive language skill. Simply, it is a process of absorbing information from a printed text. In other words, it is a way of grasping information from the graphic symbols. It is also taken as understanding and making sense of a given text. Reading has been defined in many ways. According to Grellet (1982), "Reading as understanding involves extracting the required information from the text as efficiently as possible" (p.1). Similarly, Ur (1996) states, "Reading means reading and understanding" (p. 38). Furthermore, Nuttall (1996) uses the various terms for reading viz. decoding, deciphering identifying, articulating, speaking, pronouncing, understanding, responding and getting meaning for the text (p. 2).

From all these definitions, we can conclude that, reading is one of the language skills. It is a receptive language skill through which a reader receives information



from the written text. In fact, reading helps to recognize and comprehend the knowledge and information contained in a text. It involves recognition of printed letters, words, phrases, clauses and sentences with meaning.

Reading is also taken as a process of communication between the reader and author. In a text, the writer expresses his own thoughts and feelings in written language and the reader constructs meaning after reading a text. Thus, reading is not only a receptive skill, but also an active skill. Reading, constantly, involves guessing, predicting checking and asking oneself questions.

#### **d. Writing**

Writing is one of the most important skills for learning a language. It is a productive skill, which needs proper handling of the mechanics of writing to make sensible sentences and paragraphs. Writing is an activity by which we communicate with one another and transmit our culture, ideas and thoughts from one generation to another. It provides us with a chance to acquire others' ideas, feelings and thoughts.

Generally, writing is the most difficult as well as an important skill in our context. The writing skill plays a vital role in securing good marks in the examinations. It helps to obtain knowledge and experience, and it can spread our knowledge and experience to others.

#### **1.1.4 Methods of Teaching Grammar**

Grammar is the combination of the words and word groups is an acceptable structure. At present, two important methods of teaching grammar have been practiced which are popularly known as an inductive and deductive methods. Which are described below:

#### **1.1.4.1 Deductive Method**

In this method, the grammatical rules are explained before presenting examples. In other words, rules of grammar are presented and then examples are given on the basis of the rules before the learners. Thornbury (1999, p.64) says “A deductive approach starts with the presentation of rules and is followed by examples in which the rules are applied.”

Similarly, Richards et al. (1999, pp.89-99), says that deductive is “An approach to language teaching in which learners are taught rules and given specific information about language.”

From the above definitions, we can simply define the deductive method as a rule-driven method. This method starts with presentation of grammatical rules and then is followed by examples and explanation of the rules.

##### **a. Stages of Deductive Method**

There are some stages of deductive method as follows:

- i. Presentation of rules/statements/patterns
- ii. Explanation to reinforce the rules with corresponding examples
- iii. Sample sentences/examples for the verification of the rules, patterns, etc.
- iv. Memorization of rules
- v. Providing opportunity for students to practice the new pattern

In this method, clear explanation is practiced until the rule is internalized

##### **b. Features of Deductive Method**

The followings are features of deductive method:

- i The teaching proceeds from general to specific.
- ii. The teacher moves from abstract rules to concrete examples.
- iii. This method follows the theoretical science.

- The deductive theorist:
- perceives a pattern
  - constructs a theoretical mode.

iv. This method is cognitive

### **c. Advantages of Deductive Method**

Deductive method has different advantages which are given as follows:

- i. It is short and time saving method.
- ii. It is useful for students having analytical learning style.
- iii. It allows the teacher to deal with language points.
- iv. It respects the intelligence and maturity of many adult students and acknowledges the role of cognitive process in language acquisition.

### **d. Disadvantages of Deductive Method**

This method has following disadvantages:

- i. It is difficult to memorize rules.
- ii. It is dry and technical method.
- iii. In this method, students feel bored being lectured and stop paying attention.
- iv. Starting the lesson with a grammatical presentation may be off-putting for some students, especially younger ones. They may not have sufficient metalanguage.

#### **1.1.4.2 Inductive Method**

Inductive method is known as modern and scientific than deductive one. This method is also known as a rule discovery method. It is the specific language teaching method which emphasizes the use of language rather than presentation of information about language .

In the process of defining inductive method of language teaching, Thornbury (1999, p.64) says “An inductive approach starts with some examples from which

rule is inferred". Similarly, Richards et al. (1999, pp. 98-99), say "In inductive learning, learners are not taught grammatical or other types of rules directly but are left to discover or induce rule from their experience of using the language." By applying this method, the teacher teaches the grammatical items by presenting the example and ask the students to form the rules from the example, after that teacher makes the students practice in oral and written way. While teaching a grammatical point, the teacher first demonstrates the meaning to the class. For example, they will hold up a book and say, this is a book. They will did the same showing other objects. Then, they hold up several books and say these are books. After giving several examples of the plural form they will contract the two forms.

**a. Stages of Inductive Method**

The followings are different stages of inductive method:

- i. Presentation of examples
- ii. Observation and comprehension of the examples (to written or oral practice)
- iii. Classification of the examples if required
- iv. Derivation of rules/principles
- v. Application or verification

**b. Features of Inductive Method**

Inductive method has different features which as follows:

- i. The teaching proceeds specific to general.
- ii. The teaching moves from concrete examples to abstract rules.
- iii. This method is based on 'science of observation; so, it claims that valid statements are only derived by:
  - Observing linguistic facts
  - Classifying them
  - Making generalizations on what is observed and classified.

- iv. It advocates that statements or rules become meaningful to learners.

**c Advantage of inductive Method**

The advantages of inductive method are:

- i. It is more communicative.
- ii. It is a student centered method.
- iii. It includes problem solving activities.
- iv. It develops students' self-reliance and autonomy

**d. Disadvantages of Inductive Method**

The disadvantages of an inductive method include:

- i. In this method, students may hypothesise the wrong rule.
- ii. It demands heavy lesson planning from teachers' side.
- iii. The time taken to workout a rule may be at the expense of time spent in putting the rule to some sort of productive practice.

**1.1.5 Techniques of Teaching Grammar**

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

A technique is implementational that which actually takes place in classroom. It is a particular trick, stratagem or contrivance use to accomplish an immediate objective. Technique must be consistent with a method and therefore in harmony with an approach as well. (Anthony, 1963, pp. 63-67, as cited in Richard and Rodgers, 2001, p. 19).

Technique is level in which classroom procedures are described. This reflects the facts that the procedure we implement in our classroom teaching is a technique.

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

**a. Awareness**

A teacher should provide the opportunities to students by giving some units of discourse or text and ask them to find out the past tense verb modal verb, future tense, major word classes, preposition, phrasal verb, etc.

**b. Controlled drills**

While teaching using this technique learners are given a cues 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 with sufficient examples of the structure. The examples are predetermined by teachers and have to conform to clear, closed ended cues.

For example,

John drink or drinks tea but he doesn't drink coffee.

- a. like ice: cream/cake      b. Speak: English/Italian

**c. Meaningful drills**

In this technique, students are asked to find out teaching techniques. Than, the teacher asks them to compose true statements about them according to the following model, e.g. He/she likes ice cream, or He/she doesn't like ice cream (a) enjoy: reading book (b) drink: wine

**d. Guided drills**

Learners form sentences of their own according to set pattern but exactly what vocabulary they use up to them.

**e. Free sentence composition**

In this technique, students are provided a visual or situational clue and asked to write their own answer, e.g., picture showing a number of people doing different things is shown and they are asked to write the sentence by describing the action of people.

**f. Discourse composition**

In this technique, students are asked to write a passage according to given situation, e.g., (You have seen a good friend cheating in an important test and asked them to recommend a solution.)

Similarly, Harmer (1978, pp.24-27) has given the following techniques for teaching grammar:

**a. Modeling**

The teacher acts as a model for sometimes and students have to follow repeat after him.

**b. Isolation**

The teacher frequently isolates the parts of the sentence that they are modeling.

**c. Visual demonstration**

Visual demonstration further covers the following activities:

**i. Writing**

The teacher writes sentence on the board and underlines the critical points e.g. He watched TV yesterday, did he watch TV yesterday?

**ii. Time lines**

This technique is useful to teach tense aspect, e.g. I have been reading the newspaper.

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

### **iii. Finger technique**

Finger technique is another useful technique for teaching grammatical rules. We might be focusing on a sentence 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 use to increase the student's speed, rhythm and stress. Teacher can give different grammatical properties to different ways and make learning more visual.

### **d. Explanation**

In this technique, the teacher explains the rules.

## **1.2 Review of Related Literature**

Several studies have been carried out in the topics related to grammar and grammar teaching in the department of English Education, Faculty of Education. Some of them are as follows:

Karki (1990) carried out a research entitled "Teaching Subject Verb Agreement Inductively and Deductively". The aim of his study was to find out the relative effectiveness of two methods: Inductive and deductive for teaching subject, verb, agreements in English. Pre-test and post-test were the major tools for data collection. Results of two test were compared and it was found that inductive is relatively more effective than the deductive method.

Sharma (2000) carried out a research entitled "Teaching English Inductively and Deductively". The aim of this study was to find out relative effectiveness of two methods for teaching reported speech in English. Result of two test were compared and it was found that deductive method was more effective than inductive method.



Pandey (2004), recently carried out a research entitled "The Effectiveness of Language Games in Teaching Grammar for Grade Ten". He found out that teaching grammar through games was better than without it.

Rawal (2004) Carried out a research study entitled "The Effectiveness of Drill Technique in Teaching Passivization". The objective of the study was to find out the effectiveness of drill technique in teaching passivization, drill technique more effective than other techniques included in the textbook.

Bhattarai (2006) carried out a research entitled "Effectiveness of EEE (Exploration, Explanation and Expression) method in Teaching Reported Speech in English". It was found that EEE method was more effective for teaching reported speech than the teaching method use traditionally.

Pokhrel (2008) carried out a research entitled. "Techniques of Teaching Grammar". The aim of her study was to find out the effectiveness of inductive or deductive method in teaching tense. It was found that inductive method was more effective and more meaningful than deductive method in teaching tenses in English.

Paneru (2009) carried out a research study entitled "Use of Computer for Teaching English Grammar". The objective of this study was to find out the effectiveness of the use of computer in teaching grammatical items. It was found that teaching grammar through computer was more fruitful than teaching without it.

Saha (2010) recently carried out a research study entitled "Effectiveness of Teaching Grammar Through Inductive Method" The objectives of this study was to find out the effectiveness of the inductive method in teaching grammar. It was found that teaching grammar through inductive method was more fruitful than traditional method.

The above reviewed research studies did not deal with the techniques adopted by secondary level English teachers in teaching grammar. Therefore, my research will be different from theirs.

### **1.3 Objectives of the Study**

The objectives of the present study were follows:

- i to find out the grammar teaching techniques adopted by the secondary level English teachers.
- ii to find out the most frequently use techniques and methods.
- iii. to suggest some pedagogical implications on the basis of the findings of the study.

### **1.4 Significance of the Study**

The study is significant to all the English language teachers in general. Also it is useful to the teachers, students, researcher and educaitonists as well as curriculum designers. It is a useful reference to other researcher to collect information about teaching technique and their uses in language class. It is a guideline for language teachers. The students are taking advantage of selecting the techniques for the study. The research is significant to curriculum designer to select and include techniques in the ELT curriculum. The findings and recommendations of this study is helpful to the real classroom teaching.

### **1.5 Definitions of the Specific Terms**

**Grammar:** Grammar is defined as the connections of words and word groups in an acceptable structure.

**Technique :** What actually happens in the classroom is called a technique.

**Vocabulary:** The list of words which have clear meaning are known as vocabulary.

**Passive vocabulary:** Passive vocabulary refers to the words which the students recognize when they occur in the context but which they will probably not be able to produce.

**Active vocabulary:** Active vocabulary refers to those words which the students have been taught or learned and which they are expected to be able to understand, pronounce and use constructively in speaking and writing.

**Language function:** Language function refers to the purpose for which an utterance or unit of language is used.

**Aspects of language:** Aspects means a components of language which make language complete and meaningful.

## **CHAPTER TWO**

### **METHODOLOGY**

To fulfill the objectives of the study, the following methodology was adopted:

#### **2.1 Sources of Data**

I used both the primary as well as secondary sources for collecting the data.

##### **2.1.1 Primary Sources of Data**

The primary sources of the data were the English teachers who were teaching in Sindhuli district at secondary level.

##### **2.1.2 Secondary Sources of Data**

The secondary sources of the data were the various books, thesis, articles, journals, and reports related to the present research. Some of them include: Corder (1973), Richards and Rodgers (1986), Nunan (1992), Kumar (1996), Ur (1996), Thornburuy (1999), Thesis: Neupane (2004), Joshi (2010), Lamsal (2010), etc.

#### **2.2 Population of the Study**

The sample of the study was 10 teachers from 5 different schools of Sindhuli district. The researcher observed 5 classes of each teacher. Also, she selected 20 teachers to collect the data using questionnaire.

#### **2.3 Sampling Procedure**

I selected 5 government aided school at Sindhuli district by using non-random judgmental sampling procedure. The researcher selected 2 teachers from each school using the same procedure.

## **2.4 Tools for Data Collection**

The main tools for data collection in this study were the classroom observation checklist (see Appendix No. I) and the questionnaire (see Appendix No. II). Both the tools were used to collect data from the teachers.

## **2.5 Process of Data Collection**

I collected the data from the primary sources by administering questionnaire and observation checklist. For this purpose the researcher adopted the following steps:

- i. At first, I went to the related schools, talked to the authority, and explained them the purpose of the study to get their permission to consult with the English language teachers.
- ii. After getting permission from the authority, I consulted the English language teachers, explained them the purpose of the research and requested them to take part in his/her research.
- iii. Further, I distributed the questionnaire to the teachers and requested them to fill it.

## **2.6 Limitations of the Study**

This study had the following limitations:

- i. The total population of the study was limited to ten English teachers from five secondary schools in Sindhuli district.
- ii. Only the secondary level English teachers were included as the sample of this study.
- iii. The study was limited to the grammar teaching techniques used by the teachers.
- iv. The data was collected only from the government aided schools.
- v. The data was collected only through the checklist and questionnaire.

## **CHAPTER THREE**

### **ANALYSIS AND INTERPRETATION**

The data was collected by the primary sources. The data collected from the informants was analyzed and interpreted to find out the techniques used by the teachers in teaching grammar. For this study, data was collected by using two tools, viz. observation checklist and questionnaire. I mainly used descriptive approach to analyze and interpret the collected data. The data was presented analytically by using para-orthographic text such as tables. It has been analyzed under the following sub-headings:

#### **3.1 Analysis of the Data Obtained from Class Observation**

This section deals with the analysis and interpretation of the data obtained from the classroom observation of ten English teachers. I prepared an observation checklist form and observed each teacher's five classes. By using the device, it was observed different types of techniques used by teachers in the classroom. It has been tried to analyze the techniques used by the teachers in general and teaching grammar in particular. The values and the frequencies of observation checklist was counted and changed into numerical values. The numerical values were converted into percentage and the detail is presented in the table No. 1.

I observed 50 classes in five different schools of Sindhuli district: Shree Secondary School Gadauli Sindhuli, Gaumati Model Higher Secondary School Sindhuli, Shree Kamala Janajyoti Secondary School Sindhuli, Shree B. N.S.H.S School Panityanki, Sindhuli. Among these the researcher frequently found the use of grammar teaching technique observing the teachers' classes. The frequently used techniques and methods were personal question, free sentence composition, oral exercise, guided drill, and inductive method etc. When the teachers used controlled drill, free sentence composition, discourse composition, role play

technique students participation was massive and the class was lively but when teachers asked the question individually only the talented students replied and rest of the other were passive and felt harassed. Hence, oral exercise, personal question, individual work were not effective technique while teaching grammar. In the application of such techniques, I rarely found students asking question relevantly otherwise they sat quietly listening to whatever was delivered to them.

Therefore, the teachers should employ the most recent technique like team pair, share group work etc. in which the students are self motivated to participate in the topic and try to do their best without being humiliated.

**Table No. 1****Summary of the Classroom Observation Checklist**

S.N.	Observed items	Responses			
		Yes		No	
		F	%	F	%
1.	Awareness	24	48%	26	52%
2.	Controlled drills	34	68%	16	32%
3.	Meaning drills	24	48%	26	52%
4.	Guided drills	30	60%	20	40%
5.	Free sentence composition	35	70%	15	30%
6.	Discourse composition	33	66%	17	34%
7.	Modeling	19	38%	31	62%
8.	Isolation	11	22%	39	78%
9.	Visual demonstration	23	46%	27	54%
10.	Writing	15	30%	35	70%
11.	Time lines	20	40%	30	60%
12.	Finger technique	21	42%	29	58%
13.	Explanation	25	50%	25	50%
14.	Lecture	10	20%	40	80%
15.	Pair work	17	34%	33	66%
16.	Role play	33	66%	17	34%
17.	Discovery technique	25	50%	25	50%
18.	Illustration	26	52%	24	48%
19.	Demonstration	24	48%	26	52%
20.	Individual work	30	60%	20	40%
21.	Question answer	35	70%	15	30%
22.	Oral exercise	35	70%	15	30%
23.	Personal question	41	82%	9	18%



The above table shows that the most frequently used grammar teaching technique was personal question. Along with this, the other common techniques were oral exercise, question answer, individual work, role play, discourse, composition, free sentence composition, guided drill and controlled drills and less used techniques were lecture, isolation, modeling, writing and pair work. Among 23 techniques the most frequently used technique was personal question and the least used technique was lecture in the grammar class. They were used by 82 percent and 20 percent of the teachers respectively.

The first item in the observation checklist included the technique called awareness. The above table shows that 48 percent of the teachers used this technique and 52 percent did not use it. It proved that fewer number of teachers used the awareness technique. The second item in the checklist inquired whether the teachers immediately used guided drills or not. The table shows that 68 percent of the teachers used this technique and 32 percent teachers did not use it. It proved that most of the teachers used this technique.

Likewise, the third item meaningful drill was another teaching technique included in the checklist whether the teachers used or not while teaching grammar. While observing the class 48 percent teachers used this technique and 52 percent teachers did not use it. It was observed that most of the teachers did not use this technique.

Similarly, the fourth item, guided drill was designed to investigate whether the teachers used this technique or not while teaching in the classroom. The result shows that 60 percent teacher used this technique and 40 percent teachers did not use this technique.

Regarding the item number fifth, free sentence composition 70 percent of the teachers used this technique in the classroom while teaching grammar and students were actively involve in this activity. It shows that fewer number of the teachers did not use this technique.

While observing the grammar class, 66 percent teachers used sixth item, discourse composition and 34 percent teachers did not use this technique. The above table shows that most of the teachers used this technique.

The seventh item, Modeling is another teaching technique included in the observation checklist. After the it is found that, 38 percent teachers used this teaching technique and 62 percent teachers did not use this technique. According to the table, most of the teachers did not use this technique.

From the above table, it is also clear that the eighth item isolation was another technique measured in the observation. In this study 22 percent of the teachers used this technique but 78 percent teacher's did not use. It was found that majority of the teachers did not use this technique.

Similarly, the ninth item, visual demonstration was used by 46 percent teachers while 54 percent teacher did not use this techniques. It shows that many of the teachers did not use this technique.

On the other hand, the tenth item, writing technique was less used than other techniques. It was found that 70 percent of the teachers did not use this technique. The eleventh item, Time line is another grammar teaching technique. The table shows 40 percent of the teachers used this techniques and 60 percent did not use this technique. It shows that most of the teachers did not use this technique. The above table also shows that item number twelve finger technique was used by 42 percent teachers and 58 percent teachers did not use this technique. It has been found that most of the teachers did not use this technique.

Whether the teachers used explanation teaching technique in the grammar class or not has been prepared by item number thirteen. The result shows that 50 percent of the teachers used this technique and 50 percent teachers did not use it. Item number fourteen shows that lecture technique was used by 20 percent of teachers and 80 percent teachers did not use this technique in the classroom. It was noticed that most of the teachers, i.e. 80 percent did not use this technique.

Similarly, the item number fifteen was prepared in the checklist to find out whether the teachers used pair work technique or not while teaching grammar. Observing the class 34 percent teachers used this technique and 66 percent Teachers did not use it. It has been found that a great number of the teachers did not use this technique.

We can also observed that item number sixteen role play was always practiced by a great number of the teachers in the grammar class and students were well prepared to take part this role play technique. the above table shows that 66 percent of the teachers used this technique in the classroom and 34 percent teachers did not use it.

Similarly, item number seventeen discovery technique was used by 50 percent teaches and 50 percent teachers did not use this technique. It shows that 50 percent of the teachers did not use this technique. Item number eighteen illustration was another teaching technique. In this observation, 52 percent teachers used this technique but 48 percent did not. It shows that most of the teachers used this technique.

Item number nineteen was designed to investigate whether the teachers used demonstration technique or not while teaching grammar. Observing the class forty eight percent of the teachers used this technique and 52 percent teachers did not use this technique. It is noticed that a great number of the teachers did not use this technique.

Item number twenty-two oral exercise was incorporated in the checklist whether the teachers used or not while teaching grammar. Observing the class 70 percent of the teachers used this technique and 30 percent of the teachers did not use this technique . It has been found that less number of the teachers did not use this technique.

Finally, personal question was another teaching technique which was most frequently used i.e. 82 percent of the teachers used it while 18 percent did not use this technique. It shows that, among 23 techniques most frequently used technique was personal question and the least used technique was lecture.

### **3.2 Analysis of Data Obtained From Questionnaire**

To make the finding valid and reliable a prepared sheet of questionnaire was distributed to the teachers teaching English in secondary level. The teachers from schools were taken as informants to find out the technique used by the teachers in teaching grammar. The analysis is made on the basis of the set of questionnaire and the responses of the teachers on it. There were altogether fourteen questions in the questionnaire provided to the teachers to extract their views on teaching grammar. I prepared both close-ended and open-ended questions to collect their views. Teachers' views are analyzed and interpreted in various sections on the basis of responses obtained from them in this section.

I used more open-ended than closed-ended questions in the questionnaire which are presented in Appendix II. Closed-ended questions were yes, no type. The percentage was the main basis for data analysis. The total number of responses have been changed into percentage.

Open-ended questions, in each of questionnaire, were asked to take the subjective responses from the informants. The researcher has analyzed the responses to both types of questions separately one after another under the different headings.

#### **3.2.1 Teachers' Perceptions and use of Methods and Techniques**

The teachers were provided with a set of fourteen questions. The item number one to five are analyzed under this heading. Analysis and interpretation of the data obtained from the teachers is presented below:

Item number one was prepared to find out the teachers' views between methods and techniques. It can be said that nearly seventy percent teachers' responses were about method and technique distinction but thirty percent teachers were confused with this. Most of the teachers defined method as the overall plan and techniques as the classroom activities. It was found that nearly thirty percent teachers were not clear about methods and techniques.

The second item in the questionnaire inquired whether the teachers used methods or not while teaching grammar in the classroom. Analyzing their responses, most of the teachers used inductive method because this method is more effective than other methods. Some teachers used communicative methods, grammar translation method, direct method whereas, some used both inductive and deductive. It has been found that majority of the teachers used inductive method while teaching grammar.

Analyzing the responses to the third item, it was observed that the teachers responses about the most appropriate methods for teaching grammar was inductive method. It was identified that the majority of the teachers i.e. 75 percent assumed inductive method and 20 percent of them referred direct and communicative method, and rest of the other 5 percent teachers responded to use the grammar translation method. It shows that most of the teachers' view inductive method more appropriate than others.

The fourth item in the questionnaire was prepared to ask them about the different techniques used in classroom in grammar teaching. It was found that most of the teachers, i.e. 85 percent used different types of technique but 15 percent of the teachers were not clear about techniques.

The item number five asked about which technique was the most effective in teaching grammar. Based on the responses, majority of them, i.e. 80 percent of the teachers used different kinds of effective teaching technique in the classroom as

personal question, students centred technique and discovery technique but 20 percent of the teacher did not response. It was found that most of the teachers used different effective techniques but only a few number of the teachers did not use it.

### **3.2.2 Teachers' Ways of Teaching Grammar**

There were seven items in the questionnaire to find out the teachers' ways of teaching grammar. The sixth item in the questionnaire was incorporated in order to find out whether the teachers taught grammar in isolation or not. Analysis of the responses obtained from the respondents are presented below:

**Table No. 2**  
**Teachers' Teaching of Grammar in Isolation**

Responses	Frequency	Percentage (%)
Yes	10	50
No	10	50

The above table shows that 50 percent of the teachers used this technique in isolation to teach grammar in the classroom and rest of the others did not.

**Table No. 3**  
**Use of Communicative Ways in Teaching Grammar**

Responses	Frequency	Percentage (%)
Yes	11	55
No	9	45

The item number seven was included in the questionnaire to find out whether the teachers were aware of the communicative way of teaching in the classroom or not. While analyzing their responses, majority of the teachers, i.e. 55 percent used this communicative way of teaching grammar in the classroom and 45 percent did not use this way of teaching grammar. It has been found that majority of the teachers were well known about communicative ways of teaching grammar.

**Table No. 4**  
**Students Involvement in Writing Composition**

Responses	Frequency	Percentage (%)
Yes	13	65
No	7	35

The item number eight was given to the respondents find out whether the respondents were involving learners in writing composition or not teaching grammar. As indicated in the table above, out of twenty teachers, 65 percent of the teachers were aware of writing composition and 35 percent were not. It can be said that a great number of the teachers used writing composition technique to teach grammar in the classroom.

**Table No. 5**  
**Teachers' Use of Demonstration Technique**

Responses	Frequency	Percentage (%)
Yes	18	90
No	2	10

The item number nine, included in the questionnaire was to find out whether the respondents used this demonstration or not in the class. Concerning the responses of their views, it has been found that a great number of the teachers, i.e. 90 percent were familiar to the demonstration way of teaching grammar in the classroom and 10 percent of the teachers did not know it. The above table shows that majority of the teachers were aware of this fact.

**Table No. 6**  
**Teachers' Use of Lecture/Explanation Technique**

Responses	Frequency	Percentage (%)
Yes	12	60
No	8	40

The tenth item was incorporated in the questionnaire to find out whether the teachers were well-known or not about lecture/explanation technique in the classroom. The above table shows that among the total respondents 60 percent used this technique to teach grammar in the classroom. Rest of the teachers were not clear about this way of teaching grammar. It shows that a great number of the teachers aware of the fact that lecture and explanation way of teaching grammar in the classroom.

**Table No. 7**  
**Frequency in the Use of Techniques**

Responses	Frequency	Percentage (%)
Always	4	20
Sometimes	7	35

The item number eleven was included in the questionnaire to find out how often the teachers used lecture or explanation technique. The above table shows that most of the teachers i.e. 45 percent did not use this lecture/explanation technique, 35 percent sometimes used and 20 percent of the teachers always used this technique to teach grammar. It was found that the rest of teachers never used this technique.



Analyzing the responses to item number twelve, the researcher requested to mention frequently used technique in teaching grammar that they had presented in the classroom. The frequently used techniques were as follows:

- Personal question
- Demonstration
- Discovery technique
- Pair work
- Oral exercise
- Question answer
- Free sentence composition
- Guided drills

The above mentioned techniques are frequently used techniques in the classroom activities. It was found that a great number of the teachers, i.e. 85 percent used different types of teaching techniques in the classroom while teaching grammar. It has been found that majority of the teachers used teaching techniques according to the text and situation of the classroom.

### 3.2.3 Teachers' Focus on the Technique

There were two items in the questionnaire to find out the teachers focus on the technique. Item number thirteen and fourteen present as follows:

**Table No. 8**  
**Focused Point in Teaching Grammar**

Points	Frequency	Percentage (%)
Forms or structure	4	20
The meaning of the expressions	-	-
The communicative function	3	15
All of the above	13	65

The item number thirteen was incorporated in the questionnaire to find out the teachers' focus point while teaching grammar in the classroom. There are four options in questionnaire. Among them 65 percent of the teachers used all of the above, 20 percent of the teachers used forms or structure and 15 percent of the teachers used communicative function. None of them used meaning of the expressions.

**Table No. 9**  
**Teachers' Attention to the Meaning Aspect**

Responses	Frequency	Percentage (%)
Yes	18	90
No	2	10

The item number fourteen was designed to find out whether the teachers paid attention to meaning or not while teaching grammatical form in the classroom. The above table shows that most of the teachers, i.e. 90 percent paid attention to the meaning and 10 percent teachers did not pay the attention to the meaning while teaching grammatical form.

## **CHAPTER FOUR**

### **FINDINGS AND RECOMMENDATIONS**

This chapter deals with the main findings of this study. The main aim of the present study was to find out the techniques used by the secondary level English teachers in teaching. Further, the study aimed at finding out the techniques of teaching grammar adopted by secondary level teachers from the teachers' view point. Taking these things into consideration, the data was collected from the ten teachers of different schools. The data was carefully presented in the table; and analyzed and interpreted to accomplish the objectives, using simple statically tools percentage and frequency. The main findings of the analysis and interpretation are as follows:

#### **4.1 Findings**

On the basis of the analysis and interpretation of the data, the following findings have been extracted. The major findings of this research are as follows:

- a. The majority of the teachers, i.e. 82 percent were found to be using personal questions.
- b. The frequently used techniques were; oral exercise, question answers, role-play, free sentence composition and controlled drills.
- c. Seventy percent of the teachers could differentiate methods and techniques but 30 percent of the teachers could not.
- d. Majority of the teachers, i.e. 80 percent used inductive method rather than others.
- e. Ninety percent of the teachers used demonstration technique to teach grammar.
- f. It has been found that majority of the teachers. i.e. 90 percent paid attention to meaning while teaching grammar.
- g. Twenty percent of the teachers used lecture technique to teach grammar.

## 4.2 Recommendations

The pedagogical implications have been recommended on the basis of findings of the study which are as follows:

- a. Most of the teachers were found to be used the personal question to the students because of which the weak students were harassed. Hence, English teachers are to be suggested to use group work or team work rather than that.
- b. Likewise, the communicative method in recent day of the English language teaching as a classroom techniques. While teaching grammar teacher should use communicative method of teaching grammar.
- c. The techniques that the English teachers implement in the classroom should be based on learners' needs, ability, interest and level.
- d. In the grammar class, lecture technique was less used technique. So, other more active techniques should be used.
- e. Teachers should be familiar with all teaching techniques.
- f. Teachers should encourage the learners to take part in every activity in the classroom.
- g. Since inductive method of teaching grammar was more effective they can be suggested to use this technique for teaching grammar.
- h. Likewise, only the 55 percent teachers were found to be using the communicative way of teaching grammar. They are suggested to use cent percent of teachers as communicative way of teaching grammar.

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**Appendix- I**  
**Observation Checklist**

Name of the School:

Class Observed by: Ishwora Gautam

Name of Teacher:

Grade:

Topic:

Period:

Time:

Subject:

Date:

S.N	Observation items	Yes	No
	Grammar teaching techniques		
1.	Awareness		
2.	Controlled drills		
3.	Meaningful drills		
4.	Guided drills		
5.	Free sentence composition		
6.	Discourse composition		
7.	Modeling		
8.	Isolation		
9.	Visual demonstration		
10.	Writing		
11.	Time lines		
12.	Finger technique		
13.	Explanation		
14.	Lecture		
15.	Pair work		
16.	Role play		
17.	Discovery technique		
18.	Illustration		
19.	Demonstration		
20.	Individual work		
21.	Question answer		

22.	Oral exercises		
23.	Personal questions		

**Appendix- II**  
**Questionnaire (For Teacher)**

Dear informant,

This questionnaire has been prepared for collecting data for the research work entitled "Grammar Teaching Techniques Adopted by Secondary Level English Teachers" which is carried out in partial fulfillment of my M.Ed. thesis. So, kindly please give true responses to the questions included here.

**Researcher**

Ishwora Gautam

T.U., Kirtipur, Kathmandu

School:

Name:

Teaching Experience:

Qualification:

1. How do you differentiate between methods and techniques?

.....  
.....  
.....

2. Which methods do you use while teaching grammar?

.....  
.....  
.....

3. Which method do you think is much appropriate for teaching grammar?

.....  
.....  
.....



4. What techniques do you use while teaching grammar?

.....

.....

.....

5. What techniques do you find much effective while teaching grammar?  
 .....  
 .....  
 .....
6. Do you teach grammar in isolation?  
 a. Yes            b. No  
 If not, what do you do?  
 .....  
 .....  
 .....
7. Do you teach grammar communicatively?  
 a. Yes            b. No  
 If yes, what are the common ways of doing so?  
 .....  
 .....  
 .....
8. Do you involve your learners in writing compositions while teaching grammar?  
 a. Yes            b. No
9. Do you use demonstrations while teaching grammar points?  
 a. Yes            b. No  
 If yes, in which phase of teaching do you use them?  
 a.     Presentation  
 b.     Practice  
 c.     Production
10. Do you use lecture and/or explanation while teaching grammar?  
 a. Yes            b. No
11. If yes, how often do you use them?  
 a.     Always

b. Sometimes

12. Please mention some of the techniques which you use frequently while teaching grammar to your students.

.....  
.....  
.....

13. What do you focus on while teaching grammar points?

- a. Forms or structures
- b. The meaning of the expressions
- c. The communicative function
- d. All of the above

14. Do you pay attention meaning while teaching grammatical form?

- a. Yes
- b. No

**Thank You**

### Appendix III

#### Name of the Selected Schools

S.N.	Name of Schools	Address
1	Shree Secondary School	Gadauli, Sindhuli
2	Gaumati Model H.S. School	Sindhuli
3	Kapilakot H.S. School	Sindhuli
4	Shree Kamala Janajyoti Secondary School,	Silame, Sindhuli
5	Shree B.N.S. H.S. School	Panityanki, Sindhuli

**Appendix IV**  
**Name of the Teachers**

S.N.	Teachers' Name
1	Mr. Surya Tamang
2	Mr. Ganesh Bahadur Thapa
3	Mrs. Laxmi Bhandari
4	Mr. Mohan Shrestha
5	Mr. Rudra Bahadur Khadka
6	Mr. Bimal Kumar Pahadi
7	Mr. Rajan Kari
8	Mr. Khem Hari Baral
9	Mrs. Abhilasha Koirala
10	Mr. Ramchandra Pakhrin